

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 9, 2013**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
September 9, 2013

1. Minutes of the April 8, 2013 meeting. (pages 1-3) were approved by email April 11, 2013.
2. **COLLEGE OF THE ARTS**
 - a. Revised credit hours MUSC 1101 (pages 4-6)
 - b. Revised credit hours MUSC 3101 (pages 7-9)
 - c. Revised credit hours MUSC 3102 (pages 10-12)
 - d. Revised course description and credit hours MUSC 3880 (pages 13-15)
 - e. Revised course description, prerequisites, and credit hours MUSC 5810 (pages 16-18)
 - f. Revised course description, prerequisites, and credit hours MUSC 5830 (pages 19-21)
 - g. Revised course description and credit hours MUSC 5880 (pages 22-24)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised graduation requirements for the MSN (pages 25-27)
 - b. Revised requirements for the MSN – Adult-Gerontology Nurse Practitioner Track (pages 28-30)
 - c. Revised course description NURS 7330 (pages 31-33)
 - d. Revised prerequisites for NURS 7340 (pages 34-36)
 - e. Revised course description NURS 7350 (pages 37-39)
 - f. Revised course number and co/prerequisites for NURS 7451 (pages 40-42). Deactivation NURS 7450.
 - g. Revised course title, and description for NURS 7590 (pages 43-45)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised curriculum for the EDD in Curriculum and Instruction – General Curriculum & Instruction concentration (pages 46-48)
 - b. Revised curriculum for the EDD in Curriculum and Instruction – P-12 Curriculum and Instruction concentration (pages 49-51)
 - c. Revised curriculum for the EDD in Leadership (pages 52-54)
 - d. Revised credit hours for ACED 9999 (pages 55-57)
 - e. Revised credit hours for CIED 9999 (pages 58-60)
 - f. Revised credit hours for LEAD 9999 (pages 61-63)
 - g. Revised course number RSCH 9872 (pages 64-66). Deactivation RSCH 9870
 - h. New course RSCH 9871 (pages 67-75)
 - i. Revised degree narrative for the BA and BS in Psychology (pages 76-77)
 - j. New course PSYC 2998 (pages 78-84)
 - k. New course PSYC 4400 (pages 85-95)
 - l. New course PSYC 4600 (pages 96-108)
 - m. Revised course number PSYC 1101 (pages 109-111). Deactivation of PSYC 2500.
 - n. Revised course number PSYC 2103 (pages 112-114). Deactivation of PSYC 2700.
 - o. Revised course title, and description PSYC 3300 (pages 115-117)
5. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course CHEM 1211H (pages 118-123)
 - b. Revised Area F for the BS in Organizational Leadership (pages 124-125)
 - c. Revised minors' in German and Spanish (pages 126-127)
 - d. Revised minor in French (pages 128-129)
 - e. Revised Modern and Classical Language Department narrative (pages 130-132)
 - f. Revised curriculum for the BA in French – Language and Culture Track (pages 133-136)
 - g. Revised curriculum for the BA in French – New Track – French Language and International Trade (pages 137-139)
 - h. Revised course number FREN 3010 (pages 140-142). Deactivation FREN 3000
 - i. Revised course number, title, prerequisites, and description FREN 3150 (pages 143-145). Deactivation FREN 3110
 - j. New course FREN 3160 (pages 146-154)
 - k. Revised course number and prerequisites FREN 3200 (pages 155-157). Deactivation FREN 3400
 - l. Revised course number, prerequisites, and description FREN 3250 (pages 158-160). Deactivation FREN 3621
 - m. New course FREN 3260 (pages 161-171)
 - n. Revised course number FREN 3500 (pages 172-174). Deactivation FREN 3320
 - o. Revised course number, title, prerequisites, and description FREN 3900 (pages 175-177). Deactivation FREN 3630
 - p. Revised course number and prerequisite FREN 4010 (pages 178-180). Deactivation FREN 4110
 - q. New course FREN 4900 (pages 181-186)
 - r. Revised course title, prerequisites, and description FREN 3450 (pages 187-189)
 - s. Revised course prerequisites and description FREN 4210 (pages 190-192)
 - t. Revised prerequisites FREN 4400 (pages 193-195)
 - u. Revised course number FREN 6010 (pages 196-198). Deactivation FREN 6110
 - v. New course FREN 6900 (pages 199-204)
 - w. Deactivation of FREN 1111, 3610, 5610, 6420, and 6650 (pages 205-206)
6. **COLLEGE OF BUSINESS**
 - a. Revised MACC Learning Outcomes (pages 207-209)
 - b. New minor in Economics (pages 210-211)
 - c. Revised minor list page 66 of current catalog (pages 212-214)

- d. Revised senior college curriculum for the BBA in Economics (pages 215-216)
- e. Revised senior college curriculum for the BBA in Economics (pages 217-218)
- f. Revised Educational Objectives for the BBA in Finance (pages 219-221)
- g. Revised senior college curriculum for the BBA in Finance (pages 222-223)
- h. Revised senior college curriculum for the BBA in Management (pages 224-225)
- i. Revised senior college curriculum for the BBA in Marketing (pages 226-227)
- j. Revised co/prerequisites for ECON 3000 (pages 228-230)
- k. Revised prerequisites for ECON 3400 (pages 231-233)
- l. Revised prerequisites for ECON 3600 (pages 234-236)
- m. Revised prerequisites for ECON 3710 (pages 237-239)
- n. Revised prerequisites for ECON 3800 (pages 240-242)
- o. Revised prerequisites for ECON 3810 (pages 243-245)
- p. Revised prerequisites for ECON 3820 (pages 246-248)
- q. Revised prerequisites for ECON 3860 (pages 249-251)
- r. Revised co/prerequisites for ECON 4500 (pages 252-254)
- s. Revised co/prerequisites for ECON 4100 (pages 255-257)
- t. Revised prerequisites for MGNT 3250 (pages 258-260)
- u. Revised prerequisites for MGNT 3900 (pages 261-263)
- v. New course FIN 3460 (pages 264-271)
- w. New course HCAD 3400 (pages 272-278)
- x. New course HCAD 3600 (pages 279-285)
- y. New course HCAD 4000 (pages 286-291)
- z. New Major, Area F and Senior College Curriculum degree for BBA in Healthcare Administration (pages 292-294)
- aa. Formal Proposal for BBA in Healthcare Administration (pages 295-325)

7. Pending items

- a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
- b. Revised course CHEM 1010 – USG General Education Council approval
- c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
- d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
- f. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
- h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 8, 2013

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 8, 2013. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Dr. Vivianne Foyou, Dr. Ray Elson (Proxy for Dr. Nathan Moates), Dr. Dawn Lambeth, Ms. Catherine Schaeffer, Dr. Jimmy Bickerstaff, Dr. Jimmy Bickerstaff (Proxy for Dr. Frank Barnas), Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Nicole Gibson, Dr. Gidget Ryskamp, Dr. Melissa Benton (Proxy for Dr. Michelle Dykes), Dr. Kathe Lowney (Proxy for Dr. Selen Lauterbach), Dr. Carol Rossiter, and Dr. Colette Drouillard.

Members Absent: Dr. Michael Sanger, Dr. Nathan Moates, Dr. Frank Barnas, Dr. Michele Dykes, and Dr. Selen Lauterbach.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Doug Farwell, Ms. Teresa Williams, and Mr. Garrett White.

The Minutes of the March 11, 2013 meeting were approved by email on March 25, 2013. (pages 1-8).

A. Division of Social Work

1. Revised prerequisites, Social Work (SOWK) 7300, "Advanced Practice with Individuals in Changing Communities", (ADV PRAC INDVDULS CHNGNG COMMU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 9-11).
2. Revised prerequisites, Social Work (SOWK) 7310, "Time-limited Approaches to Multi-level Social Work Practice", (TIMED LIMITED PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 12-14).
3. Revised prerequisites, Social Work (SOWK) 7320, "Advanced Practice with Organizations and Communities", (ADV PRAC ORGNZTNS & COMMUNITES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 15-17).

B. College of Nursing

1. New course, Nursing (NURS) 3240, "Introduction to Forensic Nursing", (INTRODUCTION FORENSIC NURSING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with the course description changed to read ...care of patients. Public and legal communities are explored. . (pages 18-23).
2. Revised credit hours, Dental Hygiene (DHYG) 1110, "Dental Hygiene Lecture I", (DHYG LECTURE I - WIREGRASS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 24-26).
3. Revised credit hours, Dental Hygiene (DHYG) 2130, "Dental Hygiene Lecture IV", (DHYG LECTURE IV - WIREGRASS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 27-29).
4. New course, Dental Hygiene (DHYG) 2105, "Dental Nutrition", (DENTAL NUTRITION - WIREGRASS – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2013. (pages 30-37).
5. Revised curriculum for the AAS in Dental Hygiene was approved effective Fall Semester 2013. (pages 38-39).

C. College of the Arts

1. Revised course prerequisites, Communication Arts (COMM) 3210, "Electronic Public Relations Applications", (ELECTRONIC PR APPLICATIONS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2013 with the prerequisites changed to read ..ACED 2400 or CS 1000 or BUSA 2201; and... (pages 40-41).

2. Revised course prerequisites, Communication Arts (COMM) 3240, "Public Relations Document Layout and Design", (PR DOCUMENT LAYOUT AND DESIGN – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2013 with the prerequisites changed to read ...COMM 3220; ACED 2400 or CS 1000 or BUSA 2201, and (pages 42-43).
3. Revised course number, Mass Media (MDIA) 4110K, "Audio Production II", (AUDIO PRODUCTION II – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2013. (pages 44-45).
4. Revised curriculum for the Health Communication Certificate was approved effective Fall Semester 2013. (pages 46-47).
5. Revised course prerequisites, Music (MUSC) 1011, "Music Theory I", (MUSIC THEORY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 48-49).
6. Revised credit hours, Music (MUSC) 1052, "Music Theory Lab II", (MUSIC THEORY LAB II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 50-51).
7. Revised credit hours, Music (MUSC) 2051, "Music Theory Lab III", (MUSIC THEORY LAB III – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 52-53).
8. Revised credit hours, Music (MUSC) 2052, "Music Theory Lab IV", (MUSIC THEORY LAB IV – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 54-55).
9. Revised senior college curriculum for the BM in Music Performance – Performance Track E: Guitar was approved effective Fall Semester 2013. (pages 56-57).
10. New course, Music (MUSC) 4735, "Guitar Pedagogy", (GUITAR PEDAGOGYI – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hours), was approved effective Fall Semester 2013. (pages 58-62).

D. College of Education

1. Deactivation of ACED 2101, 2106, 2160, and 4030 were noted effective Fall Semester 2013. (pages 63-64).
2. Revised transfer credit policy for the EDS in Teacher Leadership was approved effective Fall Semester 2013. (pages 65-67).
3. Revised department narrative for the Department of Early Childhood and Special Education was approved effective Fall Semester 2013. (pages 68-70).
4. Revised admission requirements (WEB) for the Med in Early Childhood Education was approved effective Fall Semester 2013. (pages 71-73).
5. Revised Selected Outcome Assessments for the MED in Early Childhood Education, was approved effective Fall Semester 2013. (pages 74-76).
6. Deactivation of the Endorsement in Physical and Health Disabilities was approved effective Fall Semester 2013. (pages 77-79).
7. Revised Examples of Outcomes Assessments for the MAT in Special Education was approved effective Fall Semester 2013 with the outcome changed to read ...evaluated by their principal and a university supervisor. and "Georgia onMyLine " was changed to GoView. (pages 80-82).
8. Deactivation of the MED in Special Education – General Curriculum/Early childhood – 5th Year Program was approved effective Fall Semester 2013. (page 83).
9. Deactivation of SPEC 5270, 5260, 3040, 3100, 4020, 4110, 4170, SEEC 3190, 3300, 3400, 3410, 3690, 4140, 4180, and 4690 was approved effective Fall Semester 2013. (page 84).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth P. Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 1101 Diction For Singers

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
annually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Reflects current practice


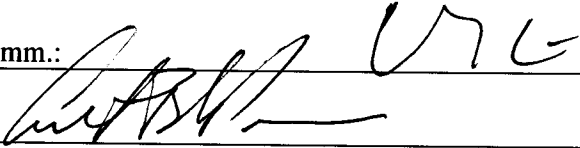
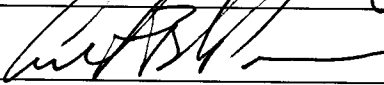
Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting times

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Approvals:	
Dept. Head: 	Date: 8/21/13
College/Division Exec. Comm.: 	Date: 8/21/13
Dean/Director: 	Date: 8/22/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

Kenneth P. Kirk

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MUSC 3101 Advanced Diction I

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 2-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

annually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Reflects current practice

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Approvals:	
Dept. Head: <i>Jay JMM</i>	Date: <i>8/21/13</i>
College/Division Exec. Comm.: <i>U C</i>	Date: <i>8/21/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>8/27/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

Kenneth P. Kirk

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MUSC 3102 Advanced Diction II

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 2-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

annually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Reflects current practice

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Approvals:	
Dept. Head: <i>Jay Hill</i>	Date: 8/21/13
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 8/21/13
Dean/Director: <i>[Signature]</i>	Date: 8/22/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

Kenneth P. Kirk

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MUSC 3880 Marching Band

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites:

Co-requisites:

Course Description: Performs at all football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.

Requested:

Course Prefix and Number:

Credit Hours: 0-6-1

Course Title:

Prerequisites:

Co-requisites:

Course Description: Performance at all football games and various exhibitions. Auditions are required for danceline, color guard, and majorette. This course meets fall semester only.

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

each fall semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Credit hour change reflects current practice. Description change conforms to current Academic Committee guidelines for format.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Meeting time

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting time

Approvals:	
Dept. Head: <i>Zy MA</i>	Date: <i>8/21/13</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>8/21/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>8/21/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

AUG 22 2013

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth P. Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 5810 Chamber Singers

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:
Course Prefix and Number:
Credit Hours: 0-2-1
Course Title:
Prerequisites:
Co-requisites:
Course Description: A selected ensemble emphasizing choral and vocal chamber music repertoire. Selection by audition only. Membership open to all VSU graduate students.

Requested:
Course Prefix and Number:
Credit Hours: 0-5-1
Course Title:
Prerequisites: Successful audition.
Co-requisites:
Course Description: Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. This select ensemble emphasizes choral and vocal chamber music repertoire.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Credit hour change reflects current practice. Description change clarifies the role of the principal ensemble and conforms to current Academic Committee guidelines for format.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting times

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting times

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 8/21/13
College/Division Exec. Comm.:	<i>[Signature]</i> <i>[Initials]</i>	Date: 8/21/13
Dean/Director:	<i>[Signature]</i>	Date: 8/22/13
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. Plat</i>	Date: 9/3/13
Graduate Dean: (for graduate course)	<i>J. T. J. Plat</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

AUG 22 2013

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/20/2013 (mm/dd/yyyy)

Department Initiating Revision:

Music

Faculty Member Requesting Revision:

Kenneth P. Kirk

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MUSC 5830 The Spotlighters

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 0-2-1

Course Title:

Prerequisites:

Co-requisites:

Course Description: A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Selection by audition only.

Requested:

Course Prefix and Number:

Credit Hours: 0-3-1

Course Title:

Prerequisites: Successful Audition

Co-requisites:

Course Description: A select choral ensemble emphasizing popular, jazz, blues, and show tune repertoire. Participation is by audition only.

Semester/Year to be Effective:

Fall 2014

Estimated Frequency of Course Offering:

every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Credit hour change reflects current practice. Description change conforms to current Academic Committee guidelines for format.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Meeting times

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting times

Approvals:	
Dept. Head: <i>Sy 2011</i>	Date: <i>8/21/13</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>8/21/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>8/22/13</i>
Graduate Exec. Comm.: (for graduate course) <i>J. T. J. Ph</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. Ph</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE
Valdosta State University

AUG 22 2013

Date of Submission: 03/20/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth P. Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 5880 Marching Band

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:
Course Prefix and Number:
Credit Hours: 0-3-1
Course Title:
Prerequisites:
Co-requisites:
Course Description: Performance at all football games and various exhibitions. Auditions required for danceline, color guard, and majorette. Fall semester only.

Requested:
Course Prefix and Number:
Credit Hours: 0-6-1
Course Title:
Prerequisites:
Co-requisites:
Course Description: Performance at all football games and various exhibitions. Auditions are required for danceline, color guard, and majorette. This course meets fall semester only.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
each fall semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.
 Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: Credit hour change reflects current practice. Description change conforms to current Academic Committee guidelines for format.

Source of Data to Support Suggested Change:
 Indirect measures: SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Meeting times

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting times

Approvals:		
Dept. Head:	<i>Sy RUM</i>	Date: <i>8/21/13</i>
College/Division Exec. Comm.:	<i>[Signature] UIC</i>	Date: <i>8/21/13</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>8/22/13</i>
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. PL</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course)	<i>J. T. J. PL</i>	Date: <i>9/3/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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MAY 07 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 159

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2014

Degree and Program Name: MSN

Present Requirements:

Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date;
2. A 3.0 cumulative grade point average (GPA) is required. for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination covering the areas of theory, research, the clinical focus, and the selected role.
4. Successful completion of a thesis or project.

Proposed Requirements: (highlight changes after printing) Program Graduation Requirements

1. Students must complete an application for graduation one semester prior to their expected graduation date;
2. A 3.0 cumulative grade point average (GPA) is required. for graduation. No grade below a "C" will be credited toward the degree.
3. Satisfactory completion of the comprehensive examination.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The new curricular meets recommendaions of the ANCC, AANP and the Consensus model for AGNP practice. This recommendation provides for a tangible and academic product which is derived through the immersion experience obtained at completion of doctoral education.
- Other VSU allows for the use of either, Project, thesis or Comps. Nursing has had both.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) **Exit exam used for COMPS and certification pass rates.**

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Exit exam used for COMPS and certification pass rates.**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: <i>Brenda Ayal</i>	Date: <i>4/2/13</i>
Dean(s)/Director(s): <i>Al Hufft</i>	Date: <i>4/10/13</i>
Graduate Exec. Comm.: (for grad program) <i>J. J. P. A.</i>	Date: <i>9/3/13</i>
Graduate Dean: (for grad program) <i>J. J. P. A.</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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MAY 07 2013

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number: 160

Proposed Effective Date for Curriculum Change: (Month/Year): Spring/2014

Degree & Program Name: (e.g., BFA, Art): MSN, Adult-Gero Nurse Practitioner

Present Requirements: Requirements for the Adult-Gerontology Nurse Practitioner Track Level One Graduate Core ...10 hours NURS 7011, NURS 7100 ...6 hours NURS 7110, NURS 7150 ...4 hours Level Two Clinical Core ...10 hours NURS 7200, NURS 7220, NURS 7230 ...9 hours NURS 7200L ...1 hour Level Three Nurse Practitioner ...8 hours NURS 7160 ...2 hours NURS 7330, NURS 7330L ...6 hours Level Four Nurse Practitioner ...9 hours NURS 7350, NURS 7350L, NURS 7510 ...9 hours Level Five Nurse Practitioner ...9 hours NURS 7520 ...4 hours NURS 7590 ...5 hours Total Required for the Degree ...46 semester hours

Proposed Requirements (Underline changes after printing this form: Requirements for the Adult-Gerontology Nurse Practitioner Track Masters Core Total Credit hours ...24 Clinical Hours...60 NURS 7100 Advanced Pathophysiology...3 hours NURS 7011 Statistical Applications in Nursing Research and Practice... 3 hours NURS 7110 Philosophical and Theoretical Foundations of Advanced Nursing Practice....2 hours NURS 7150 Nursing and Health Care Information Systems..... 2 hours NURS 7160 Health Care Delivery Systems, Economics and Policy 2 hours NURS 7200 Advanced Health Assessment...3 hours NURS 7200L Advanced Health Assessment Laboratory..... 1 hour NURS 7220 Evidence-Based Practice.....3 hours NURS 7230 Advanced Pharmacology.....3 hours NURS 7451 Clinical Procedures for the Advanced Practice Nurse.....2 hours AGNP Total Credit Hours...21 Clinical hours...495 AGNP Coursework NURS 7330 Acute & Self-Limiting Disease Management for the Nurse Practitioner... 3 hours NURS 7330L Acute & Self-Limiting Disease Management for the Nurse Practitioner Lab...3 hours NURS 7340 Advanced Adult Nursing: Health Care from Adolescents to Geriatrics 3 hours NURS 7350 Chronic and Complex Disease Management for the Nurse Practitioner ...3 hours NURS 7350L Chronic and Complex Disease Management for the Nurse Practitioner Lab...3 hours NURS 7590 Nurse Practitioner Capstone...6 hours Total Required for Degree.....45 semester hours Total clinical hours required for the degree..... a minimum of 555 clinical hours

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: A review of each course syllabus in the AGNP program was performed to determine if the removal of NURS 7340, with its attendant course objectives, impacted meeting the required AACN Essentials of Master's Nursing standards, Gerontology Core NP competencies, and both ANCC and AANP eligibility certification requirements. New curricula did not meet the requirements of the certifying bodies without NURS 7340. The new curricular recommendations of the ANCC, AANP and the Concensus model for AGNP practice, define projects and thesis to be required at the Doctoral level. For our graduates to be competitive in the marketplace they need to have advanced skills and procedures.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam results and certification pass rates

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures: SOIs; student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

Approvals:

Department Head: *Brenda Dyal*


Date: *8/30/13*

College/Division Exec. Committee: *Brenda Dyal*

Date: *8/30/13*

Dean(s)/Director(s): *Anita Bluff*

Date: *8/30/2013*

Grad. Exec. Committee: (for graduate course)	 T. J. Pla	Date: 9/3/13
Graduate Dean: (for graduate course)	T. J. Pla	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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MAY 07 2013

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Bonni S. Cohen

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 7330 Acute and Self-limiting Disease Management for the Nurse Practitioner

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to acutely ill adolescents and adults.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Holistic and comprehensive care of multicultural adolescents, adults, and older adult populations using diagnostic and therapeutic skills for acute and self-limiting disease. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.

Semester/Year to be Effective:
Spring/2014

Estimated Frequency of Course Offering:
Biannually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Revised course descriptions meant that students matriculating through the Adult Gerontology Nurse Practitioner Program will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification

Center (AANP).

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit exam and Board Applications

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit exam pass rates and Board pass rates

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Brenda Pyal</i>	Date: <i>4/2/13</i>
Dean/Director: <i>AS Huff</i>	Date: <i>4/10/13</i>
Graduate Exec. Comm.: (for graduate course) <i>J. T. J. Platt</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. Platt</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

MAY 07 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 03/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Bonni S. Cohen

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 7340 Advanced Adult Nursing: Health Care from Adolescents to Geriatrics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: 7100, 7110, 7150, 7160, 7200, 7200L, 7230, 7220

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: 7011, 7110, and 7220

Co-requisites:

Course Description:

Semester/Year to be Effective:
Spring/2014

Estimated Frequency of Course Offering:
Biannually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Part-Time student progression has been limited by the prerequisites for the course, which delays graduation.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Advisor progression plans for current and previous part-time students.

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Graduation rate

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Brenda Pyal</i>	Date: <i>4/2/13</i>
Dean/Director: <i>Al Skufft</i>	Date: <i>4/10/13</i>
Graduate Exec. Comm.: (for graduate course) <i>J. T. J. PA</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. PA</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE

Valdosta State University

MAY 07 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/15/13 (mm/dd/yyyy)

Department Initiating Revision:

Nursing

Faculty Member Requesting Revision:

Bonni S. Cohen

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 7350 Chronic and Complex Disease Management for the Nurse Practitioner

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to adolescents and adults with chronic and complex problems.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Holistic and comprehensive care of multicultural adolescents, adults, and older adult populations using diagnostic and therapeutic skills in chronic and complex disease. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care

Semester/Year to be Effective:

Spring/2014

Estimated Frequency of Course Offering:

Biannually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Revised course descriptions mean that students matriculating through the Adult Gerontology Nurse Practitioner Program will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification

Center (AANP).

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit exam and Board Applications

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation to have 100% passage rates

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Brenda Pajal</i>	Date: <i>4/2/13</i>
Dean/Director: <i>AM Huffst</i>	Date: <i>4/10/13</i>
Graduate Exec. Comm.: (for graduate course) <i>J. T. J. Blt</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. Blt</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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MAY 07 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 03/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Bonni S. Cohen

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7450 Clinical Procedures for Advanced Practice Nurses

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:
Course Prefix and Number: NURS 7450
Credit Hours:
Course Title:
Prerequisites: 7100, 7220, 7200, 7200L, 7230
Co-requisites:
Course Description:

Requested:
Course Prefix and Number: NURS 7451
Credit Hours:
Course Title:
Prerequisites: 7200,7200L and 7230 or
Co-requisites: 7200,7200L and 7230
Course Description:

Semester/Year to be Effective:
Spring/2014

Estimated Frequency of Course Offering:
Biannually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Revised course descriptions mean that students matriculating through the Adult Gerontology Nurse Practitioner Program will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Consensus Model and Program evaluation to have 100% passage rates

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Dept. Head:		Date:
College/Division Exec. Comm.:	Brenda Dyal	Date: 1/30/13
Dean/Director:	Al Huffst	Date: 1/30/13
Graduate Exec. Comm.:	J. T. J. Ph	Date: 9/3/13
(for graduate course)		
Graduate Dean:	J. T. J. Ph	Date: 9/3/13
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE

Valdosta State University

MAY 07 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 01/10/2013 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
M Whyte, DHSc FNP

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 7590 Nurse Practitioner Practicum

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 0-15-5

Course Title: Nurse Practitioner Practicum

Prerequisites:

Co-requisites:

Course Description: Synthesis of nurse practitioner clinical knowledge and skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care with adolescents and adults

Requested:

Course Prefix and Number:

Credit Hours: 1-15-6

Course Title: Nurse Practitioner Capstone

Prerequisites:

Co-requisites:

Course Description: Synthesis of evidenced-based knowledge and clinical skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care with adults and older adults.

Semester/Year to be Effective:

Spring/2014

Estimated Frequency of Course Offering:

Bi-yearly

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Increased focus on evidence-based practice to meet professional standards.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The National Organization of Nurse Practitioner Faculties (NONPF) has identified (April 2011) nationally validated core competencies for entry into practice for all nurse practitioners (NP). The proposed course changes are consistent with those core competencies.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. electronic SOIs, student, employer and alumni surveys as per CON program evaluation plan

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) HESI results and exit surveys

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. electronic SOIs, student, employer and alumni surveys as per CON program evaluation plan

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data) every semester.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Bronda Dyal</i>	Date: <i>4/2/13</i>
Dean/Director: <i>Al Huff</i>	Date: <i>4/10/13</i>
Graduate Exec. Comm.: (for graduate course) <i>Al Huff</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course) <i>J. T. J. R. H.</i>	Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

AUG 22 2013

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number: 84

Proposed Effective Date for Curriculum Change: (Month/Year): 1/14

Degree & Program Name: (e.g., BFA, Art): Ed.D. in Curriculum and Instruction

Present Requirements: Requirements for the Ed.D. with a Major in Curriculum and Instruction. General Curriculum and Instruction Concentration.

Area A: Disciplinary Studies.....9 hours CIED 9100.....3 hours Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000.....6 hours

Area B: Educational Inquiry..... 15 hours RSCH 9800, RSCH 9820, RSCH 9840.....9 hours RSCH 9830, RSCH 9850, or RSCH 9860....3 hours RSCH 9870.....3 hours

Area C: Major Courses.....21 hours Curriculum and Instruction Core.....9 hours CIED 9200, CIED 9300, and CIED 9400 Electives.....12 hours

Area D: Dissertation.....9 hours CIED 9999.....9 hours

Total Hours Required for the Degree.....54 semester hours

An approved portfolio is required prior to Admission to Candidacy.

Proposed Requirements (Underline changes after printing this form:

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a General Curriculum and Instruction Concentration.

Area A: Disciplinary Studies.....9 hours CIED 9100.....3 hours Choose two from the following: ACED 9400, LEAD 9030, EDUC 9000.....6 hours

Area B: Educational Inquiry.....16 hours RSCH 9800, RSCH 9820, RSCH 9840.....9 hours RSCH 9830, RSCH 9850, or RSCH 9860....3 hours RSCH 9871, RSCH 9872.....4 hours

Area C: Major Courses.....21 hours Curriculum and Instruction Core.....9 hours CIED 9200, CIED 9300, and CIED 9400 PSYC 8020.....3 hours Electives.....12 hours

Area D: Dissertation.....9 hours CIED 9999.....9 hours

Total Hours Required for the Degree.....55 semester hours

An approved portfolio is required prior to Admission to Candidacy.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes: Through doctoral curriculum review meetings conducted within our department, we determined the need for placing earlier emphasis on the selection of an area of research for the doctoral dissertation topic. Students were not formally selecting an area of research until the last semester of coursework. The late selection resulted in many students not being ready to begin dissertation

work at the completion of coursework, which in turn extended the time to complete the dissertation process. An additional one hour course (RSCH 9871) will be added to the curriculum to promote earlier emphasis on the selection of an area of research for the doctoral dissertation topic.

- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:


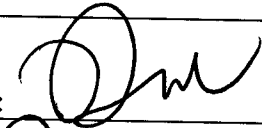

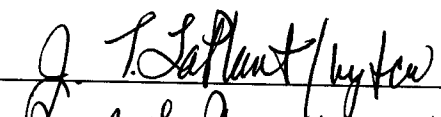

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Addition of one-hour course (RSCH 9871): Faculty reported data on the prospectus assignment for Dissertation Conceptualization as support for earlier research area for doctoral dissertation topic identification.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The prospectus assignment from the Dissertation Conceptualization course will be evaluated for readiness to proceed to dissertation work.

Approvals:

Department Head:		Date: 7/25/13
College/Division Exec. Committee:		Date: 7/25/13
Dean(s)/Director(s):		Date: 7/25/13
Grad. Exec. Committee: (for graduate course)		Date: 8-3-13
Graduate Dean: (for graduate course)		Date: 9-3-13

Academic Committee:

Date:

Form last updated: January 6, 2010

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AUG 22 2013

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
Not in current printed version

Proposed Effective Date for
Curriculum Change:
(Month/Year): 1/14

Degree & Program Name:
(e.g., BFA, Art): Ed.D. in
Curriculum and Instruction

Present Requirements:

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Concentration in P-12 Curriculum and Instruction.

According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Valdosta State University Dewar College of Education requires all candidates to take the appropriate GACE Content Assessment(s) for his/her major and submit the score reports to the Dean's Office. Candidates are not required to pass GACE Content Assessments in order to graduate from our programs but cannot be recommended for certification until they pass. All coursework and assessments must be completed successfully before a candidate can be recommended for certification in Curriculum and Instruction by the GaPSC.

Area A: Disciplinary Studies.....9 hours
CIED 9100.....3 hours
Choose two from the following:
ACED 9400, LEAD 9030, EDUC 9000.....6 hours

Area B: Educational
Inquiry..... 15 hours
RSCH 9800, RSCH 9820, RSCH 9840.....9 hours
RSCH 9830, RSCH 9850, or RSCH 9860....3 hours
RSCH 9870.....3 hours

Area C: Major Courses.....21 hours
Curriculum and Instruction Core.....9 hours
CIED 9200, CIED 9300, and CIED 9400
PSYC 8020.....3 hours
*GaPSC Certification Area Electives.....9 hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the Ed.D. with a Major in Curriculum and Instruction with a Concentration in P-12 Curriculum and Instruction.

According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on the GACE Content Assessments for Curriculum and Instruction. The Valdosta State University Dewar College of Education requires all candidates to take the appropriate GACE Content Assessment(s) for his/her major and submit the score reports to the Dean's Office. Candidates are not required to pass GACE Content Assessments in order to graduate from our programs but cannot be recommended for certification until they pass. All coursework and assessments must be completed successfully before a candidate can be recommended for certification in Curriculum and Instruction by the GaPSC.

Area A: Disciplinary Studies.....9 hours
CIED 9100.....3 hours
Choose two from the following:
ACED 9400, LEAD 9030, EDUC 9000.....6 hours

Area B: Educational
Inquiry..... 16 hours
RSCH 9800, RSCH 9820, RSCH 9840.....9 hours
RSCH 9830, RSCH 9850, or RSCH 9860....3 hours
RSCH 9871, RSCH 9872.....4 hours

Area C: Major Courses.....21 hours
Curriculum and Instruction Core.....9 hours
CIED 9200, CIED 9300, and CIED 9400
PSYC 8020.....3 hours
*GaPSC Certification Area Electives.....9 hours

<p>Area D: Dissertation.....9 hours CIED 9999.....9 hours</p> <p>Total Hours Required for the Degree.....54 semester hours</p> <p>* 9 hours of electives and or dissertation in the candidate's area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.</p> <p>An approved portfolio is required prior to Admission to Candidacy.</p>	<p><u>EDUC 5999.....0 hours</u></p> <p>Area D: Dissertation.....9 hours CIED 9999.....9 hours</p> <p>Total Hours Required for the Degree.....<u>55 semester hours</u></p> <p>* 9 hours of electives and or dissertation in the candidate's area of previous certification is required in GaPSC Rule 505-3.55 for Curriculum and Instruction Certification.</p> <p>An approved portfolio is required prior to Admission to Candidacy.</p>
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Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Through doctoral curriculum review meetings conducted within our department, we determined the need for placing earlier emphasis on the selection of an area of research for the doctoral dissertation topic. Students were not formally selecting an area of research until the last semester of coursework. The late selection resulted in many students not being ready to begin dissertation work at the completion of coursework, which in turn extended the time to complete the dissertation process. An additional one hour course (RSCH 9871) will be added to the curriculum to promote earlier emphasis on the selection of an area of research for the doctoral dissertation topic.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The addition of EDUC 5999 will allow for the systematic collection of data to meet state accreditation requirements.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Addition of one-hour course (RSCH 9871): Faculty reported data on the prospectus assignment for Dissertation Conceptualization as support for earlier research area for doctoral dissertation topic identification. Addition of EDUC 5999: New Georgia Professional Standards (GaPSC) certification requirements have necessitated the addition of this non-credit course to verify submission of required documentation.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The prospectus assignment from the Dissertation Conceptualization course will be evaluated for readiness to proceed to dissertation work.

We will track the collection of student data to meet state accreditation requirements through evaluation of student advising folders following completion of EDUC 5999.

Approvals:

D-S. Pet
 Department Head: _____ Date: 7/25/13

College/Division Exec. Committee: *Den* _____ Date: 7/25/12

Dean(s)/Director(s): *Den* _____ Date: 7/25/12

Grad. Exec. Committee:
 (for graduate course) *J. T. J. Plat* _____ Date: 9/3/13

Graduate Dean:
 (for graduate course) *J. T. J. Plat* _____ Date: 9/3/13

Academic Committee: _____ Date: _____

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

AUG 22 2013

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Current Catalog Page Number: 86

Proposed Effective Date for Curriculum Change: (Month/Year): 1/14

Degree & Program Name: (e.g., BFA, Art): Ed.D in Leadership.

Present Requirements: Requirements for the Ed.D. with a Major in Leadership. Area A: Disciplinary Studies...9 hours. Area B: Educational Inquiry...15 hours. Area C: Major Courses...21 hours. Area D: Dissertation...9 hours. Total Hours Required for the Degree...54 semester hours.

Proposed Requirements (Underline changes after printing this form): Requirements for the Ed.D. with a Major in Leadership. Area A: Disciplinary Studies...9 hours. Area B: Educational Inquiry...16 hours. Area C: Major Courses...21 hours. Area D: Dissertation...9 hours. Total Hours Required for the Degree...55 semester hours.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. Improve student learning outcomes: Through doctoral curriculum review meetings conducted within our department, we determined the need for placing earlier emphasis on the selection of an area of research for the doctoral dissertation topic.

work at the completion of coursework, which in turn extended the time to complete the dissertation process. An additional one hour course (RSCH 9871) will be added to the curriculum to promote earlier emphasis on the selection of an area of research for the doctoral dissertation topic.

- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

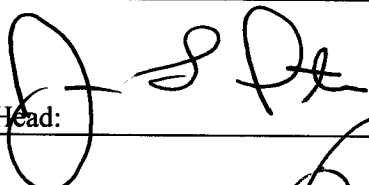
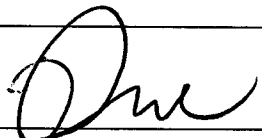
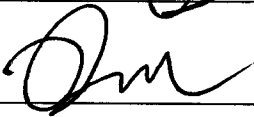
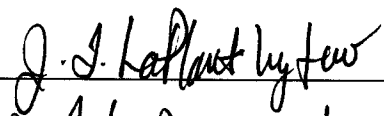

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Addition of one-hour course (RSCH 9871): Faculty reported data on the prospectus assignment for Dissertation Conceptualization as support for earlier research area for doctoral dissertation topic identification.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The prospectus assignment from the Dissertation Conceptualization course will be evaluated for readiness to proceed to dissertation work.

Approvals:

Department Head:		Date: 7/25/13
College/Division Exec. Committee:		Date: 7/25/13
Dean(s)/Director(s):		Date: 7/28/13
Grad. Exec. Committee: (for graduate course)		Date: 9-3-13
Graduate Dean: (for graduate course)		Date: 9-3-13

Academic Committee:

Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

AUG 22 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 07/10/13 (mm/dd/yyyy)

Department Initiating Revision:

Adult and Career Education

Faculty Member Requesting Revision:

Reynaldo L. Martinez Jr..

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ACED 9999 Dissertation in Adult and Career Education

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 1, 2, 3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-6

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

EVERY SEMESTER

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students who are receiving financial aid are required to take 5-6 hours per term depending on their aid package. We currently have to override the students into additional sections of the course to make this happen. The change in credit hours will allow the students to register for the appropriate number of hours more easily.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) An evaluation of override requests for additional dissertation hours served as the impetus for this change

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We will track the number of override requests

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Dept. Head:	<i>Reynold L. Masters</i>	Date: 8-16-13
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 8/16/10
Dean/Director:	<i>[Signature]</i>	Date: 8/16/13
Graduate Exec. Comm.:	<i>J. T. J. Pla</i>	Date: 9/3/13
(for graduate course)	<i>J. T. J. Pla</i>	Date: 9/3/13
Graduate Dean:	<i>J. T. J. Pla</i>	Date: 9/3/13
(for graduate course)	<i>J. T. J. Pla</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE

AUG 22 2013

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 07/10/13 (mm/dd/yyyy)

Department Initiating Revision:
Curriculum, Leadership, and Technology

Faculty Member Requesting Revision:
Ellen W. Wiley

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CIED 9999 Dissertation in Curriculum and Instruction

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 1-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-6

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Spring 14

Estimated Frequency of Course Offering:
Each summer and fall

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students who are receiving financial aid are required to take 5-6 hours per term depending on their aid package. We currently have to override the students into additional sections of the course to make this happen. The change in credit hours will allow the students to register for the appropriate number of hours more easily.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) An evaluation of override requests for additional

dissertation hours served as the impetus for this change.

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We will track the number of override requests.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Dept. Head:	<i>D-SPK</i>	Date: 7/25/13
College/Division Exec. Comm.:	<i>Dm</i>	Date: 7/20/10
Dean/Director:	<i>Dm</i>	Date: 7/28/10
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. PL</i>	Date: 9/3/13
Graduate Dean: (for graduate course)	<i>J. T. J. PL</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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AUG 22 2013

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 07/10/13 (mm/dd/yyyy)

Department Initiating Revision:
Curriculum, Leadership, and Technology

Faculty Member Requesting Revision:
Gerald Siegrist

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

LEAD 9999 Dissertation in Leadership

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours: 1-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 1-6

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 14

Estimated Frequency of Course Offering:

Each summer and fall

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students who are receiving financial aid are required to take 5-6 hours per term depending on their aid package. We currently have to override the students into additional sections of the course to make this happen. The change in credit hours will allow the students to register for the appropriate number of hours more easily.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) An evaluation of override requests for additional

61

dissertation hours served as the impetus for this change.

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. We will track the number of override requests.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Dept. Head:	<i>J. J. PK</i>	Date: 2/25/13
College/Division Exec. Comm.:	<i>Du</i>	Date: 7/25/12
Dean/Director:	<i>Du</i>	Date: 7/25/12
Graduate Exec. Comm.: (for graduate course)	<i>J - T. J. PK</i>	Date: 9/3/13
Graduate Dean: (for graduate course)	<i>J T. J. PK</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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AUG 22 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 07/10/13 (mm/dd/yyyy)

Department Initiating Revision:
Curriculum, Leadership, and Technology

Faculty Member Requesting Revision:
Lorraine Schmertzing

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
RSCH 9870

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:
Course Prefix and Number: RSCH 9870
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description:

Requested:
Course Prefix and Number: RSCH 9872
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description:

Semester/Year to be Effective:
Spring 15

Estimated Frequency of Course Offering:
Each summer and fall

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A new course was added to the curriculum which serves as an introduction to the dissertation. The new course will now be RSCH 9872. The course number change for Dissertation Conceptualization to RSCH 9872 will indicate the sequence of the two courses.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The addition of a new course which is sequenced prior to this course necessitated the change in course number.

64

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program advisors will track student registration to verify that the correct course sequence is followed.

Approvals:		
Dept. Head:	<i>J. P. Pt</i>	Date: 7/25/13
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 7/25/13
Dean/Director:	<i>[Signature]</i>	Date: 7/25/10
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. Pt</i>	Date: 9/3/13
Graduate Dean: (for graduate course)	<i>J. T. J. Pt</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

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AUG 23 2013

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 07/10/13 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, and Technology

Faculty Member Requesting:
Lorraine Schmertzing

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
RSCH 9871

Proposed New Course Title:
Planning for Dissertation

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Planning for Dissertation

Semester/Year to be Effective:
Spring/14

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Research seminar for the planning of the doctoral dissertation topic.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes: Through doctoral curriculum review meetings conducted within our department, we determined the need for placing earlier emphasis on the selection of an area of research for the doctoral dissertation topic. Students were not formally selecting an area of research until the last semester of coursework. The late selection resulted in many students not being ready to begin dissertation work at the completion of coursework, which in turn extended the time to complete the dissertation process.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty reported data on the prospectus assignment for Dissertation Conceptualization as support for earlier research area for doctoral dissertation topic identification.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The prospectus assignment from the Dissertation Conceptualization course will be evaluated for readiness to proceed to dissertation work.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>J. P. A.</i>	Date: 7/25/13
College/Division Exec. Comm.:	<i>Dm</i>	Date: 7/25/13
Dean/Director:	<i>Dm</i>	Date: 7/25/13
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. P. A.</i>	Date: 9/3/13
Graduate Dean: (for graduate course):	<i>J. T. J. P. A.</i>	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

RSCH 9871
Planning for Dissertation
1 SEMESTER HOUR

Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Roberts, C.M. 2010. *The Dissertation Journey*. Thousand Oaks, CA: SAGE Publications, Inc.

Galvan, J. L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences* (3rd ed. Or newer). Glendale, CA: Pyrczak Publishing. ISBN: 1-884585-66-3.

Harris, R. A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism* (2nd ed. Or newer). Glendale, CA: Pyrczak Publishing. ISBN: 1-884585-57-4.

Other identified readings.

• The 6th edition of the *Publication Manual of the American Psychological Association* is required for this course and all others in the Doctoral Program. Online resources related to the manual are not sufficient for successful completion of the program.

- *Education Doctoral Program Handbook* and/or *The Thesis and Dissertation Guide*.
http://www.valdosta.edu/coe/edd/COE_Doctoral_Programs/COEDoctoralStudentResources.shtml
 MOST CURRENT: <http://www.valdosta.edu/gradschool/TDInformationPage.shtml>

Recommended Texts

- Fitzpatrick, J., Secrist, J., & Wright, D. J. (1998). *Secrets for a successful dissertation*. Thousand Oaks, CA: SAGE Publications, Inc.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Punch, K. F. (2000). *Developing effective research proposals*. Thousand Oaks, CA: Sage.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must also have an e-mail account that you check regularly, as well as the ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University, but must be supplied by you at your home (preferable) or workplace.

COURSE DESCRIPTION

Research seminar for the planning of the doctoral dissertation topic.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (*identify those that apply to the course)

- *I. CONTENT AND CURRICULUM: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Educators support the intellectual, social, physical, and personal development of all students.
- *III. LEARNING ENVIRONMENTS: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

*VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

N/A

SELECTED EDUCATIONAL OUTCOMES (EO)

1. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their major field by completing a comprehensive examination.
2. Doctoral candidates will demonstrate the ability to engage in focused inquiry by researching a topic, evaluating relevant literature, writing a comprehensive dissertation and presenting the results of their study.

COURSE OBJECTIVES (CO): Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate skill in locating professional literature. (I, VI)
2. Demonstrate professional level reflection skills, presentation skills, and criticism skills. (I, III, VI)
3. Demonstrate skill in organizing, documenting, and reflecting upon assigned and self-generated activities. (I, VI)
4. Demonstrate clear competence in oral, graphic, and written communication and comprehension. (I, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: research and writing (Course objectives 1-4); reading, thinking, and discussing (Course objectives 1-4); reviewing and revising (Course objectives 1-4); creatively representing concepts and orally presenting them (Course objectives 1-4).

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances.

Failure to complete any single component described in the Evaluation Instruments/Methods section of the syllabus will result in a U. Failure to complete more than one component described in the Evaluation Instruments/Methods section of the syllabus will result in an U.

Given the percentage totals below, final grades will be assigned using rubrics for each respective assignment.

S= Satisfactory if student meet all course requirements

U= Unsatisfactory if student does not meet all course requirements

Evaluation Instruments/Methods (Point scores given apply to the traditional grading approach and will be used for candidates who choose that method of assessment.)

Dissertation Preparation Project (75% of course grade)

Candidates will develop a summary of the theory-base and research related to their topic of interest. The project will include a dissertation prospectus, an annotated bibliography, a dissertation readiness evaluation, and an oral presentation of your proposed dissertation study.

- **Oral Presentation**

Students will make a presentation related to their proposed study. The presentation should provide details so that an intelligent response can be made to their study. Specifically, a research topic and research questions will be presented and then analyzed. The presentation should *sell* the research idea to classmates and the instructor as if it was being presented to a dissertation committee.

Peer Assistance and Professionalism

Students will support, challenge, and assist each other in the process of conceptualizing their dissertations. This will be accomplished by the completion of class presentations, doctoral level contributions to class discussions, punctuality, and attendance.

- **Peer Assistance**

Valuable contributions to the development of peer's projects are vital to demonstrating one's ability to function as a Doctor of Education. It is expected that you will come to class prepared to focus and to facilitate the advancement of each other's work.

- **Professionalism and Disposition**

Professional ethics, behavior, and quality are expected in all products, performances, and communications. All aspects of the aforementioned areas are subject to the professor's subjective evaluation. *Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.* Any use of the ideas of others that are not attributed to the original idea developer will be considered an attempt to present the work of another as your own and will result in failure of the course.

ATTENDANCE POLICY

The College of Education requires that students adhere to the absence regulations as stated in the University's undergraduate and graduate bulletins ("A student who misses more than 20% of the class work of a course will be subject to receiving a failing grade in the course." FYI: In a seminar class that meets 24 hours face-to-face, which represents time that cannot be made up because the interactive-dynamic is a component of the learning, 20% is the equivalent of 90 minutes.). Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following

instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

Plagiarism: By taking this course, you agree that all required coursework may be subject to submission to an online service for textual similarity review.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall- South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Herb Fiester, Ph.D.

Office Number: 217

Telephone Number: 229-333-5640

Email Address: hrfiester@valdosta.edu

Office Hours:

- Tuesdays: 8:30 – 11:30
- Wednesdays: 8:30 – 11:30 and 1:30 – 2:30
- Thursdays: 8:30 – 11:30

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
217

Proposed Effective Date for Curriculum Change:
(Month/Year): 8.2013

Degree & Program Name:
(e.g., BFA, Art): BA/BS
Psychology

Present Requirements:

BACHELOR OF ARTS DEGREE WITH A MAJOR IN PSYCHOLOGY and
BACHELOR OF SCIENCE DEGREE WITH A MAJOR IN PSYCHOLOGY

These programs introduce students to the liberal arts and to psychology as a scientific discipline, with content and methods able to improve the human condition. To declare psychology a major you must have completed 45 hours of coursework in the Core and averaged at least a "C" or better (> 2.0 GPA) in all your previously attempted coursework. You must also earn a "C" or better (> 2.0 GPA) in each and every required

Proposed Requirements (Underline changes after printing this form: GRADE POINT AVERAGE REQUIREMENTS FOR THE BA AND BS WITH A MAJOR IN PSYCHOLOGY

These programs introduce students to psychology as a scientific discipline, with content and methods able to improve the human condition. Students may declare a major in psychology upon completion of 30 credit hours with a minimum grade point average (GPA) of 2.5 (on a 4.0 scale) in all completed coursework, including transfer credit, documented by successful completion ("S") of PSYC 2998. If a student's overall GPA remains below 2.5 for two consecutive semesters, the student will be removed from the program. No grade blow "C" in a psychology course will count toward the major.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: Majors in their senior year will be able to address the subject with greater depth and proficiency.
- Adopting current best practice(s) in field: Competition for jobs and graduate school admission requirements insist on improved GPA, demonstrated performance.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Changes will make the BA/BA Psychology degree program consistent with other COEHS degree programs and other majors in the university community

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student, employer, or alumni surveys, etc. Students with GPAs lower than 2.5 are more likely to repeat classes multiple times and negatively impact their graduation timeline. An increase

in required GPA will require students to be more committed to the major and the University. Research demonstrates that commitment to academic discipline is an important predictor of academic success and positively impacts student retention and postsecondary education (Gore, 2006).

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Proposed changes will not affect 3000 level class enrollments but will reduce senior class size by an expected 10%.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Number of majors; enrollment in courses, especially senior level; performance in coursework, and performance on department outcomes measures.

Approvals:

Department Head: *Jackson P. Rainie* Date: 7-30-13

College/Division Exec. Committee: *DM* Date: 7/31/13

Dean(s)/Director(s): *DM* Date: 7/31/13

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 08/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology & Counseling

Faculty Member Requesting:
Jackson Rainer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 2998

Proposed New Course Title:
Entry into Psychology Major

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Entry into Major

Semester/Year to be Effective:
Spring, 2014

Estimated Frequency of Course Offering:
each semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 0

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." A required non-credit course for all incoming psychology majors pursuing a VSU-recommended course of study. The course must be successfully completed prior to admission to the psychology major. A grade of "S" is awarded with a GPA of 2.5, based on 30 earned hours of Core Requirements, including successful completion ("C" or better) of ENGL 1101, ENGL 1102, MATH 1111, and PSYC 1101.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Documentation of requirement to declare major in psychology

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Documentation of GPA and successful completion of required pre-requisites.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Entrance of student into major
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Jackson A. Rainier</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>JW</i>	Date: 8/30/13
Dean/Director: <i>JW</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

PSYC 2298
Entry into Psychology Major
0 semester hours

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Dewar College of Education and Human Services
Valdosta State University
Department of Psychology and Counseling
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS: none

COURSE DESCRIPTION: A required non-credit course for all incoming psychology majors. Graded "Satisfactory" or "Unsatisfactory." The course must be successfully completed prior to the admission to the psychology major. A grade of "S" will be awarded with a GPA of 2.5 or better, based on 30 earned hours of Core Requirements, including successful completion ("C" or better) of ENGL 1101, ENGL 1102, MATH 1111, and PSYC 1101.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO): Students will meet all admission requirements for the psychology major.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- ___ 1. **Minimum GPA of 2.5** on previously attempted coursework. A minimum of 30 hours of coursework must have been completed prior to enrollment in this course.
- ___ 2. **Satisfactorily meet the VSU Regents' Test Requirement by earning passing grades of "C" or better in ENGL 1101 and ENGL 1102 or exemption.** Exemption scores are: Regents' Reading: SAT-I Verbal Scores of at least 510, ACT Reading Scores of at least 23, Regents' Essay: AP English scores of at least 3, SAT II English Writing Scores of at least 650.
- ___ 3. Successful completion ("C" or better) in MATH 1111.
- ___ 4. Successful completion ("C" or better) in PSYC 1101.

Evidence of completion of requirements must be submitted by the last day of classes of the semester registered in order to be declared a psychology major.

COURSE EVALUATION: In order to receive an "S", all course activities, assignments, and requirements must be met.

ATTENDANCE POLICY: This is an online course that can be met within a brief period of time. It is the student's responsibility to meet the defined parameters for declaration as a psychology major.

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

Name: Jackson P. Rainer, Ph.D., ABPP, Department Head and Professor

Office Number: PB 2104

Telephone Number: 229.333.5930

Email Address: jprainer@valdosta.edu

Office Hours: 8:00a – 5:30p, Monday-Thursday

Website: www.valdosta.edu/psychology

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission:

02/06/2013 (mm/dd/yyyy)

Department Initiating Request:

Psychology & Counseling

Faculty Member Requesting:

James A. Reffel

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

PSYC 4400

Proposed New Course Title:

Psychology of Gifted and Talented

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Psyc of Gifted/Talented

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once every semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: PSYC 3600 with a Grade of "C" or better or SPEC 3000. This course will explore the psychological nature and needs of gifted and talented individuals. Also, various issues related to this population will be addressed including the following: characteristics, identification, family, underachievement, twice/multi-exceptional, gender, diversity, curriculum, instructional strategies, assessment, and evaluation.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: One of the initial goals of the Center for Gifted Studies was to develop an undergraduate course the "Psychology of Gifted and Talented" for psychology majors and preservice education majors. This course would provide a unique knowledge base not typically covered at the undergraduate level but greatly needed. Education majors, new teachers, and new Psychology majors will often find themselves working directly with this population but have little or no background knowledge.

Adopting current best practice(s) in field: Knowledge & Skill Standards In Gifted & Talented Education For All Teachers

Few general teacher preparation programs provide instruction on the needs of gifted and talented students, and as a result, the majority of teachers in classrooms today have not been trained to meet the learning needs of these students. As teacher preparation programs acknowledge the importance of all teacher candidates being able to recognize and address the specialized learning requirements for gifted children, NAGC has developed the Knowledge and Skill Standards for their use, as well as for others involved in training all teachers already in the classroom. These knowledge and skill standards present the primary understanding of the issues, learning differences, and strategies that all teachers should possess. The Knowledge and Skill Standards

in Gifted and Talented Education were drawn from the NAGC-CEC Teacher Preparation Standards.

All teachers should:

1. understand the issues in definitions, theories, and identification of gifted and talented students, including those from diverse backgrounds;
2. recognize the learning differences, developmental milestones, and cognitive/affective characteristics of gifted and talented students, including those from diverse backgrounds, and identify their related academic and social-emotional needs; and
3. understand, plan, and implement a range of evidence-based strategies to assess gifted and talented students, to differentiate instruction, content, and assignments for them (including the use of higher-order critical and creative-thinking skills), and to nominate them for advanced programs or acceleration as needed.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Teachers of gifted students must meet the training requirements established by the Georgia Professional Standards Commission (PSC). Georgia PSC Gifted In-Field Endorsement approved programs are also listed on the PSC Web site.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, specific assignments (see syllabus)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, specific assignments (see syllabus)
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Jackson F. Rain</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>Dra</i>	Date: 7/30/13
Dean/Director: <i>Dra</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**PSYC 4400 IA
PSYCHOLOGY OF GIFTED AND TALENTED
3 SEMESTER HOURS, SPRING 2014, ONLINE**

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**Dewar College of Education
Valdosta State University
Department of Psychology & Counseling**

PROFESSOR

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<http://www.valdosta.edu/colleges/education/psychology-and-counseling/center-for-gifted-studies/welcome.php>

REQUIRED TEXTBOOK

Callahan, C. M. & Hertberg-Davis, H. L. (Eds.) (2013). *Fundamentals of gifted education: Considering multiple perspectives*. New York, NY: Routledge.

COURSE DESCRIPTION

Prerequisite: PSYC 3600 with a Grade of "C" or better or SPEC 3000. This course will explore the psychological nature and needs of gifted and talented individuals. Also, various issues related to this population will be addressed including the following: characteristics, identification, family, underachievement, twice/multi-exceptional, gender, diversity, curriculum, instructional strategies, assessment, and evaluation.

Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM**: Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING**: Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS**: Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT**: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION**: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM**: Educators recognize, participate in, and contribute to teaching and learning as a profession.

EDUCATION OUTCOMES SPECIFIC TO PSYCHOLOGY

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Review empirical studies of psychology, analyze their research findings, and draw appropriate inferences in reference to reliability and validity.
4. Articulate controversial and ethical issues in psychology.
5. Identify appropriate psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
6. Use appropriately the technical language of the science of psychology in oral and written communication.

7. Articulate the developmental changes resulting from hereditary and environmental factors.
8. Compare and contrast theoretical perspectives within psychology.
9. Describe the impact of society and culture on human diversity.
11. Use appropriate computer technology to complete relevant assignments.
12. Interact effectively and work productively with others.

COURSE OBJECTIVES / STANDARDS (NAGC-CEC):

Standard 1: Foundations

- Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- Key philosophies, theories, models, and research that supports gifted and talented education.
- Issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds.
- Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
- Key issues and trends, including diversity and inclusion that connects general, special, and gifted and talented education.

Standard 2: Development and Characteristics of Learners

- Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.
- Characteristics and effects of culture and environment on the development of individuals with gifts and talents.
- Role of families and communities in supporting the development of individuals with gifts and talents.

Standard 3: Individual Learning Differences

- Influences of diversity factors on individuals with gifts and talents.
- Academic and affective characteristics and learning needs of individuals with gifts, talents, and disabilities.

Standard 4: Instructional Strategies

- Curricular, instructional, and management strategies effective for individuals with exceptional learning needs.
- Apply higher-level thinking and metacognitive models to content areas to meet the needs of individuals with gifts and talents.
- Provide opportunities for individuals with gifts and talents to explore, develop, or research their areas of interest or talent.

Standard 5: Learning Environments and Social Interactions

- Ways in which groups are stereotyped and experience historical and current discrimination and implications for gifted and talented education.
- Influence of social and emotional development on interpersonal relationships and learning of individuals with gifts and talents.

Standard 6: Language and Communication

- Implications of culture, behavior, and language on the development of individuals with gifts and talents.

Standard 7: Instructional Planning

- Theories and research models that form the basis of curriculum development and instructional practice for individuals with gifts and talents.
- Features that distinguish differentiated curriculum from general curricula for individuals with exceptional learning needs.
- Curriculum emphases for individuals with gifts and talents within cognitive, affective, aesthetic, social, and linguistic domains.

Standard 8: Assessment

- Processes and procedures for the identification of individuals with gifts and talents.
- Uses, limitations, and interpretation of multiple assessments in different domains for identifying individuals with exceptional learning needs, including those from diverse backgrounds.
- Uses and limitations of assessments documenting academic growth of individuals with gifts and talents.

Standard 9: Professional and Ethical Practice

- Organizations and publications relevant to the field of gifted and talented education.

Standard 10: Collaboration

- Culturally responsive behaviors that promote effective communication and collaboration with individuals with gifts and talents, their families, school personnel, and community members.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A. Learning Modules with Discussion Posting/Activity (105 points)

In each Module, you will be assigned chapters and discussion questions or an activity to coincide with your readings. Each discussion posting or activity will be worth 15 points (105 points total for all seven modules). All discussion postings or activities are due by 10 p.m. on the due date.

Late postings receive an automatic 5-point penalty per day late. For example, if an individual posted after 10 p.m. on the due date, the highest possible score they could earn on the discussion is 10 points. Computer issues cannot be permitted as an excuse for late assignments because each discussion is given two weeks to post.

Learning Modules

<u>Learning Modules</u>	<u>CO/Standards</u>
1 – Beliefs, Philosophies, and Definitions of Giftedness	1
2 – Identification of Giftedness	2, 3, & 8
3 – Service Delivery Options and Programming Models for Gifted Students	4, 5, & 6
4 – Curricular and Instructional Decisions	7
5 – Special Populations (Part 1)	3
6 – Special Populations (part 2)	3 & 10
7 – Evaluation and Policy in Gifted Education	8 & 9

B. Essay Exams (200 points; 100 points each)

There will be two essay exams scheduled during the semester. The tests will consist of several essay questions over the material from the text and the online class discussions. Each test will be worth 100 points and will be totaled for the final grade (200 possible points from the exams).

Late postings receive an automatic 15-point penalty per day late. For example, if an individual posted after 10 p.m. on the due date, the highest possible score they could earn on the exam is 85 points. Computer issues cannot be permitted as an excuse for late assignments.

Reading Assignments:

Learning

Module	Chapter(s)	Topic(s)
1	2	Beliefs, Philosophies and Definitions
	3	A Brief Synopsis of Events Influencing the Recognition and Education of Gifted Children in the United States
	5	Gifted Behaviors vs. Gifted Individuals
	7	The DMGT 2.0: From Gifted Inputs to Talented Outputs
Due Date:		
2	9	Considerations for Identification of Gifted and Talented Students: An Introduction to Identification
	10	Traditional Perspectives on Identification
	11	The Use of Traditional Assessment Tools for Identifying Gifted Students
	12	Identifying Gifted Students: Nontraditional Uses of Traditional Measures
Due Date:		
3	18	Evidence Trumps Beliefs: Academic Acceleration is an Effective Intervention for High-ability Students
	19	Cognitive and Affective Outcomes of Pull-out Programs: Knowns and Unknowns
	21	The Schoolwide Enrichment Model: A Focus on Student Creative Productivity, Strengths, and Interests
	24	Parents and the Development and Education of Gifted Students
Due Date:		
4	27	The Multiple Menu Model: A Guide for Developing Differentiated Curriculum
	28	Depth and Complexity
	29	Differentiated Instruction
	31	The Integrated Curriculum Model
Due Date:		

Essay Exam #1

Chapters

Due Date:

- 5 33 Gifted Males: Understanding their Challenges and Honoring their Potential
- 34 Is This Really Still a Problem? The Special Needs of Gifted Girls and Women
- 35 Twice Exceptional Students: Gifted Students with Learning Disabilities
- 37 Underachieving Gifted Students

Due Date:

- 6 38 Gifted African Americans
- 39 Asian American Gifted Students: □The Model Minority or the Misunderstood Minority?
- 40 Gifted Latino Students: Overcoming Barriers and Realizing Promise
- 41 Students from Rural Environments

Due Date:

- 7 42 Evaluating, Reflecting, Affirming and Re-Directing: An Introduction to the Evaluation of Gifted Programs
- 43 Evaluating Services Offered to Gifted and Talented Students: A Planning Guide
- 44 Assessing Resources, Activities and Outcomes of Programs for Gifted and Talented
- 45 Political Issues in Gifted Education

Due Date:

Essay Exam #2

Chapters

Due Date:

COURSE EVALUATION

Grades are based on total points from the discussion postings/activities (105) and the two essay exams (200) and assigned as follows:

275-305	A	(90-100%)
244-274	B	(80-89%)
214-243	C	(70-79%)
183-213	D	(60-69%)
000-182	F	(0-59%)

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

By taking this course, you agree that all required course work might be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin for Students](#).

Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the [Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#). Education records may not be disclosed to third parties in a form

that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

ACCESSABILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall-South. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 08/01/2013 (mm/dd/yyyy)

Department Initiating Request:
Psychology and Counseling

Faculty Member Requesting:
Mark A. Whatley

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 4600

Proposed New Course Title:

Psychology of Sex

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Psychology of Sex

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: PSYC 3600 with a grade of "C" or better.
A survey course examining contemporary knowledge and attitudes toward human sexuality relying on theoretical and empirical research. Emphasis is placed on the analysis and synthesis of research on sexuality in the context of current social and cultural influences.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: This course will provide a unique learning opportunity while addressing departmental learning outcomes #3, 5, 6, 11, and 12 (see page 11 of the attached syllabus).

Adopting current best practice(s) in field: Human sexuality is an interdisciplinary field drawing on the work of biologists, physiologists, medical researchers, psychologists, sociologists, anthropologists, and historians. It is offered by colleges and universities across the country. Offering a course on human sexuality will increase student appreciation of sexual values, attitudes, and health.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams, quizzes, and specific assignments (see syllabus).

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams, quizzes, and specific assignments (see syllabus).
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Jackson P. Rainier</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>DM</i>	Date: 7/30/13
Dean/Director: <i>DM</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

PSYC 4600
PSYCHOLOGY OF SEX
3 CREDIT HOURS

Teachers open the door, but you must enter by yourself.
- Chinese Proverb

DEWAR COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

Conceptual Framework: Guiding Principles (DEPOSITS)

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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REQUIRED TEXTBOOK

McCammon, S. L., Knox, D., & Schacht, C. (2007). *Choices in sexuality* (3rd ed.). Belmont, CA: Wadsworth.

COURSE DESCRIPTION

Issues of topical importance in psychology are explored. May be repeated for a maximum of 3 hours credit in the major. **Prerequisite: PSYC 3600 and Senior Standing.**

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core

Curriculum: <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>

LEARNING OUTCOMES: B.A./B.S. PSYCHOLOGY DEGREE

3. design, run, and analyze research studies and write reports using APA style.
5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
6. Use appropriately the technical language of the science of psychology in oral and written communication.
11. Use appropriate computer technology to complete relevant assignments.
12. Interact effectively and work productively with others.

COURSE OBJECTIVES

This course is designed to provide you with a background in the issues involved in examining the psychology of sex. The primary goal of the course is to familiarize you with the fundamental principles of choices in sexuality.

1. Students will synthesize psychological theory and relevant research.
2. Students will design, run, and analyze descriptive, correlational, and experimental studies, and write research reports using APA style.
3. Students will use appropriate computer technology (e.g., statistical software, word processing programs, internet resources. etc.) to complete relevant assignments.
4. Students will communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

During this course, you will write an investigative paper and participate in a group project. These assignments are designed to give you a broader and more applied knowledge of the psychology of sex by applying what you have learned (e.g., theories). You may choose to do the paper as a group, but the grade assigned will apply to all group members.

Cross-Cultural Interview. For this assignment, you will conduct a same-sex interview of a person from a different background (e.g., religious, cultural or ethnicity, foreign exchange student, or a gay/lesbian individual). The person you choose must be from a background that is unknown to you. You should ask the person to address the following questions:

- Describe your impressions about how membership in your cultural group has influenced your attitudes toward sexuality.
- How has your attitudes regarding sex shaped your development and/or psychological adjustment?
- How has your sexual attitudes influenced your relationship with your parents, other men, and other women?
- What do you think differentiates men from women in terms of sexual attitudes?

These are just a few sample questions and you should add other questions as appropriate. This investigative paper is worth 50 points. Think of the interview as the “data” and not as the “paper.” An investigative paper does not read like the transcripts from a trial.

Paper format requirements. The body of the paper should be no shorter than 3 pages of text and no longer than 5 full pages of text. The paper will conform to APA Style requirements. The paper is to be typed, double-spaced, and have 1” margins. The paper must have an APA

Style title page, and be stapled in the upper left-hand corner. If you use a reference, then you must have a reference page. The interview assignment is due on **October 1st**. Papers that are turned in after the first 15 minutes of class will be considered late and a 20% penalty will apply. Papers turned in the day after will incur a 50% penalty and papers two-days late **WILL NOT** be accepted.

Although the interview paper is relatively short, it will require a good deal of thought and effort on your part. All papers will be written in a clear and concise manner. **DO NOT** hand in rough drafts; all submitted papers and assignments should be free of spelling, typographical, and grammatical errors. **Papers and assignments that contain more than three errors (e.g. spelling, grammatical, or otherwise) or do not fulfill the assignment will be given a 65% at best.** Keep an electronic or hard copy backup for all of your assignments. Writing-related help:

Helpful writing tips: <http://chiron.valdosta.edu/mawhatley/writing.htm>

The Elements of Style: <http://www.bartleby.com/141/index.html>

The paper will be evaluated on the following criteria: (a) content organization, (b) your ability to write in a clear and concise manner, and (c) evidence suggesting you have thought deeply about the concept(s) and their implications (e.g., the types of questions you choose to ask).

Group Presentation. The presentation assignment will be completed in groups of 3-4. All group compositions and project topics must be approved by me. The project you choose should be an original idea that the group develops. In order to prepare a good project, you will have to do outside research, because **the project should not simply regurgitate the material covered in the textbook. Projects that regurgitate textbook and/or lecture material will receive a 65%.**

The presentation should use a psychological theory or domain, as it relates to sexuality, in an applied manner, and much deeper in context than the reaction paper. For example, how can social learning theory help us understand why some women turn to prostitution? If you do not do your fair share of the workload and the group comes to speak to me about it, then you will be removed from the group and receive a zero on the project.

Important advice you should follow. The written assignments will require you to go through more than one or two drafts and the presentation will require you practice more than once or twice. Hence, both assignments will require time and effort on your part. If you decide to wait until the last minute to begin working on either assignment, then **DO NOT** expect a favorable grade. *I will not* be sympathetic to excuses. If you plan ahead, then you have a much greater chance of avoiding any last minute problems. Remember, you are the sole person responsible for your performance in this class; do not look for a scapegoat.

A very important part of your career in psychology involves the ability to convey material clearly and concisely. If you fail to do so, then your success in your chosen career and this class will be questionable.

COURSE EVALUATION

There will be chapter quizzes during the course, so do not fall behind in the readings. The quizzes are typically 15 questions, taken online in BlazeVIEW, and timed. There will be

three exams including the final exam. All exams will consist of 50 multiple choice items. On all exams, you will be allowed one 8.5" x 11" cheat-sheet. The notes on your cheat-sheet (both sides) must be handwritten; any other medium and the cheat-sheet will be confiscated. You are warned that the exams will be designed more toward testing your understanding and ability to apply concepts than testing strict memorization. All exams will be returned and discussed at the following class period. The exams are not cumulative and are based on material covered in the textbook and lectures.

You can earn back some of the points you missed on the first exam only, excluding any extra-credit questions. The make-up is due 3 days after tests are returned, no exceptions. You can email it to me earlier, so plan ahead. If you email the assignment to me, you must save the file as your last name underscore first name (e.g., Whatley_Mark) in order to get credit. You are not allowed to take a copy of the exam out of the psychology building. Visit the following URL and follow the instructions:

<http://mypages.valdosta.edu/mwhatley/recoverpoints.htm>

Make-up assessments will be given only under special circumstances. For example, "I was in a car accident" is an example of a special circumstance; whereas, "I forgot" or "I was sleeping" is not. If an exam must be missed, then you must notify me before the exam time.

Midterm Date: October 3rd - THURSDAY

Final Exam Date and Time: TUESDAY, DECEMBER 3rd 5:00 - 7:00

You must take your final exam during your scheduled final exam time.

Final grades will be based on:

A = 90% B = 80% C = 70% D = 60% F = below 60%

Point totals

Exam 1	50
Exam 2	50
Exam 3	50
Paper	50
Presentation	50
Quizzes	10 points each

ATTENDANCE POLICY

There are only two kinds of absences: **excused** and **unexcused**. An excused absence is due to five possible reasons: (a) illness of student or serious illness of a member of the student's immediate family; (b) death of a member of the student's immediate family; (c) attendance on a sponsored University trip; (d) major religious holidays; and (e) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified as

excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence. For example, "I overslept" or "My roommate turned off the alarm clock" are examples of situations that are your responsibility, not mine.

Important information. As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

COURSE WITHDRAWAL POLICY

Students who withdraw from the course must follow Valdosta State University's withdrawal policy: <http://www.valdosta.edu/academic/WithdrawalPolicy.shtml>

Students who withdraw **BEFORE** mid-term will be assigned a nonpunitive W. Students must petition the Office of the Registrar in order to withdraw after the mid-term point of the semester as published in the school calendar as required by Board of Regents' policy.

PROFESSIONALISM

All emails will be written in a manner expected of a college student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me "professional correspondence." The email will start with a proper greeting or salutation, such as "Dr. Whatley," "Hi," "Hello," etc. Although used frequently among friends and acquaintances, "Hey" or "What's Up" are not formal greetings. Please do not send me irrelevant emails, or forward emails that you think are "cute," etc.

However, when you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the following in the subject line of your email:

PSYC 4600: Course Question

Note: Emails that do not follow the above guidelines will be ignored.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g., resubmit / retake assignment, failure of the assignment, failure of the course).
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3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. This policy can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section. The most severe academic action that may be administered by any faculty member is a grade of "F" in the course. The most severe disciplinary action that may be administered by the VSU Judicial Committee is expulsion or suspension.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend, or some other resource. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. The intent of the institution is not to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. The intent of the institution is to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at:

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

INSTRUCTOR

Dr. Mark A. Whatley

Office: Psychology Building, Room 2220

Phone: (229) 293-6320 or 333-5930 (Secretary)

Email: mwhatley@valdosta.edu

Office hours: MW, 11:00 - 2:00; T, 1:00 - 5:00; or by appointment.

Website: <http://mypages.valdosta.edu/mwhatley>

A FINAL WORD

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting a change in some of these procedures or policies, but you **should not** count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me **as soon as possible** should any difficulties arise in your life that might interfere with your performance in the course. Waiting until final grades are distributed to talk to me is altogether too late. **I reserve the right to add, remove, or modify course assessments as necessary.**

TENTATIVE COURSE SCHEDULE

Week of		
08/12	Introduction – What is the psychology of sex? Chapter 1:	Choices in Sexuality: An Introduction
08/19	Chapter 2:	Sex Research and Theory
08/26	Chapter 3:	Female Sexual Anatomy
09/02	Chapter 4:	Male Sexual Anatomy
09/09	EXAM #1 Not in Book:	Cultural Diversity in Sexuality
09/16	Chapter 7:	Partner Communication and Sexuality
09/23	Chapter 8:	Individual and Interpersonal Sexual Behaviors
09/30	Chapter 8:	Individual and Interpersonal Sexual Behaviors
10/07	EXAM #2 Chapter 11:	Contraception and Birth Control
10/14	Chapter 11: Chapter 14:	Contraception and Birth Control Sexual Dysfunctions and Sex Therap
10/21	Chapter 14: Chapter 15:	Sexual Dysfunctions and Sex Therapy Sexually Transmitted Diseases
10/28	Chapter 15: Chapter 16:	Sexually Transmitted Diseases Variant Sexual Behavior
11/04	Chapter 16:	Variant Sexual Behavior
11/11	Group Presentations	
11/18	Group Presentations	
11/25	Thanksgiving Holiday	
12/02	Monday, Last Day for Fall 2013	

FINAL EXAM SCHEDULE: TUESDAY DECEMBER 3rd

5:00 – 7:00

Program and Course	Activity	Assessment
Psychology of Sex (PSYC 4500)		
VSU General Education Outcomes		
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.	Lecture, Discussion, Assigned text readings, Interviews.	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
3. Students will use computer and information technology when appropriate.	Assignments, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Lecture, Discussion, Class Activities, Assignments, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
BA/BS Psychology Degree Outcomes		
3. Design, run, and analyze research studies and write reports using APA style	Interview Project.	The instructor uses appropriate grading criteria to evaluate students' work.
5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.	Class Activities, Lecutre, Discussion, Projects, Videos.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.
6. Use appropriately the technical language of the science of psychology in oral and written communication.	Class Activities, Lecture, Discussion, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
11. Use appropriate computer technology to complete relevant assignments.	Assignments, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
12. Interact effectively and work productively with others.	Class Activities, Assignments, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.

Educational Outcomes of BA and BS Psychology Degrees <i>Identified courses address listed outcomes explicitly.</i>	PSYC Course Numbers
1. use the scientific method as a primary basis for engaging in critical thinking	3300, 3600, 3900, 4950, 4991-4993
2. review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences	3600, 3900, 4000, 4050, 4990
3. design, run, and analyze research studies and write reports using APA style	3300, 3600, 4000, 4050, 4150, 4300, 4500, 4991-4993
4. articulate controversial and ethical issues in psychology	3600, 3900, 4800, 4950
5. identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation	3110, 3130, 3200, 3210, 3220, 3300, 3710, 3800, 4100, 4150, 4500
6. use appropriately the technical language of the science of psychology in oral and written communication	All courses
7. articulate the developmental changes resulting from hereditary and environmental factors	3200, 3210, 3220
8. compare and contrast theoretical perspectives within psychology	3110, 3130, 3400, 3450, 3700, 3800, 4900, 4950
9. describe the impact of society and culture on human diversity	3200, 3210, 3220, 3400, 3450, 3700, 3710
10. examine and evaluate career and educational opportunities available with an undergraduate psychology degree	2500, 4950, 3000 Advising
11. use appropriate computer technology to complete relevant assignments	All courses
12. interact effectively and work productively with others	3110, 3130, 3900, 4500, 4900, 4950

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 8.1.2013 (mm/dd/yyyy)

Department Initiating Revision:
Psychology and Counseling

Faculty Member Requesting Revision:
Jackson Rainer

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

PSYC 2500 Fundamentals of Psychology

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: PSYC 2500

Credit Hours:

Course Title: Fundamentals of Psychology

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: PSYC 1101

Credit Hours:

Course Title: Introduction to General Psychology

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring, 2014

Estimated Frequency of Course Offering:

every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: To implement USG 2.4.10 Common Numbers.

http://www.usg.edu/academic_affairs?handbook/section2/handbook/2.4_c0re_curriculum

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Jackson P. Lerner</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>Dr. [Signature]</i>	Date: 7/30/13
Dean/Director: <i>Dr. [Signature]</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 8.1.2013 (mm/dd/yyyy)

Department Initiating Revision:
Psychology and Counseling

Faculty Member Requesting Revision:
Jackson Rainer

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

PSYC 2700 Human Growth and Development

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: PSYC 2700

Credit Hours:

Course Title: Human Growth and Development

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: PSYC 2103

Credit Hours:

Course Title: Introduction to Human Development

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring, 2014

Estimated Frequency of Course Offering:

each semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: To implement USG 2.4.10 Common Numbers

http://www.usg.edu/academic_affairs/handbook/section2/handbook/2.4_core_curriculum/

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student, employer, and/or alumni surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Jackson L. Rainin</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>JL</i>	Date: 7/30/13
Dean/Director: <i>JL</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 8.1.2013 (mm/dd/yyyy)

Department Initiating Revision:
Psychology and Counseling

Faculty Member Requesting Revision:
Jackson Rainer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3300 Applied Behavior Analysis I

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: PSYC 3300
Credit Hours:
Course Title: Applied Behavioral Analysis I
Prerequisites:
Co-requisites:
Course Description: concepts and methods of behavior analysis and social learning. Emphasis is on the procedures associated with respondent and operant conditioning. A field based behavior modification experiment is required of all students.

Requested:

Course Prefix and Number: PSYC 3300
Credit Hours:
Course Title: Introduction to Behavior Modification
Prerequisites:
Co-requisites:
Course Description: Concepts of human capacity to learn new behaviors that lead to improved coping in changing circumstances. Emphasis is on procedures associated with classical and operant conditioning. A field based behavior modification experiment is required of all students.

Semester/Year to be Effective:
Fall, 2013

Estimated Frequency of Course Offering:
fall semester, annually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: name change and course description more accurately reflect the content of the course

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) program assessment

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. no change

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) no change

Approvals:	
Dept. Head: <i>Jackson A. Quinn</i>	Date: 7.30.13
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 7/30/13
Dean/Director: <i>[Signature]</i>	Date: 7/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/15/2013 (mm/dd/yyyy)

Department Initiating Request:

Chemistry

Faculty Member Requesting:

Yakov Woldman

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

CHEM 1211H

Proposed New Course Title:

Honors Principles of Chemistry I

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Hon. Principles of Chemistry I

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every Fall

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Either a mathematics SAT score of 540 or higher, a mathematics ACT score of 23 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200. Prerequisite or Corequisite: MATH 1111, MATH 1112 or MATH 1113. Corequisite: CHEM 1211LH. High school chemistry is recommended, but not required. A general chemistry course for honors students. The course considers fundamental theories of chemistry with additional focus on medical and environmental issues. The course is taught in an enriched environment in which the experimental nature of chemical knowledge is stressed and the development of critical thinking skills is emphasized.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: This lecture course will complement the existing honor's laboratory course, CHEM 1211LH. It will provide a more challenging freshman chemistry course for students planning to continue their education in professional or graduate school. As an honor's course it will also provide for more individual attention and for coverage of a broader range of topics than CHEM 1211.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Increase the variety of Honors courses offered by Honors College

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs from CHEM

1211LH

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Meeting of the stated outcomes will be evaluated with tests, homework and the standardized ACS (American Chemical Society) exam for general chemistry.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>James T. Botter</i>	Date: <i>4/9/13</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>4/9/13</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>4/9/13</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Course Summary and Syllabus

Course Title: Honors Principles of Chemistry I

Course Number: CHEM 1211H

Prerequisite: Either a mathematics SAT score of 540 or higher, a mathematics ACT score of 23 or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200.

Prerequisite/Corequisite: MATH 1111, 1112 or MATH 1113

Corequisite: admission to Honors program; CHEM1211LH (Honors Laboratory)

High school chemistry is recommended, but not required

Catalog Description:

A general chemistry course for honors students. The course considers fundamental theories of chemistry with additional focus on medical and environmental issues. The course is taught in an enriched environment in which the experimental nature of chemical knowledge is stressed and the development of critical thinking skills is emphasized.

Learner Outcomes:

Upon completion of the course the student will be able to:

- 1) determine the molar amount and mass of substances consumed or produced in a chemical reaction by using a balanced chemical equation.
- 2) predict the structure of a molecule and its hybridization based on its chemical formula.
- 3) determine the number of protons, neutrons and electrons in an atom or ion using the periodic table.
- 4) identify trends in physical and chemical properties of the elements by using the periodic table.
- 5) predict the products of some ionic and oxidation-reduction reactions.
- 6) calculate the enthalpy change of a reaction by using the table of thermodynamic values.
- 7) name inorganic compounds or determine the formula of a substance using IUPAC rules.
- 8) Explain the effect of certain chemicals on the atmosphere and environment.
- 9) Explain some medically important physiological phenomena using chemical knowledge.

General Education Outcomes:

Writing – Students will be expected to complete a number of writing assignments during the semester including a short research paper, essay questions on tests, and short essay assignments requiring critical thinking.

Speaking – Students will be expected to make an oral presentation to the class as well as participate in classroom discussion.

Technology – Students will use computers for data analysis and presentation in some assignments.

Critical Thinking – Critical thinking exercises will be assigned throughout the course. The textbook has special questions entitled “Give It Some Thought”. These exercises will be used for in-class discussions and essay-type assignments.

Reading:

Required: “Chemistry The Central Science” by Brown, LeMay, *et al.* 12th Edition, Prentice Hall, 2012

Optional: “Essential Algebra for Chemistry Students” by David W. Ball, 2nd Edition, Brooks/Cole, 2006, or others of the same type; “ACS General Chemistry Exams – The Official Guide” (ask in Chemistry office about this one)

Other required supplies: scientific calculator

Homework: Homework will be given at the beginning of every chapter and is due the next class after completion of the chapter. **Homework is a part of your final grade!**

Exams: Four tests and a comprehensive final will be given. Each test will focus on the material covered since the last test (for the first one – since the beginning). **There will be no make-up tests.**

Final: ACS-certified, comprehensive, 75 multiple-choice questions, 2hrs.

Grading: Grade will be based on the results of all exams, pop - quizzes, and homework, namely:

Tests (4 X 100 pts each, lowest dropped)	300 pts	Grading Scale:	A	≥87%
Final exam	200 pts		B	≥75%
Homework and pop-quizzes	160 pts (maximum)		C	≥63%
Total	660 pts (maximum)		D	≥51%
			F	<51%

Attendance: Attendance is mandatory at all class meetings. Being late or leaving the room in middle of the lecture is strongly discouraged and considered as non-attendance. **In accordance with VSU policy, failure to attend 20% of class meetings will result in a grade of “F”.** Sign-up sheet will be given at the beginning of each class. Sometimes unannounced short pop-quizzes are given at the beginning of the class; you risk missing it, if you are late! All the announcements regarding schedule, homework, etc. are made in class.

Calendar (subject to changes except for the test dates)

	Text	Dates		Points
Matter, Measurement, Units	Ch 1			
Atoms, Molecules, Ions	Ch 2			
Chemical Formulas, Equations and Stoichiometry	Ch 3			
			Test 1	100
Chemical Reactions	Ch 4			
Energy and Chemistry	Ch 5			
Atomic Structure	Ch 6			
			Test 2	100
Periodicity	Ch 7			
			Midterm	
Bonding and Molecular Structure	Ch 8			
Molecular Geometry and bonding	Ch 9			
			Test 3	100
Gases	Ch 10			
Liquids	Ch 11			
Solids, Polymers, Nanomaterials	Ch 12			
Solutions	Ch. 13			
			Test 4	100
			Final	200

Class Rules: Please, keep all your communication devices and players **off** during the class. Student found using any communication device during the test will have **automatic F for the class**. Academic dishonesty is not tolerated and **results in F for the class**.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:
114

Proposed Effective Date for Curriculum Change:
(Month/Year): August 2013

Degree & Program Name:
(e.g., BFA, Art): BS in Organizational Leadership

Present Requirements: Requirements for the Bachelor of Science Degree with a Major in Organizational Leadership
Core Curriculum Areas A, B, C, D.1, and E . 42 hours (See VSU Core Curriculum)
Core Curriculum Area F (Courses appropriate to the major) 18 hours
ACED 2400 or CS 1000 3 hours
PSYC 2500 3 hours
Any courses in Areas C-F approved by advisor12 hours
 (*Based on changes approved by the College of Arts and Sciences Executive Committee, May 14, 2013)

Proposed Requirements (Underline changes after printing this form:
 Core Curriculum Areas A, B, C, D.1, and E 42 hours (See VSU Core Curriculum)
 Core Curriculum Area F (Courses appropriate to the major) 18 hours
 ACED 2400 or CS 1000 3 hours
 PSYC 2500 (unless taken in Area E) 3 hours
 Any courses in Areas C-F approved by advisor12-15 hours

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Provide additional flexibility to students based on experience with those who have been enrolled in the program from Fall 2011 to the present. Many students bring courses from various subject areas that are legitimately related to the leadership field and to practice in a variety of organizations. The ability to give students more options in the course selection will facilitate degree completion and promote interdisciplinary study across departments and programs.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests,

124

portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will complete portfolios in the capstone course and submit those for review. The portfolios will also be evaluated for program assessment purposes. Discussions, tests, and case studies will provide additional information to evaluate the program success.

Approvals:

Department Head:	<i>James N. Peterson</i>	Date: <i>8/8/13</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date: <i>8/14/13</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date: <i>8/14/13</i>
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
page 174

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/01/2014

Degree & Program Name:
(e.g., BFA, Art): Minors in German and Spanish

Present Requirements:

Minor in German Total Hours 18

Core Curriculum Courses..... 0-6 hours
GRMN 2001, GRMN 2002 0-6 hours

Senior-College Courses
12-18 hours
GRMN 3301 and GRMN 4410 6
hours
GRMN 3551 or GRMN 3552 3
hours
Electives: Courses in German
numbered above 3000 3-9 hours

Minor in Spanish Total Hours 18

SPAN 2002 0-3 hours

Other Spanish Courses 15-
18 hours
SPAN 2010, SPAN 3010 6 hours
SPAN 3150 or SPAN 3160 3 hours
SPAN 4010 3 hours
Spanish courses numbered 3000 & above 3-6
hours

Proposed Requirements (Underline changes after printing this form:

Minor in German Total Hours 18

Core Curriculum Courses..... 0-6 hours

GRMN 2001 (if needed).....0-3 hours
GRMN 2002 (if needed)..... 0-3 hours

Senior-College Courses 12-18 hours

GRMN 3301 and GRMN 4410 6 hours

Electives: Courses in German
numbered 3000 and above..... 6-12 hours

Minor in Spanish Total Hours 18

SPAN 2002 (if needed)..... 0-3 hours

Senior College Courses15-18 hours

SPAN 2010 and SPAN 2011..... 4 hours

Electives: Courses in Spanish numbered 3000
and above11-14 hours.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Students have more flexibility with scheduling courses in the minor and in adapting them to courses that are relevant to their majors.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Recent program review revealed that many students are opting to minor in a language that supports their major field of study. Flexibility and adaptation to subject matter needs are important.

These changes also more easily allow for the use of practica and Study Abroad credits inside minors.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, portfolios and journals from practica

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) where required by assessment plan

Approvals:

Department Head:	<i>AW Souly</i>	<i>July 18</i>	<i>2013</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>7/22/13</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>7/22/13</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
Page 174

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2014

Degree & Program Name:
(e.g., BFA, Art): French Minor

Present Requirements:

Minor in French Total Hours 18

Core Curriculum Courses 0-6 hours
 FREN 2001, FREN 2002 0-6 hours

Senior-College Courses 12-18 hours
 FREN 3301 and/or FREN 3302 3-6 hours
 FREN 3400 3 hours
 FREN 3110 or FREN 3120 3 hours
 Electives: Courses in French numbered above 3000 0-9 hours
 FREN 4970 Study Abroad Practicum 0-1 hour

Proposed Requirements (Underline changes after printing this form:

Minor in French Total Hours 18

Core Curriculum Courses 0-6 hours
FREN 2001 (if needed) 0-3 hours
FREN 2002 (if needed) 0-3 hours

Senior-College Courses 12-18 hours
FREN 2010 3 hours

French courses numbered 3000 & above 9-15 hours

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field: The minor needs more flexibility of course choices to accommodate student interest. Many use the Minor to reinforce their major. Majors are diverse, so, course choices in the Minor need to be chosen as the best curriculum fit for the major.
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Program Review at VSU suggested greater flexibility in scheduling for Minors.

Source of Data to Support Suggested Change:




- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Students have suggested that they need more time flexibility and course choices in the Minor.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) N/A

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, portfolios, OPI ratings

Approvals:

Department Head:		Date: July 17, 2013
College/Division Exec. Committee:		Date: 7/22
Dean(s)/Director(s):		Date: 7/22/13
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 165

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 08/01/2014

Degree and Program Name: B.A. in French

Present Requirements:

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and Bachelor of Arts degree with a major in Spanish. Students may elect to follow either the Language and Culture Track or the Foreign Language Education Track in either degree program. Additionally, the department offers minors in French, German, and Spanish, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia.

Proposed Requirements: (highlight changes after printing)

The Department of Modern and Classical Languages offers the Bachelor of Arts degree with a major in French and Bachelor of Arts degree with a major in Spanish. Students may elect to follow either the Language and Culture Track or the Foreign Language Education Track in either degree program. French majors may elect to follow the track in French Language and International Trade. Additionally, the department offers minors in French, German, and Spanish, an online Certificate in Spanish for Professionals, an online Certificate in Teaching English to Speakers of Other Languages (TESOL), the Latin American Studies Certificate, and courses that satisfy the add-on ESOL endorsement for current and future P-12 teachers seeking certification in Georgia.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field by adding an interdisciplinary track in French Language and International Trade
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The new track was adopted as part of the VSU program review process

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. all
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **portfolios and internship projects**

Approvals:	
Department Head: <i>AW Brody</i>	Date: <i>July 18, 2013</i>
College/Division Exec. Committee: <i>Cannie Richards</i>	Date: <i>7/22/13</i>
Dean(s)/Director(s): <i>Cannie Richards</i>	Date: <i>7/22/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
pp. 166-8

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2014

Degree & Program Name:
(e.g., BFA, Art):

Present Requirements:
p.166

Requirements for the B. A. degree with a major in French—Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F.....18 hours
 FREN 1001 and FREN 1002 0-6 hours
 FREN 2001 and FREN 2002 0-6 hours
 FREN 2010 3 hours
 Foreign Language and Culture
 (2nd Foreign Language) 0-6 hours
 Electives from Area C and
 Area E Courses 0-18 hours

Senior-College Curriculum 60 hours
 Upper-Level Courses in French34 hours
 FREN 3110, FREN 3120 6 hours
 FREN 3301 or FREN 3302 3 hours
 FREN 3320, FREN 3400 6 hours
 FREN 3621 or FREN 3622 3 hours
 FREN 4110, FREN 4210 6 hours
 FREN 4400, FREN 4990 6 hours
 FREN 4980 1 hour
 Electives: 3000/4000-level course 3 hours
 Supporting Courses 3-15 hours
 ESOL 4010 3 hours
 2nd Foreign Language & Culture
 May be taken in Areas C and F) ... 3-12 hours
 Electives 11-23 hours
 Total hours required for the degree
 120 semester hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the B. A. degree with a major in French—Language and Culture Track

Core Curriculum Areas A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F.....18 hours
 FREN 1001 and FREN 1002 0-6 hours
 FREN 2001 and FREN 2002 0-6 hours
 FREN 2010 3 hours
 Foreign Language and Culture
 (2nd Foreign Language) 0-6 hours
 Electives from Area C and
 Area E Courses 0-18 hours

Senior-College Curriculum 60 hours
 Upper-Level Courses in French34 hours
FREN 3010 3 hours
FREN 3150 or 3160..... 3 hours
FREN 3200 3 hours
FREN 3250 or FREN 3260 3 hours
FREN 40103 hours
FREN 4400 3 hours
FREN 4980 1 hour
FREN 4990 3 hours

Electives
FREN 3000/4000-level..... 0- 12 hours

Supporting Courses 3-15 hours
ESOL 4010 3 hours
2nd Foreign Language & Culture
(May be taken in Areas C and F) ... 0-12 hours
Electives 11-23 hours

Total hours required for the degree 120 semester hours

P.167 Midway

Requirements for the B. A. degree with a major in French—Foreign Language Education Track
Core Curriculum Areas A-E
(See VSU Core Curriculum) 42 hours
Core Curriculum Area F..... 18 hours
FREN 1001 and FREN 1002 0-6 hours
FREN 2001 and FREN 2002 0-6 hours
FLED 2999 0 hours
EDUC 2110, EDUC 2120, EDUC 2130 9 hours
Electives from Area C and Area E 0-18 hours
Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior-College Curriculum. 60 hours
Upper-Level Courses in French34 hours
FREN 2010, FREN 3110, FREN 3120 ... 9 hours
FREN 3301 or FREN 3302 3 hours
FREN 3320, FREN 3400 6 hours
FREN 3621 or FREN 3622 3 hours
FREN 4110, FREN 4210 6 hours
FREN 4400, FREN 4980 6 hours
FREN 4980 1 hour

Supporting course: ESOL 4010 3 hours

p.168

Upper-Level Courses in Education22 hours
SEED 4010, FLED 3510, FLED 4510 3 hours
FLED 3500, FLED 4500 4 hours
SPEC 3000 3 hours
FLED 4790 10 hours
FLED 4800 2 hours
Electives 0-3 hours
Total hours required for the degree 120 semester hours

Justification:

Requirements for the B. A. degree with a major in French—Foreign Language Education Track
Core Curriculum Areas A-E
(See VSU Core Curriculum) 42 hours
Core Curriculum Area F..... 18 hours
FREN 1001 and FREN 1002 0-6 hours
FREN 2001 and FREN 2002 0-6 hours
FLED 2999 0 hours
EDUC 2110, EDUC 2120, EDUC 2130 9 hours
Electives from Area C and Area E..... 0- 9 hours

Students must achieve a grade of "C" or better in all courses taken in Area F.

Senior-College Curriculum. 60 hours
Upper-Level Courses in French34 hours

FREN 2010 3 hours
FREN 3010 3 hours
FREN 3150 or 3160..... 3 hours
FREN 3200 3 hours
FREN 3250 or FREN 3260 3 hours
FREN 4010 3 hours
FREN 4400 3 hours
FREN 4980 1 hour
FREN 4990 3 hours

Supporting course: ESOL 4010.....3 hours

Electives

FREN 3000/4000-level course-6 hours

Upper-Level Courses in Education22 hours
SEED 4010, FLED 3510, FLED 4510 ... 3 hours
FLED 3500, FLED 4500 4 hours
SPEC 3000 3 hours
FLED 4790 10 hours
FLED 4800 2 hours
Electives 0-3 hours
Total hours required for the degree 120 semester hours

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Revised curriculum reflects national changes
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Renovating and modernizing the French courses offered; hours in Core Curriculum corrected.

Source of Data to Support Suggested Change:




- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. VSU program review. More flexibility is needed to offer the curriculum in a timely manner to ensure timely graduation.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student concerns about being able to acquire all of the courses in the major. VSU Program Review. National trends.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, portfolios, OPI ratings, COE assessment data.

Approvals:

Department Head:		Date: <u>July 18, 2013</u>
College/Division Exec. Committee:		Date: <u>7/22/11</u>
Dean(s)/Director(s):		Date: <u>7/22/11</u>
Grad. Exec. Committee: (for graduate course)		Date:

Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
p. 167

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/01/2014

Degree & Program Name:
(e.g., BFA, Art): Track in French

Present Requirements: NEW

PLEASE INSERT AT TOP OF PAGE 167

Proposed Requirements (Underline changes after printing this form: Requirements for the B.A. degree in French ---French Language and International Trade Track

Core Curriculum Areas A-E	42 hours
Core Curriculum Area F	18 hours
FREN 1001 and FREN 1002	0-6 hours
FREN 2001 and FREN 2002	0-6 hours
ECON 2105 and ECON 2106	6 hours
Foreign Language and Culture (2 nd Foreign Language)	0-6 hours
Electives from Area C and Area E	0-12 hours
Senior College Curriculum	60 hours
Upper-level Courses in French	22 hours
FREN 2010	3
FREN 3450	3
FREN 4210	3
FREN 4980	1
FREN 4990 To be used for Internship	3
Electives at/above the 3000-level	9
Courses in Business	21 hours
ACCT 2101 and ACCT 2102	6
IB 3000	3
MGNT 3250	3
MKTG 3050	3
MKTG 4680	3
MGNT 4800	3
Supporting courses:	6
ACED 3101	3
ACED 3150 or ACED 3400	3

Electives: (Outside the College of Business) .11

Total hours required for the degree... 120 semester hours

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Programs regularly combine language study with Business or other related courses to strengthen job prospects in international companies or American companies with subsidiaries abroad.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: VSU Program Review - MCL presented a plan for marketing French to new constituencies as we have done in Spanish.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. all listed
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student interest is strong in French for Business courses.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Employment and Alumni surveys will be critical.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) portfolios, specific assignments, especially during internship.

Approvals:

Department Head: *AW Soady* Date: *July 8, 2013*

College/Division Exec. Committee: *Carnie Richards* Date: *7/9/13*

Dean(s)/Director(s): *Carnie Richards* Date: *7/9/13*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3000 French Grammar and Composition

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3000

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: FREN 3010

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

as needed

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Aligning the French course numbers with the Spanish course numbers in the department. Grammar and phonology courses have a "0" as the second number and then are captioned "3010," "3020," etc. This makes it easier for students who take courses in both languages to navigate the offerings and helps in student retention.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys, faculty evaluation of program.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:	
Dept. Head:	<i>[Signature]</i> Date: <i>July 8, 2013</i>
College/Division Exec. Comm.:	<i>[Signature]</i> Date: <i>7/9/13</i>
Dean/Director:	<i>[Signature]</i> Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3110 French Culture and Civilization I

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3110

Credit Hours:

Course Title: French Culture and Civilization I

Prerequisites: FREN 2002 or permission of instructor

Co-requisites:

Course Description: A survey of the historical, sociological, literary, and artistic developments of France up to modern times. As part of the Georgia French Collaborative, this is a distant learning course conducted in French.

Requested:

Course Prefix and Number: FREN 3150

Credit Hours:

Course Title: French Culture and Civilization

Prerequisites: FREN 2002 or MCL departmental approval

Co-requisites:

Course Description: A survey of the historical, sociological, philosophical, literary, and artistic developments of France up to modern times.

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: .

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The Georgia French Collaborative no longer exists. By combining the two parts of the French Civilization course, we are streamlining the requirements for the French major to help students graduate in a timely manner. We are also aligning the French course numbers with the Spanish course numbers in the department. All culture and civilization courses will have a "1" as the second number: e.g. FREN 3150, 3160, etc. This makes it easier for students who take

courses in both languages to navigate the offerings and helps in student retention.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Schedules of French offerings and constant need of independent study for student graduation.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>7/9/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 3160

Proposed New Course Title:
Francophone Culture and Civilization

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Francophone Cult Civ

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: FREN 2002 or MCL departmental approval. A survey of the historical, sociological, philosophical, literary, and artistic developments of the Francophone world.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Exposing the students to the many cultures and peoples comprising the Francophone world as separate from France. The new enumeration system will now parallel Spanish. All culture and civilization courses will have a "1" as the second number: e.g. FREN 3150, 3160, etc.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Will be needed for a new track in preparation at MCL.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Faculty and student opinions supporting the need to diversify the French program tracks.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) as required by NCATE

146

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Q. W. Sordley</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.:	<i>Annie Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Annie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

FREN 3160: Introduction to Francophone African Culture and Civilization - 3 Credits

CRN: xxx

Semester: xxx

Meeting Time: xxx

Room: xxx

**Department of Modern and Classical Languages
College of Arts & Sciences
Valdosta State University**

Instructor: xxx

Office: xxx

Office Hours: xxx

Telephone: xxx

Email: xxx

COURSE DESCRIPTION: Prerequisite: FREN 2002 or MCL departmental approval. A survey of the historical, sociological, philosophical, literary, and artistic developments of the Francophone world.

TEXTBOOKS:

Akinwande, Pierre. *L'Afrique francophone de 1444 à nos jours*, Abeokuta : Pierro Communication Bureau, 2004

Yacono, Xavier. *Les étapes de la décolonisation française*, Paris, Presse, 1971
Universitaire de la France (Que sais-je ?).

Mariama Ba. *Une si longue lettre*

Camara Laye. *L'enfant noir*

FILMS: (Subject to availability)

Racines. Alex Haley

Camp de Thiaroye. Ousmane Sembene

Indigènes. Rachid Bouchareb

COURSE OBJECTIVES

This course is an exploration of Francophone African civilization and popular cultures and their manifestations in society. Consideration will be given to the geography and history of the continent from past to present days: Africa as the cradle of humankind, the ancient empires, the Atlantic trade, colonization, independence, and imperialism. Emphasis will be laid on African expressions of wisdom: indigenous democracy (njeen buur), palaver, proverbs, sayings, and riddles; music, dance, and other ludic expressions of art in Francophone Africa as well as on major literary movements and authors.

Upon completion of this course students will understand main ideas and most supporting details of African francophone culture and civilization. They will demonstrate an awareness of major

social, religious, linguistic and cultural issues that go beyond the literary meaning of the “spoken” text and an understanding of major artistic movements. Students will familiarize themselves with the physical and geographical features of Africa and its historical landmarks: slavery, colonization, independence struggles, and imperialism. They will be able to discuss *Francophonie* and its relationship with African countries.

ACTFL PROFICIENCY GUIDELINES AT THE INTERMEDIATE-HIGH LEVEL:

1. **Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Speaking:** Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.
3. **Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
4. **Writing:** Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a

limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

GRADE DISTRIBUTION:

1. Term Paper.....	20%
2) Oral presentation.....	20%
3) Quizzes & other assignments.....	10%
4) Tests (3)	30%
5) Final Exam	20%
	<u>100%</u>

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

2. Outcomes for the major in French Language and Culture track can be found at:
<http://www.valdosta.edu/mcl/assessments.shtml>

3. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>.

COURSE OUTCOMES*:

Upon successful completion of FREN 3160:

1. Students will demonstrate knowledge of the physical geography of Africa and Francophone African countries.
2. Students will demonstrate understanding of the historical milestones in the development of Francophone Africa.
3. Students will demonstrate understanding of the role of civilization and popular culture in Francophone Africa with all their representations: literature, philosophy, society, everyday life and rituals, and a variety of art forms in the visual arts and oral tradition.
4. Students will demonstrate understanding of literary movements and major Francophone African authors.
5. Students will express themselves clearly, logically and precisely in writing and in speaking and they will demonstrate competence in reading and listening.
6. Students will use computer and information technology when appropriate.

* All outcomes are in French utilizing all tenses.

ACTFL target level: Intermediate-High.

Course Objectives	Assessment Instruments Used to Measure Outcomes	Types of Assessments	Projected Major Outcomes
1	2, 3, 4,5	Formative and summative written and oral assessments	1,2,3,4,6,9
2	1,2,3,4,5	Formative and summative written and oral assessments	1,2,3,4,6,8,9
3	1,2,3,4,5	Formative and summative written and oral assessments	1,2,3,4,7,8,9
4	1,2,3,4,5	Formative and summative written and oral assessments	1,2,3,4,6,7,9
5	1,2,3,4,5,	Formative and summative written and oral assessments	1,2,3,4,5
6	2,3	Formative oral and written assessment	9

PREPARING FOR CLASS: Each student **must** read and understand the assigned materials for each class period. S/he must also look up all words s/he does not know. If you do not have a good French/English dictionary, you may use the ones in the library.

ALL MAJORS MUST HAVE A FRENCH/ENGLISH DICTIONARY: You are encouraged to prepare for both class sessions over the week end—if you do so, you will only have to review during the week. You should be prepared to answer any question the professor may ask you about the author or the work.

QUIZZES: A quiz (announced or unannounced) may be given during any class period. Quizzes will usually be announced. However, if all students are not prepared for class each day, a quiz may be given at the beginning of each class.

FINAL EXAM: The final exam in this course will be cumulative—it will test everything that has been taught in the course. Although specific items from the last weeks may be included, the final exam will mainly test the student's ability to perform the above course objectives.

MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE COURSE:

1. Daily attendance (See attendance policy below!)
2. Completion of homework assignments, study of vocabulary.
3. Satisfactory completion of all tests, term paper, quizzes, etc.
4. Speaking French in class
5. Ownership of required textbooks

ATTENDANCE POLICY: All students must attend class daily. Any student who misses more than 20% of class meeting time is subject to failing this class--even if he/she has an A average (See university attendance policy in the Bulletin).

SPECIAL SERVICE: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Special Services Office in Nevins Hall. The phone number is 245-2498.

COURSE RESOURCES:

We will consult a number of **secondary sources** that will be available to you as photocopies or as a PDF on OAKS.

For access to syllabus, links to dictionaries, libraries, and other useful websites.

Addlestone Library: <http://cofc.edu/library/index.php>

For access to catalogs and databases, particularly the MLA bibliography, Muse, and JSTOR.

Language Resource Center: <http://lcwa.cofc.edu/education-centers/language-resourcecenter/index.php> for help at Language Lab and an array of multi-media sources at your disposal.

Dictionaries: If you do not already own a large French-English dictionary, you may want to purchase Le Robert and/or Collins. You may also check out two useful online resources (among many): the ARTFL project the French language run by the University of Chicago

(<http://humanities.uchicago.edu/ARTFL>) is an excellent resource that includes public databases and a search engine for several historical dictionaries. You might also refer to WordReference (<http://www.wordreference.com/>), especially the Forum, which is particularly helpful in learning to grasp nuanced differences between French and English. *I recommend strongly that you not use translation websites/programs as they often mistranslate words/phrases and because they will not improve your reading and writing skills.*

Le calendrier ci-dessous est sujet à changement

août	12	Introductions, Objectifs
	14.	Afrique, berceau de l'humanité
	19	Les anciens empires: Ghana, Mali, Songhay
	21	Le commerce transsaharien et le commerce transatlantique
	26	L'esclavage et le commerce triangulaire
	28	Interrogation écrite 1
septembre	04	La colonisation Film : <i>Indigènes</i>
	09	Les mouvements de nationalisme et les indépendances
	11.	La parenté (la famille sénégalaise) <i>the rites of passage</i>
	16.	La culture populaire: définitions
	18.	Sagesse africaine contes, récits, proverbes, et devinettes
	23.	Sagesse africaine contes, récits, proverbes, et devinettes (suite)
	25	La musique et son rôle dans la culture africaine
	30.	Les instruments de musique
octobre	02.	Interrogation écrite 2
	07.	<i>L'enfant noir</i>
	09.	<i>L'enfant noir</i>
	14	<i>L'enfant noir</i>
	16.	Présentations orales sur <i>l'enfant noir</i>
	21.	La peinture sous verre et la peinture murale
	23	Les influences européennes et la mondialisation de la culture
	28.	La musique modern en Afrique francophone: le Mbalax et le Rap
30.	Interrogation écrite 3	
novembre	04.	Miss Jongama (traditionnel)
	06.	Film: <i>Camp de Thiaroye</i>
	11	Une si longue lettre
	13.	<i>Une si longue lettre</i>
	18	<i>Une si longue lettre</i>
	20.	Présentations orales sur <i>Une si longue lettre</i>
	25 -29 Thanksgiving: conge!	
décembre	02.	Dernier jour de classe : choix des sujets de l'essai de fin de semestre
	04 - 06.	Examens de fin de semestre

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3400 Introduction to Literature

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3400

Credit Hours:

Course Title:

Prerequisites: FREN 2002 or consent of instructor

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: FREN 3200

Credit Hours:

Course Title:

Prerequisites: FREN 2002 or MCL departmental approval

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Aligning the French course numbers with the Spanish course numbers in the department. This makes it easier for students who take courses in both languages to navigate the offerings and helps in student retention. Literature courses have a "2" as a second digit, e.g. 3200 is the Introductory course in the major. Changing wording in the prerequisite section to reflect better the departmental policies.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>7/9/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3621 Survey of French Literature I

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3621

Credit Hours:

Course Title: Survey of French Literature I

Prerequisites: FREN 3400 or consent of instructor

Co-requisites:

Course Description: Selected major literary works, authors, and literary movements of France from the Middle Ages through the 18th century.

Requested:

Course Prefix and Number: FREN 3250

Credit Hours:

Course Title: Survey of French Literature

Prerequisites: FREN 3200 or MCL departmental approval

Co-requisites:

Course Description: Selected major literary works, authors, and literary movements of France from the Middle Ages to the present.

Semester/Year to be Effective:

Spring 2014

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Making room for a course Survey of Francophone Literature in the French curriculum required for a potential new track.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: By combining the two parts of the Survey of French Literature course, we are streamlining the requirements for the French major to help students graduate in a timely manner. We are also aligning the French course numbers with the Spanish course numbers in the department. This makes it easier for students who take courses in both languages to navigate the offerings and helps in student retention.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Schedules of French offerings and constant need of independent study for student graduation.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:	
Dept. Head: <i>AW Soarley</i>	Date: <i>July 2, 2013</i>
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>7/9/13</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 3260

Proposed New Course Title:
Survey of Francophone Literature

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Survey Francophone Lit

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: FREN 3200 or MCL departmental approval. Selected major literary works, authors, and literary movements of the Francophone world.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: Exposing students to the literature of the many cultures and peoples comprising the Francophone world as distinct from France. The new enumeration system will now parallel Spanish. All literature courses will have a "2" as the second number: e.g. FREN 3250, FREN 3260, etc. .

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Will be needed for a new track of the French program in preparation at MCL.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Faculty and student opinion supporting the need to diversify the French program tracks.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>OW Soarley</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.: <i>Bonnie Richards</i>	Date: <i>7/9/13</i>
Dean/Director: <i>Bonnie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FREN 3260: Survey of Francophone Literature - 3 Credits

CRN: xxx

Semester: xxx

Meeting Time: xxx

Room: xxx

**Department of Modern and Classical Languages
College of Arts & Sciences
Valdosta State University**

Instructor: xxx

Office: xxx

Office Hours: xxx

Telephone: xxx

Email: xxx

COURSE DESCRIPTION: Prerequisite: FREN 3200 or MCL departmental approval. Selected major literary works, authors, and literary movements of the Francophone world.

TEXTBOOKS:

Marie Ndiaye. *Mon Coeur à l'étroit.*

Calixthe Beyala. *La petite fille du réverbère.*

Azouz Begag. *Le gone du Chaâba*

Simone Schwarz Bart. *Yanick Lahens*

FILMS: (Subject to availability)

Kaleb (2011), written and directed by Kervans Barthelemy.

Afro Diasporic French Identities (2012), written and directed by Nathalie Etoke.

COURSE OBJECTIVES

This course provides a survey of Francophone literature. It will explore some of the central issues that have emerged from parts of the world some of which former subject to French colonialism. It will explore literary text and movements seeking to understand the processes and products of colonialism and its aftermath. The phenomena of imperialism, decolonization, nationalism, and migration will form the backdrop of our inquiries as we consider the effects of colonialism on language, location, identity, and narrative. Readings leading to oral presentations will range from literature and history of North Africa (the "Maghreb"), West and Central Africa, the Caribbean, Madagascar, Belgium and Quebec.

Upon completion of the course the students will demonstrate awareness, a certain degree of familiarity and understanding of literary trends that have developed out of metropolitan France into other geographical areas of the world, following French colonization. The students will achieve substantive knowledge of particular moments and texts drawn from the field leading also to **improvement of writing and oral presentations skills.**

ACTFL PROFICIENCY GUIDELINES AT THE INTERMEDIATE-HIGH LEVEL:

1. **Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Speaking:** Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.
3. **Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
4. **Writing:** Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be

unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

GRADE DISTRIBUTION:

1. Term Paper.....	20%
2) Oral presentation.....	20%
3) Quizzes & other assignments.....	10%
4) Tests (2)	20%
5) Final Exam	30%
	100%

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:
<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/content.htm>

And (Speaking, revised 1999; Writing, revised 2001)
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

2. Outcomes for the major in French Language and Culture track can be found at:
<http://www.valdosta.edu/mcl/assessments.shtml>

3. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:
<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>.

COURSE OUTCOMES*:

Upon successful completion of FREN 3260 the learner will be able to:

1. Identify correctly periods and major literary movements in the development of Francophone literature up to modern times.

166

2. Identify correctly key literary figures, their works and their impact on the development of Francophone literature up to modern times.
3. Discuss critical issues related to the literary works studied in class.
4. Write critical essays related to the literary works studied in class.
5. Communicate ideas about all issues discussed in class in oral or written format at the Intermediate-High level as defined by ACTFL.

* All outcomes are in French utilizing all tenses.

ACTFL target level: Intermediate-High.

Course Objectives	Assessment Instruments used to Measure Outcomes	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Projected Major Outcomes
1	1, 2, 3, 4,5	Formative and summative written and oral assessments		Area C	1,2,3,4,5,6,7
2	1,2,3,4,5	Formative and summative written and oral assessments		Area C	1,2,3,4,6,7
3	2	Formative oral assessments		Area C	2,3,7,9
4	1,5	Formative and summative written assessments		Area C	4,6,7
5	1,2,3,4,5,	Formative and summative written and oral assessments		Area C	1,2,3,4,5,6,7,9

PREPARING FOR CLASS: Each student **must** read and understand the literary work and information about the author for each class period. S/he must also look up all words s/he does not know. If you do not have a good French/English dictionary, you may use the ones in the library.

ALL MAJORS MUST HAVE A FRENCH/ENGLISH DICTIONARY: You are encouraged to prepare for both class sessions over the week end—if you do so, you will only have to review during the week. You should be prepared to answer any question the professor may ask you about the author or the work.

QUIZZES: A quiz (announced or unannounced) may be given during any class period. Quizzes will usually be given on certain literary periods and will be announced. If all students are not prepared for class each day, a quiz may be given at the beginning of each class.

FINAL EXAM: The final exam in this course will be cumulative—it will test everything that has been taught in the course. Although specific items from the last chapter may be included, the final exam will mainly test the student's ability to perform the above course objectives. **Each student should keep a notebook in which s/he will keep notes on the various authors, works and literary movements studied in class.**

MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE COURSE:

1. Daily attendance (See attendance policy below!)
2. Completion of homework assignments, study of vocabulary and preparation of answers to the *Pages à lire* section before each class session.
3. Satisfactory completion of all tests, term paper, quizzes, etc.
4. Speaking French in class
5. Ownership of required textbooks

ATTENDANCE POLICY: All students must attend class daily. Any student who misses more than 20% of class meeting time is subject to failing this class—even if he/she has an A average (See university attendance policy in the Bulletin).

SPECIAL SERVICE: Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the Special Services Program must contact the Special Services Office in Nevins Hall. The phone number is 245-2498.

COURSE RESOURCES:

We will consult a number of **secondary sources** that will be available to you as photocopies or as a PDF on OAKS.

For access to syllabus, links to dictionaries, libraries, and other useful websites.

Addlestone Library: <http://cofc.edu/library/index.php>

For access to catalogs and databases, particularly the MLA bibliography, Muse, and JSTOR.

Language Resource Center: <http://lcwa.cofc.edu/education-centers/language-resourcecenter/index.php> for help at Language Lab and an array of multi-media sources at your disposal.

Dictionaries: If you do not already own a large French-English dictionary, you may want to purchase Le Robert and/or Collins. You may also check out two useful online resources (among many): the ARTFL project the French language run by the University of Chicago (<http://humanities.uchicago.edu/ARTFL>) is an excellent resource that includes public databases and a search engine for several historical dictionaries. You might also refer to WordReference (<http://www.wordreference.com/>), especially the Forum, which is particularly helpful in learning to grasp nuanced differences between French and English. *I recommend strongly that you not use translation websites/programs as they often mistranslate words/phrases and because they will not improve your reading and writing skills!*

SCHEDULE IS SUBJECT TO CHANGE

août

12. Introductions, Objectifs
Discussion: Qu'est-ce que la "francophonie"?
Réda Bensmaïa, "Francophonie," *Yale French Studies* 103 (2003); Journée internationale de la francophonie (<http://www.20mars.francophonie.org/>); "Pour une littératuremonde,"
Le Monde (15 mars 2007),
<http://www.lemonde.fr/livres/article/2007/03/15/desecrivains-plaident-pour-un-roman-en-francais-ouvert-sur-le-monde_883572_3260.html>
Les courants littéraires francophones
- 14 Les littératures francophones et leurs espaces
Discussion: Bensmaïa; "Pour une littérature-monde"
Film: *Afro Diasporic French Identities* (2012), written and directed by Nathalie Etoke.
19. Espace géographique I : Afrique de l'Ouest
Présentation littéraire
Auteure : Marie Ndiaye. *Mon cœur à l'étroit*
- 21 Marie Ndiaye
- 26 Marie Ndiaye
- 28 Présentation orales sur *Mon cœur à l'étroit de Marie Ndiaye*

septembre

- 4 Espace géographique 2 : Le Maghreb
Présentation littéraire
Auteur : Azouz Begag. *Le gone du Chaâba*
Watch Azouz Begag <http://www.youtube.com/watch?v=G-WKKE4yf9k g>
- 9 Azouz Begag
Pages à lire et questions à répondre
- 11 Azouz Begag
Pages à lire et questions à répondre
- 16 Azouz Begag
Pages à lire et questions à répondre
18. Présentations orales sur *Le gone du Chaâba*
Film: *Kaleb* (2011), written and directed by Kervans Barthelemy.
- 23 **Interrogation écrite 1**

25 Espace géographique 3 : Afrique Centrale
Présentation littéraire
Watch Calixthe Beyala répond aux critiques - YouTube
www.youtube.com/watch?v=qilyPxxg3P00

Auteure : Calixte Beyala. *La petite fille du réverbère*
30 Calixte Beyala
Pages à lire et questions à répondre

octobre

2 Calixthe Belaya
Pages à lire et questions à répondre

7 Calixthe Belaya
Pages à lire et questions à répondre

9 Calixthe Belaya
Pages à lire et questions à répondre

11. Présentations orales sur Calixthe Beyala : *La petite fille du réverbère*

16 Interrogation écrite 2

21. Espace géographique 4 : Haïti et les Antilles françaises
Présentation littéraire
Haïti, le tremblement de terre et l'héritage de l'indépendance
Haïti parmi les vivants, "Billet à celle qui habite ma rue" Lyonel Trouillot, témoignages
de Yanick Lahens sur YouTube: <http://www.youtube.com/watch?v=S2q41QW2UbQ>
Auteure : Yanick Lahens : *Failles*

23 Yanick Lahens : *Failles*
Pages à lire et questions à répondre

28 Yanick Lahens: *Failles*
Pages à lire et questions à répondre

30 Yanick Lahens: *Failles*
Pages à lire et questions à répondre

novembre

4 Présentations orale sur Yanick Lahens : *Failles*

6 L'Europe francophone
Espace géographique 5 : La Belgique
Survola littéraire
Quelques auteurs belges

11 Espace géographique 6 : Madagascar
Survola littéraire
Quelques auteurs

13. Espace géographique 7 : Le Québec
Survola littéraire
Quelques auteurs

18 Interrogation écrite 3

20 Discussions et choix de sujets des essais de fin de semestre

décembre

- 2 Dernier jour de classe : Pot Luck dinner
- 3 Journée de préparation aux examens de fin de semestre
- 4 – 6 Examens de fin de semestre

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3320 French Oral Expression

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3320

Credit Hours:

Course Title: French Oral Expression

Prerequisites: FREN 2002 or consent of instructor

Co-requisites:

Course Description: A practical study of spoken French, with emphasis on communication strategies that make it easier for students to communicate in a French context. Through creative classroom activities and exercises, students learn appropriate cultural interaction, while discussing ideas, exchanging opinions, and giving advice and information. Practical spoken vocabulary is stressed. Attention is given to the grammatical structure of the language.

Requested:

Course Prefix and Number: FREN 3500

Credit Hours:

Course Title: French Oral and Written Expression

Prerequisites: FREN 2002 or MCL departmental approval

Co-requisites:

Course Description: A practical study of spoken and written French, with emphasis on oral and written communication strategies that make it easier for students to communicate in a French context. Attention is given to the grammatical structure of the language.

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Giving students more opportunities to practice writing in addition to speaking.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing wording in the prerequisite section to reflect better the departmental

policies.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) portfolios, writing assignments

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>W. Sordley</i>	Date: <i>July 9, 2013</i>
College/Division Exec. Comm.:	<i>Lynne Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Lynne Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3630 Topics in French Language or Literature

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 3630

Credit Hours:

Course Title: Topics in French Language or Literature

Prerequisites: FREN 3302 and FREN 3400 or consent of instructor

Co-requisites:

Course Description: Intensive study to improve the student's ability in a particular area of French language or Francophone literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.

Requested:

Course Prefix and Number: FREN 3900

Credit Hours:

Course Title: Intensive Language Study

Prerequisites: FREN 2010 or MCL departmental approval.

Co-requisites:

Course Description: Intensive study to improve the student's ability in a particular area of French language or literature. This course requires independent work of the student and may be repeated with different topics for a total of 3 hours.

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Offering early individualized attention to problematic areas for particular students, thus increasing retention and graduation rates.

Adopting current best practice(s) in field: .

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student assignments and tests.

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assignments.

Approvals:		
Dept. Head:	<i>A. J. [Signature]</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.:	<i>Carmie Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Carmie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 4110 Advanced Grammar and Composition

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 4110

Credit Hours:

Course Title:

Prerequisites: FREN 2002 or consent of instructor.

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: FREN 4010

Credit Hours:

Course Title:

Prerequisites: FREN 2002 or MCL departmental approval.

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Aligning the French course numbers with the Spanish course numbers in the department. The second digit is "0" for grammar and phonology courses. This makes it easier for students who take courses in both languages to navigate the offerings and helps in student retention.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>AW Soady</i>	Date: <i>June 8, 2013</i>
College/Division Exec. Comm.:	<i>Annun Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Annun Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 4900

Proposed New Course Title:
Special Topics
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Special Topics

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: FREN 3010 or MCL departmental approval. Special topics in French language or Francophone literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Diversifying the curriculum without making a commitment to a particular topic.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Faculty and student opinion supporting the need for occasional course offerings that diversify the French curriculum.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student survey
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>AW Sonly</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>7/9/13</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FREN 4900: Special Topics - 3 Credits

CRN: xxx

Semester: xxx

Meeting Time: xxx

Room: xxx

**Department of Modern and Classical Languages
College of Arts & Sciences
Valdosta State University**

Instructor: xxx

Office: xxx

Office Hours: xxx

Telephone: xxx

Email: xxx

COURSE DESCRIPTION: Prerequisite: FREN 3010 or departmental approval. Special topics in French language or Francophone literature, civilization, or culture. May be repeated up to a maximum of six hours if topics are different.

TEXTBOOKS:

COURSE OBJECTIVES

ACTFL PROFICIENCY GUIDELINES AT THE INTERMEDIATE-HIGH LEVEL:

1. **Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Speaking:** Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to

successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

3. **Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

4. **Writing:** Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

GRADE DISTRIBUTION (a sample)

1. Term Paper.....	20%
2) Oral presentation.....	20%
3) Quizzes & other assignments.....	10%
4) Tests (2)	20%
5) Final Exam	30%
	100%

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And (Speaking, revised 1999; Writing, revised 2001)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

2. Outcomes for the major in French Language and Culture track can be found at:

<http://www.valdosta.edu/mcl/assessments.shtml>

3. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

COURSE OUTCOMES*: To be determined....

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 3450 Current Events of the French-Speaking World

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Current Events of the French-Speaking World

Prerequisites: FREN 3301 or consent of instructor

Co-requisites:

Course Description: A practical study of French TV and radio programs and other authentic media sources.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Culture, Business, and Society in the French-Speaking World

Prerequisites: FREN 2010 or MCL departmental approval

Co-requisites:

Course Description: A study of culture as it relates to business practices in the Francophone world. A variety of authentic media sources will be used. Emphasis will be on listening comprehension and translation as well as on business correspondence.

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
once a year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Giving students more opportunities to practice listening and reading comprehension through the study of materials from authentic media sources. Lowering the prerequisite number for greater flexibility with scheduling and earlier practice for listening skills.

Adopting current best practice(s) in field: Teaching language via content-based classes. Preparing the way for creating a possible interdisciplinary track French/Foreign Language and International Trade.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing wording in the prerequisite section to reflect better the departmental policies and the new roster of French offerings.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Faculty opinion; increased enrollments in French in other institutions with a track in FLIT

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) portfolios and specific assignments

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>Ann Szalay</i>	Date: <i>June 8, 2013</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 4210 Business French

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: FREN 2002 or permission of instructor.

Co-requisites:

Course Description: An introduction to the economic and business practices of contemporary France and the Francophone world. As part of the Georgia Collaborative, this is a distance-learning course conducted in French.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: FREN 2010 or MCL departmental approval.

Co-requisites:

Course Description: An introduction to the economic and business practices of contemporary France and the Francophone world.

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed in rotation

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The prerequisite changes from FREN 2002 to FREN 2010, so students are better prepared for the complexity of the business terminology.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The Georgia COllaborative no longer exists. The new course description reflects this change.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>AW Souley</i>	Date: <i>June 8, 2013</i>
College/Division Exec. Comm.:	<i>Annun Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Annun Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

FREN 4400 French Phonetics and Advanced Conversation

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: FREN 3302 or consent of instructor.

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: FREN 2010 or MCL departmental approval.

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring, 2014

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Offering earlier access to phonetics for improved pronunciation and conversational skills.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion; employee surveys and OPI results..

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) oral digital files and videos

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student survey
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>A. W. Souley</i>	Date: <i>June 8, 2013</i>
College/Division Exec. Comm.:	<i>Annex Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Annex Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.:		
(for graduate course)		Date:
Graduate Dean:		
(for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED COURSE JUL 11 2013
Valdosta State University

Date of Submission: 07/01/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
MCL

Faculty Member Requesting Revision:
Ofélia Nikolova

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 6110 Advanced Grammar and Composition

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number: FREN 6110

Credit Hours:

Course Title:

Prerequisites: .

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: FREN 6010

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Aligning the French course numbers with the Spanish course numbers in the department. This makes it easier for students who take courses in both languages to navigate the offerings and helps in student retention.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student and faculty opinion.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: <i>June 8, 2013</i>
College/Division Exec. Comm.:	<i>Annice Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Annice Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course)	<i>J. T. J. Ph</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course)	<i>J. T. J. Ph</i>	Date: <i>9/3/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

JUL 11 2013

Date of Submission: 07/01/2013 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
MCL

Faculty Member Requesting:
Ofélia Nikolova

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
FREN 6900

Proposed New Course Title:

Special Topics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Special Topics

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
as needed

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Special topics in French language or Francophone literature, civilization, or culture. May be repeated up to a maximum of 6 hours if topics are different.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Diversifying the curriculum without making a commitment to a particular topic.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Faculty and student opinion supporting the need for occasional course offerings that diversify the French curriculum.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, assignments.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>W. Souly</i>	Date: <i>July 8, 2013</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>7/9/13</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jella</i>	Date: <i>9/3/13</i>
Graduate Dean: (for graduate course):	<i>J. T. Jella</i>	Date: <i>9/3/13</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

FREN 6900: Special Topics - 3 Credits
CRN: xxx
Semester: xxx
Meeting Time: xxx
Room: xxx

Department of Modern and Classical Languages
College of Arts & Sciences
Valdosta State University

Instructor: xxx
Office: xxx
Office Hours: xxx
Telephone: xxx
Email: xxx

COURSE DESCRIPTION: Prerequisite: Departmental approval. Special topics in French language or Francophone literature, civilization, or culture. May be repeated up to a maximum of six hours if topics are different.

TEXTBOOKS:

COURSE OBJECTIVES

ACTFL PROFICIENCY GUIDELINES AT THE INTERMEDIATE-HIGH TO ADVANCED LOW LEVEL:

1. **Listening:** Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
2. **Speaking:** Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of

cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.

3. **Reading:** Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

4. **Writing:** Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

GRADE DISTRIBUTION (a sample)

1. Term Paper.....	25%
2. Literature Review.....	20%
2) Oral presentations (Graduate Seminars).....	30%
5) Final Exam	25%
	<u>100%</u>

GRADING SCALE:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

ASSESSMENT STANDARDS

1. In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm>

And (Speaking, revised 1999; Writing, revised 2001)

<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

2. Outcomes for the major in French Language and Culture track can be found at:

<http://www.valdosta.edu/mcl/assessments.shtml>

3. Future and prospective teachers (Foreign Language Education track) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>.

COURSE OUTCOMES*: To be determined as offered

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: *July 8, 2013*

[Signature]

Department Initiating Deactivation:
MCL

Semester & Year to be Effective:
Spring 2014

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List of courses (or the program or track) to be deactivated:

FREN 1111 Intensive French Language and Francophone Culture
FREN 3610 Women Writers of the 17th Century France
FREN 5610 Women Writers of the 17th Century France
FREN 6420 French Translation: English to French
FREN 6650 French Literature of the 20th Century

JUL 11 2013

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The deactivation of the listed courses will streamline the French curriculum to allow for timely graduation of French majors and will improve retention of students. Some of the deactivated courses have not been offered for more than five years. The department is considering the creation of new tracks that would require several new courses.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. French semester offerings.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
College/Division Exec. Comm.:	<i>Ammie Richards</i> Date: <i>7/9/13</i>
Dept. Head:	<i>AW Sorely</i> Date: <i>July 8, 2013</i>
Dean/Director:	<i>Ammie Richards</i> Date: <i>7/9/13</i>
Graduate Exec. Comm.: (for grad course/program)	<i>J. T. J. Plat</i> Date: <i>9/3/13</i>
Graduate Dean: (for grad course/program)	<i>J. T. J. Plat</i> Date: <i>9/3/13</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

MAY 03 2013

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 144

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~Fall 2013~~ *Spring 2014*

Degree and Program Name: Master of Accountancy

Present Requirements:

1. demonstrate an understanding of the theory and application of financial accounting
2. demonstrate the ability to use critical thinking and problem-solving skills

Proposed Requirements: (highlight changes after printing)

1. apply theories and concepts of financial accounting to business transactions
2. use critical thinking and problem-solving skills to provide solutions to accounting dilemmas

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Suggestion from Institutional Assessment Committee
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **No change.**

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **MAcc learning outcomes are assessed in conjunction with the Langdale College assurance of learning activities.**

Approvals:		
Department Head:	<i>[Signature]</i>	Date: 4/29/13
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 4/29/13
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 4/29/13
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i> T. J. Platt	Date: 9/3/13
Graduate Dean: (for grad program)	<i>[Signature]</i> T. J. Platt	Date: 9/3/13
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/2014

Degree & Program Name:
(e.g., BFA, Art): Minor in Economics

Present Requirements: No Minor currently exists

Proposed Requirements (Underline changes after printing this form: Minor in Economics... 15 Hours
Minor is open to non-business majors. Required classes:
ECON 2105... 3 hours
ECON 2106... 3 hours

Students must take three classes from any 3000 or 4000 ECON course... 9 hours

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes: A minor in economics will provide non-business majors with additional learning opportunities to complement their skills acquired in their major. The minor will help interested non-business majors to better compete for jobs in the labor market.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The college of business has been given the opportunity to add minors to the existing curriculum.
- Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Other colleges in the region offer a similar minor in economics. Based on discussions with other department heads a minor in economics may be of interest to many VSU students.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Alisa Cole* Date: *08/07/2013*

College/Division Exec. Committee: *Fent Moore* Date: *8/7/13*

Dean(s)/Director(s): *J. Wayne Jones* Date: *8/7/13*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

211

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: ~~74~~ 66

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~2012~~ 2013-2014

Degree and Program Name: Economics Minor

Present Requirements:

Proposed Requirements: (highlight changes after printing) Add to list of minors currently on p. ~~74~~ 66

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: <i>Stacia Bell</i>	Date: 08/07/2013
College/Division Exec. Committee: <i>Fent Moore</i>	Date: 8/7/13
Dean(s)/Director(s): <i>J. Wayne Smith</i>	Date: 8/7/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
190

Proposed Effective Date for Curriculum Change:
(Month/Year): 1/14

Degree & Program Name:
(e.g., BFA, Art): BBA /Major in Economics

Present Requirements:

Non-business electives.....9 hours

Proposed Requirements (Underline changes after printing this form:

General Electives.....9 hours
(At least 6 hours must be non-business courses)

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Conforms with other majors in the College of Business.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

215

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) I

Approvals:

Department Head: *[Signature]* Date: *08/07/2013*

College/Division Exec. Committee: *[Signature]* Date: *8/1/13*

Dean(s)/Director(s): *[Signature]* Date: *8/7/13*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

216

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F
D and F

Current Catalog Page Number:
211

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/2013

Degree & Program Name:
(e.g., BFA, Art): BBA,
Economics

Present Requirements:

Non-Business Electives 3 9 hours

3 If BUSA 2201 is not taken in Area F and/or MATH 1261 is not taken in Area D, they are required here.

Proposed Requirements (Underline changes after printing this form:

Non-Business Electives 3 9 hours

3 If BUSA 2201 is not taken in Area F, it is required here.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Materials covered in upper-division level ECON classes require mostly algebra. The minimal calculus required can be covered in a single class period.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and assignments in our upper-division level ECON classes require mostly algebra and statistics.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the institutional effectiveness report.

Approvals:

Department Head:	<i>Maria Cole</i>	Date:	<i>4/29/2013</i>
College/Division Exec. Committee:	<i>Kent Moore</i>	Date:	<i>4/29/2013</i>
Dean(s)/Director(s):	<i>J. Wayne Smith</i>	Date:	<i>4/30/13</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 203

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: BBA Finance

Present Requirements:

2. demonstrate the ability to gather, interpret, and analyze financial information

Proposed Requirements: (highlight changes after printing)

2. gather, interpret, and analyze financial information

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Suggestion from Institutional Assessment Committee
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **No change.**

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Finance learning outcomes are assessed in conjunction with the Langdale College assurance of learning activities.**

Approvals:	
Department Head: <i>Sam Wed</i>	Date: <i>4/29/13</i>
College/Division Exec. Committee: <i>Fent Wayne</i>	Date: <i>4/29/13</i>
Dean(s)/Director(s): <i>W. W. [unclear]</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F
F

Current Catalog Page Number:
203-204

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/2013

Degree & Program Name:
(e.g., BFA, Art): BBA,
Finance

Present Requirements:

Finance Major Curriculum. 60 hours

Non-Business Electives 4, 5. 9 hours

4 If BUSA 2201 is not taken in Area F, it is required here.

5 If MATH 1261 is not taken in Area D, it is required here.

Proposed Requirements (Underline changes after printing this form:

Finance Major Curriculum. 60 hours

Non-Business Electives 4, 5. 9 hours

4 If BUSA 2201 is not taken in Area F, it is required here.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: College algebra and statistics provide a sufficient math background to complete required Finance Major Curriculum.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams and assignments in FIN3360, FIN4760, and FIN4520 where reviewed; only college algebra and statistics needed to complete.

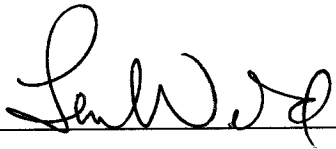
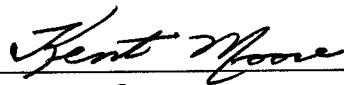
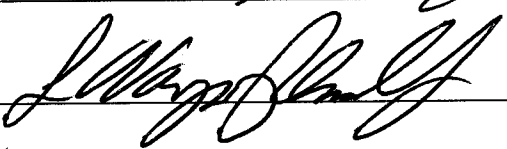
222

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) It will be assessed as part of the ongoing finance program assurance of learning.

Approvals:

Department Head:		Date: 4/29/13
College/Division Exec. Committee:		Date: 4/29/13
Dean(s)/Director(s):		Date: 4/30/13
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:

206

Proposed Effective Date for

Curriculum Change:

(Month/Year): 1/14

Degree & Program Name:

(e.g., BFA, Art): BBA /Major
in Management

Present Requirements:

Non-business electives.....9 hours

**Proposed Requirements (Underline changes
after printing this form:**

General Electives.....9 hours
(At least 6 hours must be non-business courses)

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Conforms with other majors in the College of Business.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

224

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) I

Approvals:

Department Head: *Oglio A. Holland* Date: *4/29/13*

College/Division Exec. Committee: *Fent Bone* Date: *4/29/13*

Dean(s)/Director(s): *J. Mary Blum* Date: *4/30/13*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:
189

Proposed Effective Date for Curriculum Change:
(Month/Year): 1/14

Degree & Program Name:
(e.g., BFA, Art): BBA /Major in Marketing

Present Requirements:

Non-business electives.....9 hours

Proposed Requirements (Underline changes after printing this form:

General Electives.....9 hours
(At least 6 hours must be non-business courses)

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Conforms with other majors in the College of Business.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

226

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) I

Approvals:

Department Head: *[Signature]* Date: *08/07/2013*

College/Division Exec. Committee: *[Signature]* Date: *8/7/13*

Dean(s)/Director(s): *[Signature]* Date: *8/7/13*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3000 Research and Analytical Methods in Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites: MATH 1261 and either BUSA 2100 or MATH 2620

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites: BUSA 2100 or MATH 2620

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:
Marketing and Economics

Faculty Member Requesting Revision:
Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3400 Public Finance and Fiscal Policy

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106,
MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course uses microeconomic tools when examining the government's role in the presence of market failures. Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

231

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3600 International Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106,
MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:
Marketing and Economics

Faculty Member Requesting Revision:
Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3710 Urban and Regional Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106,
MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This is a class based on microeconomic principles. Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:
Marketing and Economics

Faculty Member Requesting Revision:
Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3800 Environmental Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106,
MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This is a class based on microeconomic principles. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3810 Health Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106, MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Allie Cole</i>	Date: <i>4/29/2013</i>
College/Division Exec. Comm.: <i>Scotty Thomas</i>	Date: <i>4/29/2013</i>
Dean/Director: <i>Wayne Shady</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3820 Experimental Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106, MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 1500 or ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

246

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Mia Olu</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>Kent Moore</i>	Date: 4/29/2013
Dean/Director: <i>L. Wayne Smith</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 3860 Labor Economics and Labor Relations

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106,
MATH 1261

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This is a class based on microeconomic principles. Only a limited amount of calculus is used. Needed calculus will be discussed in class and additional lectures will be made available online for review.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

249

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Mia Cole</i>	Date: <i>4/29/2013</i>
College/Division Exec. Comm.: <i>Kent Moore</i>	Date: <i>4/29/2013</i>
Dean/Director: <i>Wayne Smith</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 4500 Intermediate Macroeconomics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 3001

Co-requisites: ECON 3001

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Class expands on the coverage of topics discussed at the principles level. Therefore the only required classes are the Principles classes.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

252

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 3/6/2013 (mm/dd/yyyy)

Department Initiating Revision:

Marketing and Economics

Faculty Member Requesting Revision:

Attila Cseh

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECON 4100 Managerial Economics

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 3000, ECON 3001

Co-requisites: ECON 3000, ECON 3001

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: ECON 2105, ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Class expands on the coverage of topics discussed at the principles level. Therefore the only required classes are the Principles classes.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

255

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 4/29/2013
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 4/29/2013
Dean/Director: <i>[Signature]</i>	Date: 4/30/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/25/2013 (mm/dd/yyyy)

Department Initiating Revision:
Management/International Business

Faculty Member Requesting Revision:
P. Holland

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MGNT 3250

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: For Entrepreneurship minors:
ACCT 2099, ECON 2106

Co-requisites:

Course Description:

Semester/Year to be Effective:

FALL, 2013

Estimated Frequency of Course Offering:

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Non-business majors who minor in Entrepreneurship need foundation course in accounting and economics to successfully complete course.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

258

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Dyllis D. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>Scott Moore</i>	Date: <i>4/29/13</i>
Dean/Director: <i>J. Wayne Bailey</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 02/25/2013 (mm/dd/yyyy)

Department Initiating Revision:
Management/International Business

Faculty Member Requesting Revision:
P. Holland

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

MGNT 3900

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: MGNT 3250, MKT 3050

Co-requisites:

Course Description:

Semester/Year to be Effective:

FALL, 2013

Estimated Frequency of Course Offering:

each semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students need a foundation in management and marketing basics to be successful in course.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>Phyllis D. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>Kent Moore</i>	Date: <i>4/29/13</i>
Dean/Director: <i>Allyson [Signature]</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

263

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 03/12/2013 (mm/dd/yyyy)

Department Initiating Request:

Dept of Accounting and Finance

Faculty Member Requesting:

Dr. William Buchanan

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

FIN 3460

Proposed New Course Title:

Principles of Risk and Insurance

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Prin. of Risk and Insurance

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

Twice per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) FIN 3460 - Principles of Risk and Insurance. (3 hours)
Theory and practice of insurance and its economic and social significance. Topics include basic life, health, and property-liability insurance for organizations and families; review of the major lines of insurance.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Risk management and insurance is an increasingly important academic area. VSU students without exposure to this area are at a disadvantage when competing for jobs.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: .

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course is consistent with offerings in finance curriculums at various colleges. Both GA State and UGA offer degrees in Risk Management/Insurance.

264

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: The course will be assessed as part of the overall finance program assessment using course embedded measures.

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Sam Wald</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>4/29/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

266



Risk Management and Insurance FIN 3460: Fall 2013

I. Basic Information

Prerequisites: None except core course requirements of B.B.A students

Location and Time: *** T/R***

Instructor: Dr. ***

Office Hours: T/R *** or by appointment

Course Website: ***

II. Course Description

The focus of this course is on identifying and evaluating life, health, retirement, property and liability exposures to loss and analyzing the methods for managing these risks. Topics include: the nature of risk and its management; economics of risk and insurance; insurance and other risk management mechanisms; life, health, property and liability risks and insurance; employee benefits, retirement, financial planning and social insurance; financial aspects of insurance companies and markets; and the economic, legal, social and governmental context for risk and insurance. Risk management and insurance techniques for dealing with potential losses to individuals and organizations are emphasized. This course is more about understanding and applying concepts, identifying issues, making distinctions in context, and “real world” problem solving.

III. Course Objectives

Upon successful completion of this course students should be able to:

1. Explain the nature, role and significance of risk and its management; (VSU 7, LCOBA 1 and 5, BBAFin 1 and 2)¹
2. Understand and apply the principles of risk management and insurance to both personal and business settings; (VSU 1, LCOBA 1 and 5, BBAFin 1 and 2)²
3. Identify fundamental life, health, retirement, property and liability risk exposures for individuals and firms and evaluate their characteristics; (VSU 1 and 2, LCOBA 3, 4 and 5 BBAFin 2 and 3)
4. Describe and evaluate various risk management devices, with particular emphasis on important insurance products designed to cover the risks identified above;
 - Interpret and select homeowners, renters and personal auto insurance;
 - Interpret and select life insurance and appropriate amounts of coverage;
 - Interpret health care problems and different types of health insurance coverage;
 - Understand different types and uses of annuities and disability insurance;
 - Understand and select appropriate employee benefit insurance programs;
 - Understand types, requirements and uses of retirement plans;

¹ VSU, LCOBA and BBAFin refer to University, Langdale College of Business and Finance Degree Education Outcomes, respectively.

² VSU, LCOBA and BBAFin refer to University, Langdale College of Business and Finance Degree Education Outcomes, respectively.

5. Understand the institutional, social and legal context for risk and insurance and its implications for personal, business and public decisions. (VSU 4, LCOBA 3, 4 and 5 BBAFin 3)

IV. Course Materials

1. Required Textbook: George E. Rejda, "*Principles of Risk management and Insurance (Eleventh Edition)*", Prentice Hall, 2010;
2. All additional required materials will be posted by instructor on the course website.

V. Communication Remarks

1. Announcements regarding course notes, exercises, changes to the class schedule, or something important and urgent will be sent out via both E-mail and course website;
2. Besides office hours, **appointments** are highly encouraged. Please let me know if you have questions, concerns or are unclear about something in and outside classroom;
3. **Active student participation** is strongly encouraged.
4. Upon completing the course, please take time to fill out the **course evaluation** online.

VI. Attendance Policy

It is expected that students will attend class regularly. Attendance requirements for the course follow the VSU attendance policy. It is suggested that students miss classes only in unavoidable situations. Attendance will affect your class contribution score.

VII. Assignments and Evaluation Criteria

1. Class Contributions

- Please see the attendance policy above for basic class participation requirements.
- Some students may be **called to review materials** or **do exercises** provided in last class. **Volunteers** can get special bonus. Trust yourself!
- Students are encouraged to read the assigned sections of the textbook before attending each class and solve the end-of-chapter problems after class (See the class outline below). This helps to ask questions and develop discussions in class.
- Any **questions and discussions** in class are welcome, and may result in a bonus.

2. Examinations

All **three examinations** will be open-textbook and open-notes. **Workshops** will be offered just before each examination, but the attendance is not required. Please check the examination and the corresponding workshop schedules from the class outline below. Students who may miss examinations should contact me ASAP. Make-up examinations are only offered under extraordinary circumstances (e.g., sickness attested by a medical certificate by the Dean of Students office, jury duty, etc.).

3. Group Projects

Projects are done in a group of 3 to 5. You can select one of the open topics right below. The project can be based on any aspects of the topic you have chosen, and it should be **presented in class**. The presentation can be about **20 minutes** in length. The project can be in the format of a case study, a research report or a summary essay. You should first discuss your specific project with me, so I can give you some guidance and also determine the order of presentations. PPT is not required; if used it should have no more than 8 slides. Discussion among groups is encouraged, but

students should complete the project within group. Further information will be given throughout classes.

- Application of insurance pricing concepts to some insurance products
- Application of insurance converge concepts to some insurance products
- Shopping for auto insurance
- Shopping for homeowner insurance for a household
- Determining the life insurance needs of a household
- Determining the retirement savings needs of a household
- Determining the health insurance needs of a household
- Comparing the preference of retirement plans among different countries
- Exploring risk management and insurance techniques for one specific firm
- Studying types of insurers and agency marketing systems

4. Grade Weights

Class Contributions	15%
Midterm Exam I	20%
Midterm Exam II	20%
Final Exam	30%
Group Projects	15%

5. Grading Policy

Grades will be awarded on a +/- basis, and the following scale applies. Grades may be moved upward or downward based on difficulty. Preliminary grade information will be provided after Midterm II.

Grades	A+	A	A-	B+	B	B-	C+	C	C-	D	F
Scores	> 97	94	90	87	84	80	77	74	70	60	< 60

VIII. Instruction and Study Remarks

Classes will be **participatory lectures and discussions**, supplemented by **exercises, videos, group presentations and case studies**. The text contains some details and areas that students will not be required to learn or recall. Hence, students are suggested to read the text and assigned readings using the class outlines below to guide their reading and ensure that they gain a thorough understanding of the important topics. Class lectures, projects and examinations will focus on enhancing students' understanding and applying important concepts, institutions, techniques and information in risk management and insurance study, not on simply repeating what is contained in the readings. Several exercises will be assigned over the semester to enable students to apply concepts and develop their analysis skills. Completion of these exercises is not required but may be discussed in class. Again, active student participation is highly encouraged.

IX. Withdrawal Policy

The last day to drop the class is ***. Students who withdraw after this date will get a WF.

X. VSU Academic Honesty Policy

269

Behavior consistent with University policies on academic honesty and treatment of members of the University community is expected of all.

XI. Disabilities or Special Needs

Students who wish to request accommodation for a disability may do so by registration. Please let me know if you have a disability or special need that requires accommodation.

Class	Date	Topic	Textbook	Project Memo
1	mm/dd	Course Introduction and Overview of Risk	Chapter 1	Find Groups
2		Overview of Risk Management	Chapter 3	Build Groups
3		Risk Management Techniques	Chapter 4	
4		Insurance and Risk	Chapter 2	Confirm Topic
5		Insurance Fundamentals and Legal Principles	Chapter 9	
6		Insurance Contacts	Chapter 10	Group 1
7		Types of Insurers and Marketing Systems	Chapter 5	
		Workshop I		
8		Midterm I		
9		Liability Risks	Chapter 19	
10		Auto Insurance I	Chapter 22	Group 2
11		Auto Insurance II	Chapter 23	
12		Home Insurance I	Chapter 20	
13		Home Insurance II	Chapter 21	Group 3
14		Other Personal Property-Liability Insurance	Chapter 24	
15		Commercial Property Insurance	Chapter 25	
16		Commercial Liability Insurance	Chapter 26	Group 4
17		Operations of Insurers	Chapter 6, 7	
18		Insurance Regulation	Chapter 8	
		Workshop II		

19		Midterm II		
20		Mortality Risk and Life Insurance	Chapter 11	
21		Life Insurance I	Chapter 12	Group 5
22		Life Insurance II	Chapter 13	
23		Annuities	Chapter 14	
24		Health Care Problems	Chapter 15	Group 6
25		Individual Health Insurance	Chapter 15	
26		Social Insurance	Chapter 18	
27		Employee Benefits	Chapter 16	Group 7
28		Retirement Plan I	Chapter 14	
29		Retirement Plan II	Chapter 17	Group 8
		Workshop III		
30		Final Exam		

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/04/2013 (mm/dd/yyyy)

Department Initiating Request:
Management/International Business

Faculty Member Requesting:
Attila Cseh

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3400

Proposed New Course Title:
Healthcare Financing and Insurance

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Healthcare Financing

Semester/Year to be Effective:
Spring 2014

Estimated Frequency of Course Offering:
Once a Year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course introduces students to the financing of healthcare delivery. Students will learn about various insurance settings, the biggest insurance programs and their reimbursement mechanisms.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Students will be able to define and demonstrate knowledge of basic concepts in healthcare financing and insurance. Students will have the ability to analyze changes in government regulation of health insurance markets. In addition, students will show understanding of application of insurance concepts via case studies.

Adopting current best practice(s) in field: Healthcare Administration Adviosry Committee recommended this course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The class is part of the proposed new major in Healthcare Administration.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) I

272

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment will be done in conjunction with the College of Business and departmental assessment program. Imbedded test questions will assess the mastery of material. Assessment will be done in conjunction with the College of Business and departmental assessment program.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Phyllis R. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>Fent Rogers</i>	Date: <i>4/29/13</i>
Dean/Director: <i>L. W. [Signature]</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Syllabus for HCAD-3400 (CRN #####)
Healthcare Financing and Insurance - ~~TERM~~**

Instructor: Attila Cseh
217 Pound Hall
Valdosta State University
Valdosta, GA 31698-0075
Email: acseh@valdosta.edu
Phone: 245-3826
Office Hours: by Appointment

Course Objectives

This course will introduce students to the financial environment healthcare organizations operate in, and provide discussions in the area of financial management in the healthcare sector. Topics covered will include discussions of billing and coding for health services; the life cycle of an insurance claim; Managed care models; Medicare; Medicaid; CMS reimbursement methodologies; etc. There will be analyses of case studies throughout the semester.

This course develops further several of the objectives of the Langdale College of Business Administration (Undergraduate Program Objectives, UPO) and the Healthcare Administration major (Selected Educational Outcomes, SED):

- 1) Students will be able to define and demonstrate knowledge of basic healthcare market operations and related concepts – UPO:2, 5; SED:1, 2.
- 2) Students will express themselves clearly, logically, and precisely in writing, and they will demonstrate competence in reading and listening – UPO: 2, 5.
- 3) Students will be able to analyze and critically evaluate from oral written, and visual materials – UPO:5; SED: 1, 2.
- 4) Students will have the ability to predict the effects of changes in government policy related to the operations of health care markets – UPO:4,5; SED: 4, 5.

Reaching these objectives will be assessed by the following methods:

- 1) Students must complete tests, assignments and/or quizzes showing competence in the subject.
- 2) Students must prepare a written project demonstrating the ability to analyze and critically evaluate high quality academic research papers.

A list of the Langdale College of Business Administration UPOs and the Healthcare major SEDs can be found at:
<http://www.valdosta.edu/catalog/1112/ugrad/documents/ug197-210.pdf>

Required Text and Materials

Michell A. Green, JoAnn C. Rowell. Understanding Health Insurance: A Guide to Billing and Reimbursement. 10th edition. (Cengage Learning).

Academic publications as well as articles from newspapers and magazines or from the World Wide Web might be assigned and discussed throughout the semester.

Grading Policy

Grading in the course will be based upon quizzes and assignments, two in-class exams, a comprehensive final exam, participation, and a term paper. Exam questions will cover material we talk about in class (which may include articles, too). Quizzes may or may not be announced beforehand; therefore, occasionally I may hand out pop-quizzes.

A. Final grades will be determined as follows:

Quizzes and Assignments	20%
Participation	10%
In class exams	40% (2*20%)
Final	30%

275

Total possible

100 % (plus 2% extra)

B. Grades will be assigned based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
below 60%	F

Administrative Procedures

If homework is assigned, they may be assigned to a group or on an individual basis. Homework will only be accepted for credit if they are turned in by the deadline I announce when I hand them out. (No exceptions!) Quizzes may be in the form of pop-quizzes.

There will be two tests and a final exam. All of these exams may be comprehensive in material. The tests may consist of multiple choice questions and short essays or problems. The tests will cover class notes and any required readings. The text material covered by each test is indicated in the course outline. **Make-up tests are not given.** (IF YOU MISS AN EXAM FOR AN UNFORESEEN REASON YOU SHOULD CONTACT ME AS SOON AS YOU ARE PHYSICALLY ABLE TO PICK UP THE PHONE AND CALL ME.) For those who miss a test, the final test score will be weighted accordingly. A student may only miss one test and will receive a zero (0) for each additional test missed. The final examination is mandatory.

Participation and Attendance

Participation and consistent attendance is essential for acceptable performance in the course. You are expected to be present each class period except when special hardships occur, e.g. illness. For full participation credit you cannot miss more than 2 class periods (excused or unexcused). Each additional absence will be penalized by a reduction of 2 percentage points from your participation grade. If you cannot attend class you have to inform me as soon as possible. You are responsible for all of the materials we cover in classes you miss. **A student who misses more than 20% of the scheduled classes (4 classes) will be subject to receiving a failing grade in the course.** Attendance will be reported on BlazeVIEW. **In case your attendance is not reported correctly on BlazeVIEW you have to notify me within 2 business days** of the day in question (after that your absence remains in my records permanently).

Be on time. Late arrivals are very disruptive. Being late consistently may affect your grade in the following fashion: Every second occasion when you are late by at least 5 minutes will count as an absence and will count towards your maximum number of allowed absences.

Returning Exams and Appeal Procedure

I will return exams as quickly as possible. Anyone feeling that a dispute exists after the grading of an exam may submit a written grievance. This grievance should identify the item in dispute and arguments supporting the student's position. The appeal should be stapled to your exam and must be submitted within three days following the return of the assignment. The instructor agrees to return a written response to the student's grievance within two class periods from receipt of the grievance.

Cheating

Cheating is in no way tolerated at Valdosta State University. Anyone caught cheating will be penalized severely. The full penalty will be determined in consultation with the Chair of the Department of Marketing and Economics. The minimum penalty is an "F" for the course. For further information please see the Academic Student Conduct Code at <http://www.valdosta.edu/judicial/conductviolations.shtml>. Plagiarism prevention will be used!

Special Needs

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Nevins Hall, 245-2498 (voice) and 219-1348 (tty). Also, please discuss this need with the instructor at the time of the first class.

276

Course Expectations

Students are expected to read assigned material prior to class and participate in class discussions and activities. **PLEASE ASK QUESTIONS:** Don't wait until the exams if you don't understand the material. If you would like me to slow down (speed up) or repeat something, please feel free to ask. If you do not get an opportunity to ask your question during class, stop by during my office hours or feel free to contact me via electronic mail. Please use your VSU e-mail address when you email me (I only respond to e-mails from VSU accounts).

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Tentative Course Outline and Readings

Date	Topic
DATE	Introduction to Health Insurance (Read Chapter 2 + Lectures)
DATE	Managed Health Care (Read Chapter 3 + Lectures)
DATE	Life Cycle of an Insurance Claim (Read Chapter 4 + Lectures)
DATE	Legal and Regulatory Issues of Health Insurance (Read Chapter 5 + Lectures)
DATE	EXAM 1
DATE	ICD-9-CM coding (Read Chapter 6 + Lectures)
DATE	CPT coding (Read Chapter 7 + Lectures)
DATE	Coding for Medical Necessity (Read Chapter 10 + Lectures)
DATE	Blue Cross and Blue Shield Plans (Read Chapter 13 + Lectures)
DATE	EXAM 2
DATE	Medicare (Read Chapter 13, pages 279-306 + Lectures)
DATE	Medicaid (Read Chapters 14, pages 307-328 + Lectures)
DATE	CMS Reimbursement Methodologies (Read Chapter 9 + Lectures)
DATE	Reimbursement Methods in Managed Care (Lectures)
DATE	Managed Care Contracting (Lectures)
DATE	FINAL EXAM (Comprehensive)

Note: This syllabus is a work in progress. I may change course requirements, assignments, topics to be covered and/or deadlines as the semester progresses. In such a case you will be notified of the changes in a timely manner. Furthermore, in case of any change, the syllabus on BlazeVIEW will be always updated.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 4/10/2013 (mm/dd/yyyy)

Department Initiating Request:
Management and International Business

Faculty Member Requesting:
Taewan Hwang

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3600

Proposed New Course Title:
Healthcare Information Systems

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Healthcare IS

Semester/Year to be Effective:
Spring I/2014

Estimated Frequency of Course Offering:
annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite or Co-requisite MGNT 3250 The course introduces concepts used to implement and manage information systems in healthcare organizations. It provides an overview of standards and components to assure quality information for healthcare.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Healthcare Advisory Committee recommends this course.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course is part of the proposed major in Healthcare Administration.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment will be done in conjunction with the College of Business and departmental assessment programs. Imbedded test questions will assess mastery of material; case analysis will be used to assess applications. Assessment will be done in conjunction with the College of Business and departmental assessment programs.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Phyllis P. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>Fentz Moore</i>	Date: <i>4/29/13</i>
Dean/Director: <i>[Signature]</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus
HCAD 3600 Healthcare Information Systems

Instructor: Staff
Contact information:

Office hours:

Course Description: Pre-requisite or Co-requisite MGNT 3250

Introduction to concepts used to implement and manage information systems in healthcare organizations. Topic include: Introduction to health care information, health care data quality, health care information standards, evolution of health care information systems, emerging use of clinical information systems, system acquisition, system implementation and support, health care information systems security, assessing value in health care information systems, and health IT leadership.

Text: Karen A. Wager, Frances W. Lee, and John P. Glaser, *Health Care Information Systems: A Practical Approach for Health Care Management*, 2nd ed., Jossey-Bass, 2009, ISBN-13: 978-0470387801

Learning Objectives:

College level

Students majoring in programs of the Langdale College of Business Administration will be:

1. Able to effectively utilize analytical skills to solve business problems
2. Effective oral and written communicators in a business environment
3. Able to recognize and resolve business dilemmas in a legal and ethical manner
4. Aware of the global business environment
5. Competent in management-specific areas
6. Cooperative and productive in group settings
7. Competent in the use of technology.

Department level

Healthcare Administration Majors can:

Apply business concepts to resolve issues in healthcare administration.

Course level

Students who have successfully completed this course will:

1. Describe how healthcare information systems provide a high potential for increasing efficiency and effectiveness.
2. Define the key principles of data quality and explain how to maintain a high level of data quality.
3. Discuss the current and future states of clinical information systems.
4. Relate systems development life cycle concepts to health care information systems implementation.
5. Use concepts of computer security to discuss how to improve information security in health care organizations.
6. Identify various web-based health care IT services.
7. Relate management theories of leadership to health care organizations.
8. Explain how to evaluate the business value of health care information systems.

Tentative Course Schedule:

Week 1: Introduction to the course

- Reading: CH1. Introduction to health care information
- Case: CH1. Case study

Week 2: Data quality in health care organizations

- Reading: CH2. Health care data quality
- Case: CH2. Case study

Week 3: Regulations in health care organizations

- Reading: CH3. health care information regulations and laws
- Case: CH3. Case study

Week 4: History of health care information systems

- Reading: CH3. History and evolution of health care information systems
- Case: CH4. Case study

Week 5: The current and future states of health care information systems

- Reading: CH5. Current and emerging use of clinical information systems
- Case: CH5. Case study

Week 6: health care information systems implementation

- Reading: CH 6. System acquisition & CH7. System implementation and support
- Case: CH7. Case study

Week 7: Hospital medical devices

- Reading: CH8. Technologies that support health care information systems
- Case: CH8. Case study

Week 8: Mid-term exam**Week 9: Technology standards**

- Reading: CH9. Standards for health care information systems
- Case: CH9. Case study

Week 10: Security of health care information systems

- Reading: CH 10. Security of health care information systems
- Case: CH10. Case study

Week 11: Web-based health care IT services

- Reading: CH 11. Organizing information technology services
- Case: CH11. Case study

Week 12: Strategic management of health care information systems

- Reading: CH12. IT alignment and strategic planning
- Case: CH12. Case study

Week 13: IT governance and management in health care organizations

- Reading: CH 13. IT governance and management
- Case: CH13. Case study

Week 14: IT leadership in health care organizations

- Reading: CH 14. Management's role in major IT initiatives & CH16. Health care leadership
- Case: CH16. Case study

Week 15: The business value of health care information systems

- Reading: CH 15. Assessing value in health care information systems
- Case: CH15. Case study

Week 16: Final exam

Grading policy: Mid-term exam: 25%, Final exam: 50%, Case analysis: 25%

Assessment of Learning Objectives: Embedded test questions and selected case analysis will be used for assessment in conjunction with the College of Business and department Assessment of Learning program.

Classroom Accommodations: Students requiring classroom accommodations or modifications because of documented disability should meet and discuss this need with the professor at the beginning of the quarter. VSU's Access Office works with students with special needs. Students not registered with the Access Office should contact the Special Services Office in Nevins Hall, Room 1115. The telephone number is 229-245-2498.

Attendance: The University *Bulletin* states: A student who misses more than 20% of the classwork of a course will be subject to receiving a failing grade in the course. For this course, six classes constitute 20% of the classwork. Prudent students will save their absences for emergencies since there are no "excused" absences.

Academic Integrity: All work not labeled "team" is to be done by the individual without outside assistance (human or electronic).

Communication: All email should be sent from or will be sent to the student's VSU email address. No other addresses will be recognized for communication about class matters.

Class Discussion: Students are encouraged to add their analysis and experience to class discussion. Cell phones, laptops, and other electronic devices should not be used or visible during class.

Student Opinion of Instruction: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors or administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Other: Academic Policies and Procedures not covered in this syllabus may be found at <http://www.valdosta.edu/academic/AcademicPoliciesProcedures.shtml>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 4/10/2013 (mm/dd/yyyy)

Department Initiating Request:
Management/International Business

Faculty Member Requesting:

ROY COPELAND

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 4000

Proposed New Course Title:

Legal and Ethical Issues in Healthcare Administration

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Legal, Ethical Issues in HCAD

Semester/Year to be Effective:
Spring, 2014

Estimated Frequency of Course Offering:
annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: HCAD 3200

The legal, regulatory and ethical requirements of providing and receiving healthcare are presented. Rights and responsibilities of healthcare stakeholders are identified and trade-offs are analyzed.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Healthcare Administration Advisory Committee recommended this course
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course is part of the new proposed major in Healthcare Administration.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

286

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment will be done in conjunction with the College of Business and departmental assessment programs. Imbedded test questions will assess mastery of material. Case analysis will assess ability to apply concepts to healthcare situations.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Phyllis A. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Comm.: <i>Fenty Moore</i>	Date: <i>4/29/13</i>
Dean/Director: <i>J. Wayne Smith</i>	Date: <i>4/30/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HCAD 4000
Legal and Ethical Issues in Healthcare Administration

CRN:
Class time:
Place of meeting:

Instructor:
Phone:
Office Hours:
Email:

Purpose: HCAD 4000 introduces the healthcare administration major to the legal and ethical environment in which healthcare is provided. Major stakeholders in the healthcare system, their rights and their responsibilities are identified and discussed.

Course Description: Prerequisites: HCAD 3200

The legal, regulatory and ethical requirements of providing and receiving healthcare are presented. Rights and responsibilities of healthcare stakeholders are identified and trade-offs are analyzed.

Required Text: M.A. Hall, M.A. Bobinski, D. Orentlicher, *Health Care Law and Ethics*, 7th ed., 2007.
ISBN13:9780735563560

Course Outcomes:

Langdale College of Business
Undergraduate Course Outcomes

Students majoring in programs of the Langdale College of Business Administration will be

1. able to effectively utilize analytical skills to solve business problems
2. effective oral and written communicators in a business environment
3. able to recognize and resolve business dilemmas in a legal and ethical manner
4. aware of the global business environment
5. competent in management-specific areas
6. cooperative and productive in group settings
7. competent in the use of technology.

Healthcare majors will
Apply business concepts to healthcare administration issues.

Students in HCAD 4000 will

1. Recognize the competing forces, ethical, legal, and regulatory, which influence and shape the healthcare environment.
2. Demonstrate knowledge of how to find the law applicable to a given issue.
3. Recognize and resolve ambiguous ethical healthcare dilemmas with a degree of comfort.
4. Identify legal issues in typical healthcare situations and determine the probably legal outcome.

Assessment of Outcomes:

Exams will assess Course outcomes and Langdale College outcome 3 with a combination of objective and subjective questions on exams.

Final projects/cases will assess all Course outcomes and Langdale College outcomes 2, 6, and 7.

Presentation of Material to Achieve Outcomes:

Lecture and text reading assignments will present analytical techniques centered on the strategic management model. Case discussions, exams, and term project will provide opportunities to demonstrate

analytical skills and mastery of strategic management concepts. Term project will provide experience in group setting and oral and written communication.

Grading: There will be two strategy concept exams during the semester and a comprehensive final exam. Knowledge of these concepts is necessary to obtain the course outcomes. The term project will be explained as indicated on schedule.

Exam 1	100 points
Exam 2	100 points
Final Exam	100 points
Case presentation	100 points
Attendance, class discussion, assessment	100 points

Grades will be averaged to determine the final grade.

Schedule:

<u>Date</u>	<u>Topic/Activity</u>	<u>Assignment</u>
Week 1:	Introduction to course; Forming And Terminating Treatment Relationships	Chs. 1 and 2
Week 2:	Confidentiality, Consent, and Conflicts of Interest In Treatment Relationships	Ch. 3
Week 3	Medical Malpractice	Ch. 4
Week 4	The Right and "Duty" to Die	Ch. 5
Week 5	Review, Guest Speaker, and Exam 1	Chs. 1-5
Week 6	Organ Transplantation Issues	Ch. 6
Week 7	Reproductive Rights and Genetic Technologies	Ch. 7
Week 8	Public Health Law	Ch. 8
Week 9	Healthcare Financing and Reform	Ch.9
Week 10	Regulation of Healthcare Facilities and Transactions	Ch. 10
Week 11	Review, Guest speaker, and Exam 2	Chs. 6-10
Week 12	Case Presentations and Discussion	TBA
Week 13	Case Presentations and Discussion	TBA
Week 14	Case Presentations and Discussion	TBA
Week 15	Case Presentations and Discussion	TBA
Week 16	Wrap up and Final Review	

Final Exam

Classroom Accommodations: Students requiring classroom accommodations or modifications because of documented disability should meet and discuss this need with the professor at the beginning of the semester. The Access Office for Students with Disabilities (<http://www.valdosta.edu/ssp>) works with students with special needs. Students not registered with the Access Office should contact the Special Services Office in Nevins Hall, Room 115. The telephone number is 912-245-2498 (voice) and 229-219-1348 (TTY).

Attendance: The University *Bulletin* states: **A student who misses more than 20% of the class work of a course will be subject to receiving a failing grade in the course.** For this course, 6 classes constitute 20% of the class work. Prudent students will save their absences for emergencies since there are no "excused" absences.

Academic Integrity: All work not labeled as "team" is to be done by the individual without outside assistance (human or electronic).

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Class Discussion: Students are encouraged to add their analysis and experience to class discussion. **Cell phones, laptops, and other electronic devices should not be used or visible during class.**

Student Opinion of Instruction: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Other: Academic Policies and Procedures not covered in this syllabus may be found at <http://www.valdosta.edu/academic/AcademicPoliciesProcedures.shtml>.

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 01/14

Degree & Program Name:
(e.g., BFA, Art): BBA /Major in Healthcare Administration

Present Requirements: no program currently

Proposed Requirements (Underline changes after printing this form:

Core Areas A-E (See VSU Core Curriculum) 42 hours

Area F 1 18 hours

BUSA 2201, BUSA 2106

ECON 2105, ECON 2106

ACCT 2101, ACCT 2102

Healthcare Major Curriculum 1 60 hours

Required courses 33 hours

BUSA 2000, BUSA 2100, ENGL 2010, FIN

3350, MGNT 3250, MKTG 3050

HCAD 3200

HCAD 3400

HCAD 3600

HCAD 4000

HCAD 4100

HCAD 4980

Healthcare Electives 9 hours

hours

ECON 3810

MKTG 3100

COMM 4160

SOC 3750

Business Electives 9 hours

Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT or MKTG courses

General Electives 2 9 hours

(6 hours must be non-business)

1 The grade in each of these courses must be a "C" or better.

2 If PERS 2485 is not taken in Area B, it must be taken here.

292

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Because of the lack of Healthcare Administration undergraduate programs in our service region and the demand for jobs in this area, the Board of Regents authorized the proposal of this major for submission.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures: SOIs; student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Internship outcomes will be assessed to determine effectiveness of the program

Approvals:

Department Head: <i>Phillip R. Holland</i>	Date: <i>4/29/13</i>
College/Division Exec. Committee: <i>Fent Moore</i>	Date: <i>4/29/13</i>
Dean(s)/Director(s): <i>J. Maggard</i>	Date: <i>4/30/13</i>
Grad. Exec. Committee: (for graduate course)	Date:

Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM

(Traditional/Face-to-Face Delivery)

Institution: Valdosta State University

Approval by President or Vice President for Academic Affairs:

Sharon L. Gravett, Ph.D.
Interim Vice President for Academic Affairs
sgravett@valdosta.edu
229-333-5950

Date: _____, 2013

School/Division: Langdale College of Business

Department: Management and International Business

Departmental Contact: Phyllis G. Holland, pholland@valdosta.edu

Name of Proposed Program/Inscription: Healthcare Administration

Degree: BBA

Major: Healthcare Administration

CIP Code: 51.0701

Anticipated Implementation Date: January 1, 2014

Approval by Chief Business Officer (or designee):

Sue M. Fuciarelli, CPA
Vice President for Finance and Administration
smfuciarelli@valdosta.edu
229-333-5710

Approval by Chief Facilities Officer or designee (if different from CBO):

Proposal for an Undergraduate Major in Healthcare Administration

Langdale College of Business, Valdosta State University

1. Description of the program's fit with the institutional mission, existing degrees and majors.

Valdosta State University is a dynamic community of scholars focused on teaching, research, creative endeavors, and service. The living/learning environment is student-centered, preparing a diverse student body to contribute to an evolving technological and global society. Our university promotes the highest educational and ethical standards while advancing economic and cultural development. The quality of our engagement transforms students' lives, for which we aspire to be a national model (Strategic Plan, 2011-2016).¹ In keeping with the mission of the University and Goal 1, Key Strategy B (Develop degree programs in high need/emerging disciplines), the Langdale College of Business seeks approval for a BBA with a major in Healthcare Administration.

The BBA in Healthcare Administration supports the Valdosta State University Mission Statement particularly in that "VSU will place a priority on developing existing programs that aid the educational, economic, cultural, and social advancement of its region and new programs in health-related professions and public administration."²

In keeping with the University System of Georgia's Core Mission Statement for Regional Institutions, the BBA in Healthcare Administration supports the requirement to provide "a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels" and "raise the educational level within the university's scope of influence."³

The field of healthcare is growing rapidly and each clinical position filled requires administrative infrastructure to coordinate and manage effective care. The College of Business, located across the street from South Georgia Medical Center, seeks to leverage existing relationships to provide the business skills necessary to success in an ever more cost-conscious medical environment. VSU offers several pre-professional health majors such as nursing, exercise physiology, athletic training, communication disorders, so the BBA in Healthcare Administration aligns to current offerings in health sciences and business administration.

Currently no healthcare administration undergraduate degree is available in Valdosta State University's 41 county service region.

¹ <http://www2.valdosta.edu/planning/documents/StrategicPlan2011-16.pdf>

² <http://www.valdosta.edu/about/facts/organization-and-mission.php>

³ http://www.usg.edu/inst/mission/category/regional_universities

296

2. Program Description and Goals

a. Institutional Priority: One of the key strategies in VSU's Strategic Plan (2011-2016)⁴ is to develop degree programs in high need areas. The university has allocated three faculty positions as well as capital funds in the form of a new building (Health Sciences and Business Administration) to house health-related programs. These commitments indicate the high priority the University and University System place on healthcare administration.

b. Description: The BBA in Healthcare Administration (BBA/HCAD) consists of 120 hours that will provide general business skills as well as specific applications of these skills to the administration of healthcare organizations. It will be delivered as an on-campus program, but selected courses may be offered in hybrid or fully online format.

c. Goals/objectives: The goals of the program are

1. Equip graduates with business skills and equip them to apply those skills in medical and health services settings.
2. Meet workforce requirements in the south Georgia area where 45.24 percent growth in employment in healthcare managers is predicted.

Specific Employment Opportunities in Georgia and our Servicer Region:

In Georgia's Hot Careers to 2020⁵, prepared by the Georgia Department of Labor, the health services sub-sector is projected to grow by 120,000 jobs and employ nearly 540,000 by 2020. Occupations growing at the fastest rate through 2020 include healthcare support occupations growing by 26.6 percent to almost 108,000 jobs while healthcare practitioners and technical occupations will grow by 25.1 percent. In 2012, baccalaureate- prepared medical and health services managers had an annual wage of \$87,000 and there were 510 annual openings.

The members of our Healthcare Administration Advisory Committee have suggested that BBA in Healthcare Administration graduates could find immediate employment in the region and state in several settings, as displayed in the table on the following page.

⁴ <http://ww2.valdosta.edu/planning/documents/StrategicPlan2011-16.pdf>

⁵ http://explorer.dol.state.ga.us/mis/current/hot_careers_current.pdf

297

Facility	Service Region	Georgia
Hospitals/clinics	10	116
Medical group practices ⁶	445 (5 largest cities in region)	
Long term care facilities ⁷	55	342
Total	510	458

This table does not include numerous ancillary medical organizations which require business skills in some of their employees. These include medical equipment companies, various types of therapy practices, and home health care organizations among others.

In addition, Georgia House Bill 198 (which went into effect July 18, 2013) creates employment opportunities for graduates of the program. This bill establishes "Insurance Navigators" to assist individuals in complying with provisions of the Affordable Care Act. The Healthcare Advisory Committee cited this legislation as creating positions for which our graduates would be well-qualified. Appendix A contains a summary of this bill provided by Rep. Amy Carter.

3. Provide needed educational services in south Georgia region where no health administration undergraduate program is currently offered.

d. **Location:** The program will be located on VSU's campus in Valdosta, specifically the Rae and Lillian Steele North Campus of the University. Courses will be taught in the Health Sciences and Business Administration Building on the VSU North Campus (new construction underway; anticipated occupancy is Spring 2014). Core faculty will be housed in the Healthcare Suite on the 3rd floor.

With the addition of the new Health Sciences and Business Administration Building, there will be sufficient classroom, office, and computer lab space to accommodate the BBA in Healthcare Administration program.

3. Curriculum

a. The BBA in Healthcare Administration is a 120 hour program with 60 hours in the junior core and 60 hours of courses specific to the major. These courses are listed below. New courses are bolded.

⁶ <http://www.healthgrades.com/group-directory/georgia-ga/valdosta>

⁷ <http://www.carepathways.com/nhg-state-GA.cfm>

298

Area F Requirements for BBA¹

BUSA 2201	Fundamentals of Computer Applications (3 hrs)
BUSA 2106	The Environment of Business (3 hrs)
ECON 2105	Principles of Macroeconomics (3 hrs)
ECON 2106	Principles of Microeconomics (3 hrs)
ACCT 2101	Principles of Accounting I (3 hrs)
ACCT 2102	Principles of Accounting II (3 hrs)

Healthcare Major Curriculum¹ 60 hours

Required Courses 33 hours

BUSA 2000	Introduction to Business (1 hr)
BUSA 2100	Applied Business Statistics (3 hrs)
ENGL 2010	Writing in the Professions (2 hrs)
FIN 3350	Financial Management (3 hrs)
MGNT 3250	Management and Organization Behavior (3 hrs)
MKTG 3050	Introduction to Marketing (3 hrs)

HCAD 3200	Healthcare Management (3 hrs)
HCAD 3400	Healthcare Financing and Insurance (3 hrs)
HCAD 3600	Healthcare Information Systems (3 hrs)
HCAD 4000	Healthcare Law and Ethics (3 hrs)
HCAD 4100	Healthcare Human Resources Management (3 hrs)
HCAD 4980	Internship in Healthcare Administration (3 hrs)

Healthcare Electives 9 hours

ECON 3810	Healthcare Economics (3 hrs)
MKTG 3100	Healthcare Marketing (3 hrs)
COMM 4160	Health Communications Theory (3 hrs)
SOC 3750	Medical Sociology (3 hrs)

Business Electives 9 hours

Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT or MKTG courses (all are 3 hr courses)

General Electives² 9 hours
(6 hours must be non-business)

¹ The grade in each of these courses must be a "C" or better.

² If PERS 2485 is not taken in Area B, it must be taken here.

b. and c. See Appendix B for course descriptions including prerequisites.

d. See Appendix C for program and course approval by VSU Academic Committee.

299

e. See Appendix D for summaries of criteria for undergraduate program certification developed by the Association for University Programs in Health Administration (AUPHA) and list of competencies recommended by the College of Medical Practice Executives (ACMPE).

f. The program is consistent with nationally accepted trends and standards. The Dean of the Langdale College appointed a Healthcare Administration Advisory committee to be actively involved in the development of this program. Committee members include the CEO and another executive of South Georgia Medical Center, the District Health Director of the SouthHealth Public Health District, a local medical services business owner, and a consultant to medical practices around south Georgia in addition to academic personnel from nursing, healthcare communications management, and healthcare economics. The practitioner members of the committee actively guided the preparation of the program to be relevant to current concerns and trends.

In addition to the local advisory committee, the American College of Medical Practice Executives (ACMPE) recommends four areas of competency which the VSU BBA in Healthcare Administration will address. AUPHA also recommends a set of competencies which serve as standards for accreditation. The table below aligns the nationally accepted trends and standards in the discipline to local and regional needs.

ACMPE Competencies	AUPHA Competencies	Advisory Committee Recommendation	Course(s) Addressing Concern
Professionalism (integrity)	Healthcare Law and Governance Ethics in Business and Clinical Decision-Making	the need to understand and respond to the regulatory, legal, and ethical environment of healthcare	HCAD 4000 Healthcare Law and Ethics HCAD 4980 Internship SOC 3750 Medical Sociology
	Financial Analysis and Management	the need for administrators to understand cost structures and financing of healthcare	FIN 3350 Financial Management ECON 3810 Healthcare Economics
	IS Management and Assessment Quality Assessment for Patient Care and Improvement Operations Assessment and Improvement	the need to develop and manage information about the business side as well as the clinical side of operations	HCAD 3600 Healthcare Information Systems
	Health Policy Population and Community Health	difficulty of navigating the healthcare system	ECON 3810 Healthcare Economics HCAD 3200 Healthcare

ACMPE Competencies	AUPHA Competencies	Advisory Committee Recommendation	Course(s) Addressing Concern
			Management SOC 3750 Medical Sociology
Leadership	Leadership		MGNT 3250 Management Principles and Organization Behavior
Communications Skills			COMM 4160 Health Communications Theory ENG 2010 Writing in the Professions
Critical Thinking			Goal 3 of the Core Curriculum ENG 1101 series and MATH 1101 series
	Organization Development/Organization Behavior		MGNT 3250 Management Principles and Organization Behavior
	Management of Healthcare Organizations		HCAD 3200 Healthcare Management
	Management of Human Resources and Health Professionals		HCAD 4100 Healthcare and Human Resources
	Statistical Analysis and Application to Decision-Making		BUSA 2100 Applied Business Statistics
	Healthcare Economics		ECON 3810 Healthcare Economics
	Healthcare Marketing		MKTG 3100 Healthcare Marketing

g. An internship will be required of all majors (HCAD 4980). The need for hands-on experience in a healthcare setting is addressed by this requirement. The Langdale College has recently created a position (Career Strategies Coordinator) with responsibility for acquiring internship opportunities, providing an orientation to interns to ensure that they are prepared to present a professional image, and to develop projects/work experiences that are relevant to their program of study. Students are assigned internship positions according to area of interest as far as possible, a faculty member and an organizational representative will supervise their work, and an evaluation will be made at approximately the mid-point as well as at the end of the internship. The mid-point evaluation will allow

correction of any issues that may arise. In Valdosta and the surrounding area, there are many healthcare and health services organization. This course (HCAD 4980) is currently offered as part of the Certificate in Healthcare Administration and has been for the past three years. Students have previously interned at South Georgia Medical Center, Lowndes County Partnership for Health Inc., and Coffee County Hospital.

h. All Area A-F courses are taught every semester at VSU. Core business course are taught every semester in the College of Business. Required major courses for the BBA in Healthcare Administration will be offered at least once per year. Healthcare electives are currently offered annually.

i. The primary method of instructional delivery will be face-to-face supplemented with the use of the D2L instructional support system. Some classes (especially core courses) may be offered as hybrid or fully online courses.

4. Admissions Criteria

Students must be admitted to Valdosta State University according to existing minimum standards.⁸ Freshman applicants must have completed all College Preparatory Curriculum requirements (170 units and provide either a minimum score of 900 on the SAT (Math and Critical Reading only) or an ACT Composite of 19 and meet Board of Regents' minimum requirements for each section of the test (430 Critical Reading/400Math (SAT sub-scores or 17 English/17 Math (ACT sub-scores and score 2040 on the Freshman Index). The Freshman Index (FI) is calculated as follows:

$FI = \text{total SAT Score} + (500 \times \text{high school academic GPA})$

or $(\text{ACT composite} \times 42) + 88 + (500 \times \text{high school GPA})$

Students must provide evidence of Lawful Presence as required by the University System of Georgia.

The Langdale College of Business has an additional requirement of a 2.5 GPA upon completion of junior core requirements and a minimum grade of "C" in all courses in Area F of the junior core curriculum.

5. Availability of Assistantships: Not applicable to this program.

6. Evaluation and Assessment

a. Learning outcomes for all BBA majors are regularly assessed under the College's Assessment of Learning (AOL) program. The assessment results in curricular and course changes. Students majoring in the programs of the Langdale College will be

1. Able to effectively utilize analytical skills to solve business problems;

⁸ <http://www.valdosta.edu/admissions/undergraduate/student-information/freshman-admission-requirements.php>

2. Effective oral and written communicators in a business environment;
3. Able to recognize and resolve business dilemmas in a legal and ethical manner;
4. Aware of the global business environment;
5. Competent in management-specific areas;
6. Cooperative and productive in group settings;
7. Competent in the use of technology.

Techniques used to assess these objectives include:

1. Identification and evaluation of factors that influence business decisions in a multinational corporate case study;
2. Assimilation and analyze business information using appropriate computer software
3. Working as a team to complete a project in a Langdale College course;
4. Demonstration of management-specific knowledge by answering embedded multiple-choice questions;
5. Identification of ethical solutions to a hypothetical dilemma business.

For the BBA in Healthcare Administration, additional program learning outcomes include

Healthcare Administration majors will:

- Identify and explain the relationship among the major components of the American healthcare system and contrast it with other systems
- Identify legal and ethical challenges in a healthcare setting
- Analyze issues in motivation and management of employees in healthcare professions
- Apply principles of cost analysis and control in a healthcare setting.

The assessment of these outcomes will be by case studies, embedded questions on exams, and internship evaluations.

b. VSU requires annual reporting of program assessment to central administration as well as posting of assessment results on department web page. In addition, a comprehensive program review is required every seven years. Finally the programs of the College are evaluated by external regional and professional accrediting agencies such as AACSB-International and SACS Commission on Colleges.

7. Administration of the program:

a. The program will be housed in the Department of Management and International Business within the Langdale College of Business.

b. Initially, the coordination of the program will be the responsibility of the Head of the Department of Management and International Business with a coordinator being named as the program grows. Of the three faculty members who have been hired to staff the

program, two were hired by and report to Management/International Business while the third was hired by and reports to Accounting/Finance.

8. Waiver to Degree-Credit Hour. Not required.

9. Accreditation. Not required.

10. External Review. Not required.

11. Enrollment Projections and Monitoring.

- a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)
- b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

Student Majors:

During year one (FY2014), we anticipate that 15 students will declare the BBA in Healthcare Administration. In year two (FY2015), 15 additional students will declare and 10 new students are forecasted. In year three (FY2016), 30 new students are forecasted, and by year four (FY2017), enrollment in the program should achieve 50 students. Students will not be cohort based. The estimated new student enrollment is based upon a recently added major in the same academic department.

Course Sections:

Currently, three Healthcare Administration major courses are offered annually and will continue to be offered each year. In year one (FY2014), three new majors courses will be offered for the first time and will continue to be offered each year. By year two (FY2015), a least one new Healthcare elective will be designed and offered.

Credit Hours Generated:

For year one (FY2014), 15 students x 30 credits per year = 450
For year two (FY2015), 25 students x 30 credits per year = 750
For year three (FY2016), 30 students x 30 credits per year = 900
For year four (FY2017), 50 students x 30 credits per year = 1500

	First Year	Second Year	Third Year	Fourth Year
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304

	FY 14	FY 15	FY 16	FY 17
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	15	15	0	0
New to the institution	0	10	30	50
Total Majors	15	25	30	50
Course Sections Satisfying Program Requirements				
Previously existing	3	3	3	3
New	3	4	4	4
Total Program Course Sections	6	7	7	7
Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments	450	750	900	1500
Total Credit Hours	450	750	900	1500

12. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process.

Academic Year 2021-2022

13. Describe anticipated actions to be taken if enrollment does not meet projections.

The estimated new student enrollment is based upon a recently added major in the same academic department. During Fall 2013 and pending approval, the department will promote the BBA in Healthcare Administration among current majors and entering freshmen. We will also reach out to the local technical colleges to identify prospective majors. If by year two, enrollment projections are not met, faculty will begin more aggressively promoting and recruiting at high schools.

14. Faculty Qualifications & Capacity:

a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Gary Hackbarth	Asst Prof	PhD	MBA BS	IS	Healthcare IS	3/3
Ryan Schmidt	Asst Prof	PhD 8/1/13	MS MBA BA	Public Health	Health Services Policy Management	3/3

Ning Wang	Asst Prof	PhD 8/2/13	BS	Finance	Risk Mgt Insurance	3/3
Roy Copeland	Asst Prof	LL M	JD BA	Law	Law and Ethics	3/3
Attila Cseh	Assoc Prof	PhD	MA BA	Economics	Healthcare Economics	3/3
Gary Futrell	Asst Prof	Ph D	MS BA	Marketing	Healthcare Marketing	3/3
Barry Belanger	Adj.	MA	BS	Human Resources	Human Resources	0/1
Note 1: Drs. Hackbarth, Schmidt, and Wang consist of the core Healthcare Administration faculty.						
Note 2: Drs. Copeland, Cseh, and Futrell, and Mr. Belanger are supporting faculty who teach other core and elective business courses.						

Total Number of Faculty: 3 core Healthcare Administration + 4 supporting.

- c. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added, and a timetable for adding new faculty.

Three new faculty members will begin August 1, 2013 and are assigned to teach the specialized courses in the program. There are no plans to add additional faculty at this time.

- d. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Three new faculty members will begin August 1, 2013 and are assigned to teach the specialized courses in this program. No realignment of faculty loads will be necessary for existing faculty.

15. **Budget** – Complete the form below and provide a narrative to address the following:

- a. For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g. cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Currently underway is construction of a new 139,000 square foot Health Sciences and Business Administration building on VSU's North Campus. The facility will house several areas including a Healthcare Suite of offices. The BBA in Healthcare Administration will be offered in traditional face-to-face format with selected courses taught in a hybrid or fully online format. Adequate facilities will exist with the completion of the facility which is anticipated for occupancy in late Spring 2014.

Valdosta State is not submitting a request for new funds as part of its application for the BBA in Healthcare Administration. As is evident from the course curricula, several existing courses are included within this program. The institution currently has hired three tenure-track faculty positions in Healthcare Administration. As can be seen from the budget below, with re-direction of existing personnel resources and new tuition generated, the department will be able to provide the program without a request for additional state funds. This budget represents sufficient resources to deliver a high-quality program. Existing administration (department head) and support staff (department secretary) will absorb additional workload or duties needed to support the Healthcare Administration program and its students.

b. For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following:
 - 1. Source of existing funds being reallocated.
 - 2. How the existing resources will be reallocated to specific costs for the new program.
 - 3. The impact the redirection will have on units that lose funding.
- ii. Explain how the new tuition amounts are calculated.
- iii. Explain the nature of any student fees listed (mandatory fees, program fees, etc.).
- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

The budget below represents reallocation of existing departmental resources (three faculty members) as well as projections for new resources that will be realized through tuition revenue of enrolled students in the program. The three faculty members were employed in Academic Year 2014 to teach existing Healthcare Administration courses and existing Business Administration courses pending approval to offer the BBA in Healthcare Administration.

The budget is conservative; it is built upon an anticipated enrollment of 15 new students in Year 1 (FY 2014); 25 students in Year 2 (FY 2015); 30 students in Year 3 (FY 2016); and 50 students in Years 4 and beyond. The number of students projected to enter the program is based on examination of the other USG institutions offering similar programs and prior experience with a new major recently developed in the College of Business.

Enrollment projections were used to identify the expected number of course offerings and credit hour production for each of the first four years and is based upon enrollment in fall and spring terms so that students can make timely progress through the program.

II. EXPENDITURES	First Year FY 14	Second Year FY 15	Third Year FY 16	Fourth Year FY 17
Personnel - reassigned or existing positions				
Faculty	296,000	296,000	296,000	296,000
Part-time Faculty	2,300	2,300	2,300	2,300
Graduate Fellowships				
Administrators				
Support Staff				
Fringe Benefits	94,205	94,205	94,205	94,205
Other Personnel Costs				
Total Existing Personnel Costs	392,505	392,505	392,505	392,505

EXPENDITURES (Continued)				
Personnel - new positions				
Faculty				
Part-time Faculty				
Graduate Assistantships				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs	-	-	-	-
Start-up Costs (one-time expenses)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs	-	-	-	-

Operating Costs (recurring costs - base budget)				
Supplies/Expenses	700	700	700	700
Travel	2,000	2,000	2,000	2,000
Equipment				
Library/learning resources	500	500	500	500
Other	500	500	500	500
Total Recurring Costs	3,700	3,700	3,700	3,700
GRAND TOTAL COSTS	396,205	396,205	396,205	396,205
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds	396,205	396,205	396,205	396,205
New student workload				
New Tuition	74,610	124,350	149,220	248,700
Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES	470,815	520,555	545,425	644,905
NET INCOME	74,610	124,350	149,220	248,700

- For Year 1, FY 2014, it is projected that
 - 15 students will enroll in 30 credit hours = 450 credit hours
 - 450 credits x \$165.80⁹ = \$74,610 new tuition
- For Year 2, FY 2015, it is projected that
 - 25 students will enroll in 30 credit hours = 750 credit hours

⁹ FY2014 instate undergraduate tuition rate per hour

- 750 credits x \$165.80 = \$124,350 new tuition
 - For Year 3, FY 2016, it is projected that
 - 30 students will enroll in 30 credit hours = 900 credit hours
 - 900 credits x \$165.80 = \$149,220 new tuition
 - For Year 4, FY 2017, it is projected that
 - 50 students will enroll in 30 credit hours = 1500 credit hours
 - 1500 credits x \$165.80 = \$248,700 new tuition
- c. When Grand Total Revenue is not equal to Grand Total Costs:
- i. Explain how the institution will make up the shortfall.
 - ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Tuition revenue and reallocation of existing personnel adequately covers forecasted annual expenses associated with the BBA in Healthcare Administration.

16. Facilities—Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	4,950
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required	No
ii.	Existing space will require modification	No
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	No
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.	No
vi.	Existing space will be used as is	Yes Health Sciences and Business Administration Building on the VSU North Campus (new construction underway; anticipated occupancy is late spring 2014)
c.	If new space is anticipated, provide information in space below.	
i.	Estimated construction cost	
ii.	Estimated total project budget cost	
iii.	Proposed source of funding	
iv.	Availability of funds	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the	

Comment [MMB1]: Requested this information.

312

	new space/facility?			
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?			
d. If existing space will be used, provide information in space below.				
Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.				
Health Sciences and Business Administration Building on the VSU North Campus (new construction underway; anticipated occupancy is late spring 2014). Core healthcare administration faculty will be housed in the Healthcare Suite on the 3 rd floor and share classroom space in the building.				
With the addition of the new Health Sciences and Business Administration Building, there will be sufficient classroom, office, and computer lab space to accommodate the BBA in Healthcare Administration.				
e. List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)				
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	11	Classrooms		13,152 on two floors
	1	Labs (dry)		714
		Labs (wet)		
	3	Meeting/Seminar Rooms		540
	3	Offices		756
	1	Other (specify)	Auditorium	4992
Total Assignable Square Feet (ASF)				20,154
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
Sue E. Fuciarelli	222-333-5710	smfuciarelli@valdosta.edu
Signature		
<p><i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i></p>		



Appendix A: Summary of House Bill 198

SENATE RESEARCH OFFICE

2013 Session February 14, 2013

Bill:	HB 198	Sponsor:	Representative Smith of the 134 th
Version:	LC 37 1528S	Amends:	Title 33
Status:	As Passed House	Committee:	Insurance and Labor

Health Insurance Exchange Navigators

SUMMARY

- Provides for the licensing of navigators who will provide insurance advice and guidance to uninsured individuals and groups seeking health insurance coverage through a health insurance exchange.

ANALYSIS

The Affordable Care Act (ACA) requires the formation of health insurance exchanges in every state to be operated federally or by a state entity. These exchanges serve as an online insurance marketplace for individuals and small businesses. This legislation provides for the licensing of navigators who will provide insurance advice and guidance to uninsured individuals and groups seeking health insurance coverage through a health insurance exchange.

Applicants for a navigator's license must fulfill the following requirements:

- Establish to the satisfaction of the Insurance Commissioner that he or she has the background, experience, knowledge, and competency in the subject matter that will enable him or her to deliver accurate information and advice to individuals and groups seeking to obtain health insurance coverage under the provisions of the ACA;
- Successfully complete at least 35 hours of instruction in health benefit insurance and the exchange provisions of the ACA through a training program approved by the Commissioner;

- Pass an examination required by the Commissioner unless the applicant is exempted by the Commissioner based on experience and qualifications;
- Be at least 18 years old and of good moral character and must submit in a form approved by the Commissioner such information, including criminal history and regulatory background information; and
- An applicant for a renewal license must have completed continuing education classes approved by the Commissioner.

Navigators are prohibited from soliciting any person or business that is currently insured under an existing health benefit plan. Navigators are also prohibited from receiving any commission or compensation from any insurer, health benefit plan, business, or consumer but will instead be compensated for advice or services rendered pursuant to the ACA.

Licensing as a navigator does not constitute licensing as an agent or administrator and navigators may not, except as specifically authorized by the ACA:

1. Engage in any activities that would require an agent's or administrator's license;
2. Provide advice concerning the benefits, terms, and features of a particular health benefit plan or offer advice about which health benefit plan is better or worse for a particular individual or business, except in the capacity of a licensed agent or administrator; or
3. Recommend a particular health benefit plan or advise individuals or businesses about which health benefit plan to choose, except in the capacity of a licensed agent or administrator.

This legislation will become applicable only upon the notification by the responsible federal or state agency that a health insurance exchange has been created or approved to operate within Georgia, or upon the initiation of operation of any such exchange.

Analyst: Alex Azarian

House Vote: 154-16

Appendix B: Course descriptions including prerequisites.

Area F requirements for BBA¹

BUSA 2201 Fundamentals of Computer Applications (3 hrs)

An introduction to spreadsheet and database software. Topics include planning, creating, modifying, managing, and analyzing workbooks and databases.

BUSA 2106 The Environment of Business (3 hrs)

Ethical, social, political, legal, and regulatory issues in the business environment. Topics focus on the conflicting rights and duties of individuals, organizations, and other factions in a domestic and global society that lead to the development of ethical awareness, social responsibility, and law.

ECON 2105 Principles of Macroeconomics (3 hrs)

An introduction to macroeconomic concepts and their application to aggregate economic activity. Factors influencing rates of economic growth, employment, and inflation are emphasized. Measures of aggregate economic activity and policies to control it are covered.

ECON 2106 Principles of Microeconomics (3 hrs)

An introduction to microeconomic concepts and their application to the behavior of individuals, firms, and market groups. Special emphasis is placed on market analysis, production and cost concepts, profit analysis, and market structure. Current microeconomic issues, including market failures and the role of government in markets, are covered.

ACCT 2101 Principles of Accounting I (3 hrs)

An introduction to financial accounting that emphasizes accounting's role in business and society. The course develops an understanding of the financial statements of economic entities.

ACCT 2102 Principles of Accounting II (3 hrs)

Prerequisite: ACCT 2101 with a grade of "C" or better.

An introduction to managerial accounting. Emphasis is placed on understanding internal accounting documents and analyzing these documents to render logical and economically feasible decisions.

Health Care major Curriculum

Healthcare Major Curriculum¹ 60 hours

Required courses (new courses are in bold) 33 hours

BUSA 2000 Introduction to Business (1hrs)

Overview of the types of business organizations and business procedures. Topics include the economic environment, businesses and their role in the economy, business management and leadership, the global economy, the role of consumers, accounting, and personal financial management.

BUSA 2100 Applied Business Statistics (3hrs)

Prerequisite: MATH 1111 or equivalent.

Applications of basic statistical concepts to business environments. Topics include data analysis, measures of central tendency and spread, probability applications, applications of selected distributions, regression, confidence intervals, and hypothesis testing. Business examples and applications are the foundation of instruction. Statistical software is used to analyze results.

ENGL 2010 Writing in the Professions (2hrs)

Prerequisite: ENGL 1102 or ENGL 1102H.

An advanced examination of the elements and core skills of writing, with an emphasis on disciplinary rhetoric and style, including usage, diction, grammar, structure, tone, brevity, and clarity.

FIN 3350 Financial Management (3hrs)

Prerequisite: ACCT 2102, ECON 2106. Co-requisite: BUSA 2100 or MATH 2620.

Introduction to the principles of financial management as applied to the firm including financial analysis, acquisition of funds, capital structure, dividend policy, working capital management, and evaluation of investment projects.

MGNT 3250 Management and Organization Behavior (3hrs)

An introduction to the discipline of management and contemporary management of organizations, with major emphasis on organization behavior. Topics include perception, attitude, personality, motivation, group dynamics, interpersonal communication, job design, learning theory, decision making, conflict, power, organizational politics, diversity, and organizational culture.

MKTG 3050 Introduction to Marketing (3hrs)

Prerequisites: ECON 1500 or ECON 2106.

Basics of targeting products and services to satisfy customer needs through product, price, promotion, and distribution strategies. Marketing strategies are discussed within the context of prevailing political, social, ethical, economic, legal, competitive, and technological environments.

HCAD 3200 Healthcare Management (3 hrs)

Pre-requisite or Co-requisite MGNT 3250 Introduction to concepts and competencies required in managing direct care and non-direct care healthcare organizations. Topics include: Leadership and motivation in health professions, managing business functions, managing costs and revenues, ethics, team-building with healthcare professionals, health disparities and cultural competence, and fraud and abuse.

HCAD 3400 Healthcare Financing (3 hrs)

This course introduces students to the financing of healthcare delivery. Students will learn about various insurance settings, the biggest insurance programs and their reimbursement mechanisms.

HCAD 3600 Healthcare Information Systems (3 hrs)

Pre-requisite or Co-requisite MGNT 3250 The course introduces concepts used to implement and manage information systems in healthcare organizations. It provides an overview of standards and components to assure quality information for healthcare.

HCAD 4000 Legal and Regulatory Issues in Healthcare (3hrs)

Prerequisites: HCAD 3200

The legal, regulatory and ethical requirements of providing and receiving healthcare are presented. Rights and responsibilities of healthcare stakeholders are identified and trade-offs are analyzed.

HCAD 4100 Healthcare Human Resources Management (3hrs)

Prerequisites: MGNT 3250 and PERS 2485.

Basic concepts of human resource management applied to healthcare organizations. Topics include selection of healthcare personnel; training in a clinical setting; scheduling with emphasis on shift, legal, and regulatory issues; motivation, compensation, and retention; managing shortages and surpluses; and discipline in health-related professions. Additional topics are the Joint Commission (on Accreditation of Healthcare Organizations) and organized labor in healthcare organizations.

HCAD 4980 Internship in Healthcare Administration (3hrs)

Prerequisite: Completion of Internship Agreement Form and Senior Standing. Graded "Satisfactory" or "Unsatisfactory."

The application of healthcare administration concepts and skills in a healthcare organization. Students must adhere to the Healthcare Administration Internship Program Guidelines and may receive credit for the course only once.

Healthcare Electives

9 Hours

ECON 3810 Health Economics (3hrs)

Prerequisites: ECON 2106 and MATH 1261.

Comprehensive introduction to the economics of health and health care. Topics include the market for health care, private insurance and health care providers, social insurance, and health system reform.

MKTG 3100 Health Care Marketing (3hrs)

Prerequisite: MKTG 3050 or consent of instructor.

Application of marketing principles and concepts to contemporary health care industry issues. Topics include the evolving role of the health care consumer, marketing tactics and strategy defined for the specific aspects of the health care market, and how consumerism will reshape health care markets.

COMM 4160 Health Communication Theory (3hrs)

Prerequisite: COMM 2100.

The study of interpersonal, media, and public communication in health communication theory.

SOCI 3750 Medical Sociology (3hrs)

Prerequisites: SOCI 1101 or SOCI 1160 or permission of instructor.

An analysis of the social processes affecting conditions of health and disease and the cluster of social relationships and organizations that comprise the institution of medicine. Emphasis on social and cultural factors which influence definitions of health and illness, causes, preventions, and treatments, cross cultural comparisons, stress, delivery of health care, and health care professionals.

**Appendix C: Program and course approval by VSU
Academic Committee.**

Appendix D:

**1. Criteria for Undergraduate Program Certification
developed by AUPHA**

2. List of competencies for medical practice managers



Appendix DC-1: Summary of Accreditation Criteria for Undergraduate Program Certification by Association for University Programs in Healthcare Administration

AUPHA requires that programs must be located in institutions that are accredited by a regional agency and be approved by that institution, listed in its catalog, and have graduated its first cohort of students to be considered for accreditation. Students must receive at least 25% of their instruction from full time university faculty and must complete an internship. The program must have appropriate supervision, appropriate strategic planning processes in place and must not discriminate. Full-time faculty must be qualified and continue to develop their professional expertise and scholarship. Facilities and financial resources must be demonstrably adequate. VSU and the Langdale College of Business meet standards of AUPHA by virtue of meeting SACS and AACSB-International Accreditation standards.

The prerequisite course of study required by AUPHA (Communication, Computational Skill, Critical Thinking, and Societal and Cultural Context) is met by the University System Core Curriculum and the content area coverage is addressed by required and elective courses in the proposed curriculum.

Appendix D-2: List of Competencies for Medical Practice Managers from American College of Medical Practice Executives

The distinguishing marks of professional development: Four competencies

What qualities and competencies must the successful executive possess? There are four competencies that are critical across every role and responsibility a medical practice management professional performs: professionalism, leadership, communication skills and critical thinking skills. They form the strong foundation for every aspect of successful job performance. For more information and up-to-date resources visit mgma.com/bok.

Professionalism

A commitment to achieving professional standards that enhance personal and organizational integrity and contribute to the profession.

- Commit to competence, integrity, altruism and promotion of the public good
- Commit to self-assessment and continuous learning
- Support collegial relationships with peers through networking, information-sharing and mentoring
- Participate in and encourage service and volunteer activities to support the development of colleagues, staff and the community
- Demonstrate and promote cultural sensitivity
- Demonstrate knowledge of the healthcare system and the environment in which it operates

Leadership

Collaborating with and supporting the practice's physician leadership to provide strategic direction to the organization.

- Uphold and advocate ethical standards and decision-making
- Foster teamwork between clinical and administrative staff
- Understand effective techniques for working with boards and governance structures
- Focus on implementation of organizational strategy
- Inspire others toward a shared vision
- Support innovation and creativity
- Demonstrate effective change management skills to ensure effective patient care and safety as well as improve practice performance
- Understand and effectively manage expectations

Communication skills

The skills necessary to elicit multiple points of view from internal and external sources, facilitate constructive interaction and present information clearly and concisely.

- Write clearly and effectively
- Speak clearly and effectively before individuals and groups in formal and informal settings
- Develop effective interpersonal skills
- Seek out and incorporate the views of stakeholders for decisions that affect the quality of care, work environment and business stability of the organization
- Listen and respond effectively to the ideas and thoughts of others
- Recognize and use nonverbal forms of communication
- Demonstrate effective negotiation and facilitation skills
- Support and promote effective conflict resolution
- Provide effective communication linkages within the organization and to its external environment

Critical thinking skills

A systematic, logical approach to problem-solving, decision-making and the development and administration of systems to address day-to-day issues and the long-term improvement needs of the practice.

- Collect and analyze data from internal and external sources relevant to each situation
- Demonstrate the ability to discriminate between important and superfluous aspects of situations to support sound decision-making
- Ask the right questions when making decisions