

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 12, 2015**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
January 12, 2015

1. Minutes of the November 10, 2014 meeting. (pages 1-4) were approved by email November 14, 2014.
2. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised prerequisite NURS 3111 (pages 5-7)
3. **COLLEGE OF BUSINESS**
 - a. Revised admission requirements for the MACC (pages 8-10)
 - b. Revised course description MACC 7410 (pages 11-13)
 - c. Revised course description MACC 7500 (pages 14-16)
 - d. Revised course description MACC 7510 (pages 17-19)
 - e. Revised course description MACC 7800 (pages 20-22)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised course title MLIS 7330 (pages 23-25)
 - b. Revised degree requirements for the MSW (pages 26-28)
 - c. Revised credit hours SOWK 6303 (pages 29-30)
 - d. Revised credit hours SOWK 7630 (pages 31-32)
 - e. New course SOWK 7001 (pages 33-39)
 - f. Revised course description SPEC 3000 (pages 40-42)
5. **COLLEGE OF THE ARTS**
 - a. Revised catalog narrative Department of Music – Secondary Applied Music section (pages 43-45)
 - b. Revised senior curriculum for the BA in Music – new track – Music Education (pages 46-48)
 - c. Revised senior curriculum for the BM in Music Education – revised Track F – Jazz (pages 49-50)
 - d. Revised senior curriculum for the BM in Music Education – revised Track B – Organ (pages 51-52)
 - e. New course MUE 3650 (pages 53-58)
 - f. Revised course number, title, prerequisite, and description MUSC 2131 (pages 59-61). Deactivation MUSC 1131.
 - g. Revised course number, title, prerequisite, and description MUSC 2132 (pages 62-64). Deactivation MUSC 1132.
 - h. New course MUSC 3131 (pages 65-71).
 - i. New course MUSC 3132 (pages 72-78).
 - j. New course MUSC 3710 (pages 79-85).
 - k. Revised credit hours, and description MUSC 3888 (pages 86-88).
6. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised prerequisites for CHEM 1212 (pages 89-91).
 - b. New course CHEM 1210 (pages 92-97).
 - c. Deactivation of REL 3200 (pages 98-99).
 - d. Revised course title, prerequisite, and description REL 3350 (pages 100-102).
 - e. Revised course title, prerequisite, and description REL 3220 (pages 103-105).
 - f. Revised course prerequisite REL 3210 (pages 106-107).
 - g. Deactivation BIOL 2230 and 2270 (page 108).
 - h. Revised course prerequisite and description BIOL 4020 (page 109-111).
 - i. Revised course prerequisite BIOL 4010 (pages 112-114).
 - j. Revised course prerequisite BIOL 4000 (pages 115-117).
 - k. New course BIOL 4730 (pages 118-124).
 - l. New course BIOL 4250 (pages 125-130).
7. **Miscellaneous**
 - a. Core Curriculum proposal form - MKTG 1500 in Area E (pages 131-148)
8. **Pending items**
 - a. Revised course CHEM 1010 – USG General Education Council approval
 - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 10, 2014

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 10, 2014. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Mr. Frank Barnas, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Dr. Dee Ott, Ms. Jessica Lee, and Dr. Xiaoi Ren.

Members Absent: Ms. Denise Atkinson, Dr. Marc Pufong, Dr. Dawn Lambeth, and Dr. Lorna Alvarez-Rivera.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Doug Farwell, Dr. Don Leech, Dr. Nanci Scheetz, Dr. Lai Orenduff, Dr. Shirley Andrews, Ms. Teresa Williams, and Mr. Duke Guthrie.

The Minutes of the October 20, 2014 meeting were approved by email on October 23, 2014. (pages 1-2).

A. College of Arts and Sciences

1. Revised prerequisites, Interdisciplinary Studies (INDS) 4000, "Interdisciplinary Studies Capstone", (INTERDISC STUDIES CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 3-5).
2. Revised minor in Women's and Gender Studies was approved effective Fall Semester 2015 with effective date changed from Spring 2015 to Fall 2015. (pages 6-7).
3. Deactivation of FREN 3120, 3301, and 3302 was noted effective Spring Semester 2015. Pages (8-9).
4. Deactivation of GRMN 3560, 3570, 3580, and 4420 was noted effective Spring Semester 2015. (pages 10-11).
5. Deactivation of PHIL 5150, 5190, 7100, 7900, 9070, REL 3501, 3502, and 3503 was noted effective Fall Semester 2014. (pages 12-13).
6. Deactivation of WGST 3010 was noted effective Spring Semester 2015. (pages 14-15).
7. Deactivation of WGST 3020 was noted effective Spring Semester 2015. (pages 16-17).
8. Deactivation of WGST 4220 was noted effective Spring Semester 2015. (pages 18-19).

B. College of Business

1. Revised course description, Accounting (ACCT) 3100, "Introduction to Fraud Examination", (INTRO TO FRAUD EXAMINATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 20-22).
2. Revised course title, Accounting (ACCT) 3203, "Intermediate Accounting III", (INTERMEDIATE ACCOUNTING III – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 23-24).
3. Revised course title, and description, Accounting (ACCT) 3400, "Internal Reporting I", (INTERNAL REPORTING I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 25-27).
4. Revised course title, and description, Accounting (ACCT) 4400, "Internal Reporting II", (INTERNATL REPORTING II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...transfer pricing, and.... (pages 28-30).
5. Revised course description, Accounting (ACCT) 4410, "Accounting Information Systems", (ACCOUNTING

INFORMATION SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 31-33).

6. Revised course prerequisite, and description, Accounting (ACCT) 4500, “Individual Income Tax”, (INDIVIDUAL INCOME TAX – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 34-36).
7. Revised course prerequisite, Accounting (ACCT) 4800, “Auditing”, (AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 37-38).
8. New course, Economics (ECON) 3600H, “International Economics Honors”, (HONORS INTL ECON – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2015 with the description changed to read ...exchange rate systems, and the effect... . (pages 39-46).
9. New course, Economics (ECON) 3610, “Trade and Culture: An Economics Perspective”, (TRADE & CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2015 with the description changed to read ...significance to the chosen... . (pages 47-55).
10. New course, Economics (ECON) 3610H, “Honors Trade and Culture: An Economics Perspective”, (HONORS TRADE & CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2015 with the description changed to read ...significance to the chosen...open to honors business and... . (pages 56-64).
11. Revised course number and title, Finance (FIN) 1500, “Fundamentals of Personal Finance”, (FUND OF PERSONAL FINANCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Spring 2014 to Spring 2015. (pages 65-72). Deactivation of FIN 2380.

C. College of the Arts

1. Revised College of the Arts narrative was approved effective Fall Semester 2015 with the effective date changed from Spring 2015 to Fall 2015. (pages 73-75).
2. Revised senior curriculum for the BFA in Theatre Arts – New Track – Theatre Management was approved effective Fall Semester 2015. (Pages 76-82).
3. New course, Theatre Arts (THEA) 4740, “Theatre, Labor Relations, and the Law”, (THEATRE, LABOR RELATIONS & LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ..to theatre, including profit... . (pages 83-87).
4. Revised Department of Music narrative was approved effective Fall Semester 2015. (pages 88-90).
5. Revised requirements for the minor in Music were approved effective Fall Semester 2015 with the effective date changed from Spring 2015 to Fall 2015. (pages 91-93).
6. New course, Music Education (MUE) 3000, “Introduction to Music Education, (INTRO TO MUE – 2 credit hours, 2 lecture hours, 1 lab hour, and 3 contact hours), was approved effective Fall Semester 2015. (pages 94-104).
7. Revised course number, credit hours, prerequisites, and description, Music (MUSC) 3100, “Arranging for Band, Chorus, and Orchestra”, (ARRNG SCH BAND, CHORUS, ORCHST – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. Deactivation of MUE 3100. (pages 105-107).
8. Revised 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 Spring Semester 2015. (pages 108-109).
9. Revised credit hours, Music (MUSC) 1101, “Diction For Singers”, (DICTION FOR SINGERS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2015. (pages 110-112).
10. Revised course description, Music (MUSC) 3860, “Orchestra”, (ORCHESTRA – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 113-115).
11. New course, Music (MUSC) 3861, “String Ensemble”, (STRING ENSEMBLE – 1 credit hour, 0 lecture hours, 2 lab

hours, and 2 contact hours), was approved effective Spring Semester 2015. (pages 116-122).

12. Deactivation of ARED 2020, ARID 4510, ARTH 4170 and 4180 was noted effective Spring Semester 2015. (pages 123-124.)
13. Deactivation of COMM 3090, 3230, THEA 2830, 3500, 4900, and 4960 was noted effective Spring Semester 2015. (pages 125-127).
14. Deactivation of MUE 2000, 3640, 3740, MUSC 3171, 3300, and 3960 was noted effective Spring Semester 2015. (pages 128-129).

D. College of Education and Human Services

1. New program K-5 Mathematics Endorsement was approved effective Fall Semester 2015. (pages 130-132).
2. New course, Early Childhood Education (ECED) 6010, "Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers", (ADV APP NUMBERS & OPERATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 133-140).
3. New course, Early Childhood Education (ECED) 6020, "Advanced Applications of Measurement and Geometry for K-5 Teachers", (ADV APP MEASURE & GEOMETRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 141-148).
4. New course, Early Childhood Education (ECED) 6030, "Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers", (ADV APP ALGEBRA AND PATTERNS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 149-156).
5. New program K-5 Science Endorsement was approved effective Fall Semester 2015. (pages 157-159).
6. New course, Early Childhood Education (ECED) 6110, "Advanced Science Content and Pedagogy in Life Science for K-5 Teachers", (ADV CONT & PED IN LIFE SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 160-169).
7. New course, Early Childhood Education (ECED) 6120, "Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers", (ADV CONT & PED EARTH SPACE SCI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 170-179).
8. New course, Early Childhood Education (ECED) 6130, "Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers", (ADV CONT & PED PHYSICAL SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 180-189).
9. Revised Admission and program information for the MED in School Counseling was approved effective Fall Semester 2015. (pages 190-196).
10. Revised senior college curriculum for the BSED in Special Education – Deaf and Hard of Hearing was approved effective Fall Semester 2015. (pages 197-202).
11. Revised Educational Outcomes for the BA and BS in Psychology was approved effective Fall Semester 2015. (pages 203-205).
12. New course, Psychology (PSYC) 3670, "Introduction to School Psychology", (SCHOOL PSYCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read – Prerequisites: PSYC 1101 and PSYC 3500 or its equivalent. A general survey of school psychology designed to introduce fundamental methods... (pages 206-220).
13. New course, Psychology (PSYC) 3680, "Psychology of Motivation", (PSYCH OF MOTIVATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015. (pages 221-232).
14. New course, Psychology (PSYC) 4025, "Principles of Human Memory", (HUMAN MEMORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date

changed from Fall 2014 to Spring 2015 and with the description changed to read ...retrieval, and different models... . (pages 233-241).

15. New course, Psychology (PSYC) 4030, "Psychology of Religion", (PSYCHOLOGY OF RELIGION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015 with the effective date changed from Fall 2014 to Spring 2015 and with the description changed to read ...functioning, influences religion. (pages 242-250).
16. Revised department narrative for the Department of Health and Physical Education was approved effective Fall Semester 2015. (pages 251-254).
17. Revised prerequisites, Kinesiology/Physical Education (KSPE) 4220, "Management of Physical Education Programs", (MANGMNT PHYSICAL EDUC PROG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 255-257).
18. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3450, "Comprehensive Health Education", (COMPREHENSIVE HEALTH EDUCATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 258-260).
19. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3420, "Exercise Physiology", (EXERCISE PHYSIOLOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2015. (pages 261-263).
20. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3411, "Human Movement Applications", (HUMAN MOVEMENT APPLICATIONS – 4 credit hours, 3 lecture hours, 1 lab hour, and 4 contact hours), was approved effective Spring Semester 2015. (pages 264-266).
21. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3301, "Contemporary Health Issues", (CONTEMP HEALTH ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 267-269).
22. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3200, "Nutrition for Health and Human Performance", (NUTRITION HLTH/HUMAN PERFORMAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2015. (pages 270-272).
23. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3141, "First Aid/CPR and Care and Prevention of Athletic Injuries", (FIRST AID/CPR & C&P OF ATHLET – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2015. (pages 273-275).
24. Revised prerequisites, Kinesiology/Physical Education (KSPE) 3101, "Foundations and Technology in Health and Physical Education", (FDNS & TECHNOL IN HLTH & PE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2015. (pages 276-278).
25. Revised course title and description, Kinesiology/Physical Education (KSPE) 2020, "Physical Activity Techniques II", (PHYSICAL ACTIVITY TECHNIQUES II – 3 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Spring Semester 2015. (pages 279-281).
26. Revised course title and description, Kinesiology/Physical Education (KSPE) 2010, "Physical Activity Techniques I", (PHYSICAL ACTIVITY TEHCNIQUES I – 3 credit hours, 1 lecture hours, 4 lab hours, and 5 contact hours), was approved effective Spring Semester 2015. (pages 282-284).
27. Deactivation of KSPE 3330 was noted effective Spring Semester 2015. (pages 285-287).

E. Miscellaneous

1. Revised Academic Renewal Policy was presented for information and discussion. (pages 288-289).

Respectfully submitted,

Stanley Jones
Registrar

Request for a Revised Course
Valdosta State University

Date of Submission: 12/03/2014 (mm/dd/yyyy)

Department Initiating Revision:
College of Nursing & Health Sciences
School of Nursing

Faculty Member Requesting Revision:
Laura Carter

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 3111 Nursing Care I: Health Promotion and Competences

List Current and Requested Revisions:

Current:

Course Prefix and Number: NURS 3111
Credit Hours: 4-3-5
Course Title: Nursing Care I: Health Promotion and Competencies
Pre-requisites: Full admission to the College of Nursing and Health Sciences. Corequisites: NURS 3103
Course Description: Individual health promotion and illness prevention across the lifespan. Fundament nursing skills and concepts are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.

Requested:

Course Prefix and Number: NURS 3111
Credit Hours: 4-3-5
Course Title: Nursing Care I: Health Promotion and Competencies
Pre-requisites: Full admission to the College of Nursing and Health Sciences. Prerequisites or Corequisites: NURS 3102 & NURS 3103
Course Description: Individual health promotion and illness prevention across the lifespan. Fundament nursing skills and concepts are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.

Semester/Year to be Effective:
Spring 2015

Estimated Frequency of Course Offering:
Spring, Summer, and Fall 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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: NURS 3111 is a clinical course that assesses all of the students learning during the first semester. This includes knowledge gained in Pharmacology (NURS 3102) and Health Assessment (NURS 3103). One cannot assess full nursing knowledge in NURS 3111 if the student has dropped Pharmacology (NURS 3102) or Health Assessment (NURS 3103).

Adopting current best practice(s) in field: Once adopted, this change will help ensure the safety of any clients receiving nursing care from VSU nursing students during their clinical

sessions.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: According to the AACN's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), "the baccalaureate graduate implements safety principles and works with others on the interprofessional healthcare team to create a safe, caring environment for care delivery" (p. 13).

Other:

Plans for assessing the effectiveness of the course:

Indirect measures, such as SOIs, student, employer, and alumni surveys.

Direct measures, such as course tests, assignments, and clinical evaluations of each student in NURS 3111.

Reference:

American Association of Colleges of Nursing. (2008). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Brenda Dye</i>	Date: <i>12/3/14</i>
Dean/Director: <i>J. Navill</i>	Date: <i>12/3/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 3, 2014

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OCT 23 2014

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: 121

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2015-2016; with online updates effective SPRING 2015

Degree and Program Name: MAcc

Present Requirements: Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum composite score of 950 points using the formula: GMAT score + (200 x GPA). Automatic acceptance is granted to applicants with a composite score of 1100 or more. For applicants whose first language is not English, a Test of English as a Foreign Language (TOEFL) score is required and considered.

Proposed Requirements: (highlight changes after printing) Admission requirements include a minimum GMAT score of 400, a minimum GPA of 2.50, and a minimum composite score of 950 points using the formula: GMAT score + (200 x GPA). Automatic acceptance is granted to applicants with a composite score of 1100 or more. NOTE: GMAT scores may be waived for applicants with an accounting bachelor's (minimum 3.0 cumulative GPA) awarded by an AACSB-accredited institution. For applicants whose first language is not English, a Test of English as a Foreign Language (TOEFL) score is required and considered.

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 to ensure quality of program is maintained; potential to impact AACSB separate accounting accreditation

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>Stephen C Jones</i>	Date: <i>10/22/14</i>
College/Division Exec. Committee: <i>Mel Schueck</i>	Date: <i>10-22-14</i>
Dean(s)/Director(s): <i>J. King Blum</i>	Date: <i>10/22/14</i>
Graduate Exec. Comm.: (for grad program) <i>J. J. PA</i>	Date: <i>12-2-14</i>
Graduate Dean: (for grad program) <i>J. J. PA</i>	Date: <i>12-2-14</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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NOV 24 2014

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MAcc 7410 Advanced Accounting Information Systems

List Current and Requested Revisions:

Current:
Course Prefix and Number: MACC 7410
Credit Hours: 3.0
Course Title: Advanced Accounting Information Systems
Pre-requisites: Prerequisite: ACCT 4410, or equivalent course(s), with a grade of "C" or better.
Course Description: A critical review of transaction cycles, internal controls, and computer technologies that builds on knowledge developed in the undergraduate accounting information course. The advanced course includes modeling and diagramming the transaction cycles, with a focus on systems documentation and REA (resources, events, agents) modeling in a database environment. Additional coverage includes the systems development life cycle and current computer technologies.

Requested:
Course Prefix and Number: MACC 7410
Credit Hours: 3.0
Course Title: Advanced Accounting Information Systems
Pre-requisites: Prerequisite: ACCT 4410, or equivalent course(s), with a grade of "C" or better.
Course Description: The use of computer technologies to support decision making. The course provides experience with various technologies for data analysis and presentation. The audit software is used to conduct a mock audit of a business process. The ERP system is used to introduce students to the analysis of the information needs of those they may serve and the potential variability of these needs across positions.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
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. Please 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 LCOBA Accounting

Department is preparing for separate AACSB accreditation. Part of this process is a curriculum review. Said review is to ensure course content is contemporary. The changes reflect our best efforts to revise the course description and/or co- OR pre-requisite(s).

Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Neil Schucke</i>	Date: <i>10-22-14</i>
Dept. Head: <i>Ann G. Jones</i>	Date: <i>10/22/14</i>
Dean/Director: <i>Walter Stumbo</i>	Date: <i>10/20/14</i>
Graduate Exec. Comm.(if needed): <i>T. J. PA</i>	Date: <i>12-2-14</i>
Graduate Dean (if needed): <i>T. J. PA</i>	Date: <i>12-2-14</i>
Academic Committee:	Date:

Form last updated: October 22, 2014

RECEIVED

NOV 24 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MACC 7500 Tax Research

List Current and Requested Revisions:

Current:
Course Prefix and Number: MACC 7500
Credit Hours: 3.0
Course Title: Tax Research
Pre-requisites: Prerequisite: ACCT 4500 with a grade of "C" or better.
Course Description: A study of methods used for researching federal tax questions. Topics include tax research methodology, primary sources of law, secondary sources of law, the judicial system, and tax practice. Students will use electronic databases and other resources to research fact patterns and present their findings to the class.

Requested:
Course Prefix and Number: MACC 7500
Credit Hours: 3.0
Course Title: Tax Research
Pre-requisites: Prerequisite: ACCT 4500 with a grade of "C" or better.
Course Description: Designed to familiarize students with federal tax law. This includes sources of federal tax law, which enables students to analyze tax problems, and to prepare tax briefs and memoranda to support their positions.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
summer or fall semesters

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. Please 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 LCOBA Accounting Department is preparing for separate AACSB accreditation. Part of this process is a curriculum review. Said review is to ensure course content is contemporary. The changes reflect our best efforts to revise the course description and/or co- OR pre-requisite(s).
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Mel Schvake</i>	Date: <i>10-22-14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10/22/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/22/14</i>
Graduate Exec. Comm.(if needed): <i>J T. JPLA</i>	Date: <i>12-2-14</i>
Graduate Dean (if needed): <i>J T. JMA</i>	Date: <i>12-2-14</i>
Academic Committee:	Date:

Form last updated: October 22, 2014

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NOV 24 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 09/30/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MACC 7510 Corporate and Partnership Taxation

List Current and Requested Revisions:

Current:
Course Prefix and Number: MACC 7510
Credit Hours: 3.0
Course Title: Corporate and Partnership Taxation
Pre-requisites: Prerequisite: ACCT 4500 with a grade of "C" or better.
Course Description: An introduction to the tax aspects of corporations and partnerships. This course emphasizes the history, status, and prospects of tax law as it pertains to the corporate and partnership forms of business.

Requested:
Course Prefix and Number: MACC 7510
Credit Hours: 3.0
Course Title: Corporate and Partnership Taxation
Pre-requisites: Prerequisite: ACCT 4500 with a grade of "C" or better.
Course Description: An introduction to the tax aspects of corporations and partnerships. The course includes coverage of the tax consequences associated with a C-corporation's formation, operations, distributions, reorganization, and liquidation. It also includes an introduction to the taxation of flow-through entities, focusing on S-corporations and partnerships.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
fall semesters

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. Please 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 LCOBA Accounting Department is preparing for separate AACSB accreditation. Part of this process is a curriculum review. Said review is to ensure course content is contemporary. The changes reflect our best efforts to revise the course description and/or co- OR pre-requisite(s).

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Mel Schnake</i>	Date: <i>10-22-14</i>
Dept. Head: <i>Ann C Jones</i>	Date: <i>10/22/14</i>
Dean/Director: <i>F. Wayne Stanley</i>	Date: <i>10/22/14</i>
Graduate Exec. Comm.(if needed): <i>J T JPA</i>	Date: <i>12-2-14</i>
Graduate Dean (if needed): <i>J T JPA</i>	Date: <i>12-2-14</i>
Academic Committee:	Date:

Form last updated: October 22, 2014

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Request for a Revised Course
Valdosta State University

NOV 24 2014

Date of Submission: 09/30/2014 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Accounting

Faculty Member Requesting Revision:
Lynn Comer Jones

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MACC 7800 Advanced Auditing

List Current and Requested Revisions:

Current:
Course Prefix and Number: MACC 7800
Credit Hours: 3.0
Course Title: Advanced Auditing
Pre-requisites: Prerequisites: ACCT 3202 and ACCT 4800 or equivalent courses, each with a grade of "C" or better.
Course Description: A study of the concepts and techniques used by the independent accountant in the audit of financial statements within the framework of generally accepted auditing standards.

Requested:
Course Prefix and Number: MACC 7800
Credit Hours: 3.0
Course Title: Advanced Auditing
Pre-requisites: Prerequisites: ACCT 3202 and ACCT 4800 or equivalent courses, each with a grade of "C" or better.
Course Description: The course builds on the knowledge base from introductory auditing to provide an in-depth understanding of the concepts and techniques used by the independent accountant in financial statement audits.

Semester/Year to be Effective:
fall 2015

Estimated Frequency of Course Offering:
spring semesters

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. Please 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 LCOBA Accounting Department is preparing for separate AACSB accreditation. Part of this process is a curriculum review. Said review is to ensure course content is contemporary. The changes reflect our best efforts to revise the course description and/or co- OR pre-requisite(s).
- Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Mel Schrock</i>	Date: <i>10-22-14</i>
Dept. Head: <i>Anna C. Jones</i>	Date: <i>10/22/14</i>
Dean/Director: <i>J. Wayne Smith</i>	Date: <i>10/22/14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. PA</i>	Date: <i>12-2-14</i>
Graduate Dean (if needed): <i>J. T. J. PA</i>	Date: <i>12-2-14</i>
Academic Committee:	Date:

Form last updated: October 22, 2014

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NOV 12 2014

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 11/09/2014 (mm/dd/yyyy)

Department Initiating Revision:
MLIS

Faculty Member Requesting Revision:
Harold Thiele

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MLIS 7330

List Current and Requested Revisions:

Current:
Course Prefix and Number: MLIS 7330
Credit Hours: 3
Course Title: Metadata and Advanced Cataloging
Pre-requisites: MLIS 7310
Course Description:

Requested:
Course Prefix and Number: MLIS 7330
Credit Hours: 3
Course Title: Metadata and Advanced Cataloging *Cataloging*
Pre-requisites: MLIS 7300
Course Description:

Semester/Year to be Effective:
Spring 2015

Estimated Frequency of Course Offering:
every other 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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Metadata coding of bibliographic material is considered to require a different skill and knowledge set than MARC coding of bibliographic data. They are considered to be parallel rather than hierarchical areas of expertise.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The previous prerequisite of MLIS 7310 Introduction To Descriptive Cataloging is not a necessary requirement. MLIS 7330 and MLIS 7310 are related level courses and one does not depend upon the other. MLIS 7300 provides enough background to handle the materials covered in both courses.

Plans for assessing the effectiveness of the course: Direct: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments). Indirect: student, employer, alumni surveys, SOI results..

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/12/14
Dept. Head: <i>Linda West</i>	Date: 11/2/14
Dean/Director: <i>[Signature]</i>	Date: 11/12/14
Graduate Exec. Comm.(if needed): <i>J. T. J. PL</i>	Date: 12-2-14
Graduate Dean (if needed): <i>J. T. J. PL</i>	Date: 12-2-14
Academic Committee:	Date:

Form last updated: November 12, 2014

NOV 20 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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): 08/2015

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

Present Requirements: The following is the program of study for the Face-to-face cohort. The web-hybrid cohort has the same requirements, with only the timing of courses differing.

First Year - Foundation Courses - 30 hours

- SOWK 6000 - 2 hours (Adv. Standing Only)
- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 1 hour
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

Second Year - Concentration Courses - 30 hours

- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 4 hours
- SOWK 7612 - 4 hours
- SOWK 7630 - 2 hours

Select a minimum of 5 hours of General Practice Electives

- SOWK 7000 - 3 hours
- SOWK 7700 - 3 hours
- SOWK 7810 - 3 hours
- SOWK 7820 - 3 hours
- SOWK 7840 - 3 hours
- SOWK 7860 - 3 hours

Proposed Requirements (Underline changes after printing this form:

First Year - Foundation Courses - 31 hours

- SOWK 6000 - 2 hours (Adv. Standing Only)
- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 2 hours
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

Second Year - Concentration Courses - 29 hours

- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 4 hours
- SOWK 7612 - 4 hours
- SOWK 7630 - 1 hour

Select a minimum of 5 hours of General Practice Electives

- SOWK 7000 - 3 hours
- SOWK 7001 - 1 to 3 hours
- SOWK 7700 - 3 hours
- SOWK 7810 - 3 hours
- SOWK 7820 - 3 hours
- SOWK 7840 - 3 hours

<p>SOWK 7870 – 3 hours SOWK 7880 – 3 hours SOWK 7890 – 3 hours SOWK 7750 – 2 hours SOWK 7770 – 2 hours SOWK 7800 – 2 hours SOWK 7830 – 2 hours SOWK 7850 – 2 hours SOWK 7880 – 2 hours SOWK 7890 - 3 hours</p> <p>Some elective courses will be available during the fall and spring semesters. *Web based students may take electives after completing practice courses.</p>	<p>SOWK 7860 - 3 hours SOWK 7870 - 3 hours SOWK 7880 - 3 hours SOWK 7890 - 3 hours SOWK 7750 - 2 hours SOWK 7770 - 2 hours SOWK 7800 - 2 hours SOWK 7830 - 2 hours SOWK 7850 - 2 hours SOWK 7880 - 2 hours SOWK 7890 - 3 hours</p> <p>Some elective courses will be available during the fall and spring semesters. *Web based students may take electives after completing practice courses.</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:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: 7001 was created in order to make the curriculum more flexible, more able to expose students to the most current developments in social work practice. We envision it as both an effective way to familiarize students with emerging social work best-practice, as well as a way to "beta-test" new courses and possibly new certificate programs.

Source of Data to Support Suggested Change:

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


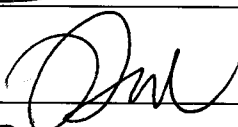
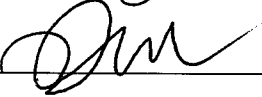
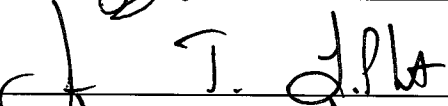
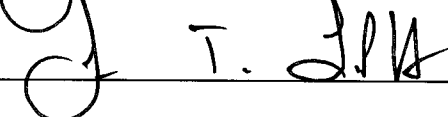
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty recognition of need to address emerging trends in Social Work practice and education in a timely manner.

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.) A Program Objective Course Outcome (POCO) map will be created for each version of this course, allowing us to include the course in our program assessment process.

Approvals:

Department Head: 	Date: 11/13/14
College/Division Exec. Committee: 	Date: 11/10/14
Dean(s)/Director(s): 	Date: 11/10/14
Grad. Exec. Committee: (for graduate course) 	Date: 12-2-14
Graduate Dean: (for graduate course) 	Date: 12-2-14
Academic Committee:	Date:

Form last updated: January 6, 2010

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NOV 13 2014

Request for a Revised Course Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 10/30/2014 (mm/dd/yyyy)		
Department Initiating Revision: Social Work	Faculty Member Requesting Revision: Michael Sanger	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) SOWK 6303, Practice Skills Lab		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: 1 Course Title: Pre-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: <u>2</u> Course Title: Pre-requisites: Course Description:	
Semester/Year to be Effective: Fall/2015	Estimated Frequency of Course Offering: Annually	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: As the course has evolved over the last few years the number and complexity of skills presented have increased, and students who have taken the course and faculty who have taught it agree the content and assignments are more fitting to a two, rather than one, credit course.		
Plans for assessing the effectiveness of the course: The content of the course will not change, only the number of credits students earn. We expect to see slightly more positive ratings of this course in the quantitative SOIs as students will perceive they are getting more "credit" for their efforts.		

Approvals:	
College/Division Exec. Comm.:	Date: 11/10/14
Dept. Head:	Date: 11/13/14
Dean/Director:	Date: 11/10/14
Graduate Exec. Comm.(if needed):	Date: 12-2-14
Graduate Dean (if needed):	Date: 12-2-14
Academic Committee:	Date:

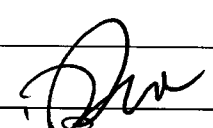
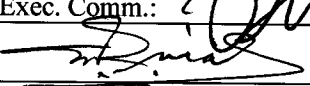
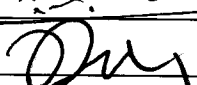
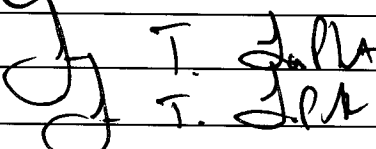
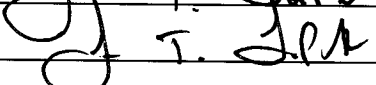
Form last updated: November 4, 2014

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NOV 14 2014

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 10/30/2014 (mm/dd/yyyy)	
Department Initiating Revision: Social Work	Faculty Member Requesting Revision: Michael Sanger
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) SOWK 7630 Professional Seminar:	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: 2 Course Title: Pre-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: <u>1</u> Course Title: Pre-requisites: Course Description:
Semester/Year to be Effective: Spring 2016	Estimated Frequency of Course Offering: Annually
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: Faculty have agreed the course content and assignments are more fitting for one hour of course credit. This decrease is balanced by an increase in credit hours for 6303.	
Plans for assessing the effectiveness of the course: The effectiveness of the course itself will not change, since the content and assignments will remain the same as they were. However, the faculty feel reducing the credits from two to one credit hours will better align the course with the rest of the curriculum.	

Approvals:	
College/Division Exec. Comm.: 	Date: 11/10/14
Dept. Head: 	Date: 11/13/14
Dean/Director: 	Date: 11/10/14
Graduate Exec. Comm.(if needed): 	Date: 12-2-14
Graduate Dean (if needed): 	Date: 12-2-14
Academic Committee:	Date:

Form last updated: November 4, 2014

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NOV 13 2014

REQUEST FOR A NEW COURSE		
Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 10/30/2014 (mm/dd/yyyy)		
Department Initiating Request: Social Work	Faculty Member Requesting: Michael Sanger	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SOWK 7001	Proposed New Course Title: Special Topics in Social Work Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Special Topics in Social Work	
Semester/Year to be Effective: Spring/2015	Estimated Frequency of Course Offering: Annually	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 1-3	Lab Hours: 0	Credit Hours: 1-3
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: Permission of the Instructor and Department Head. Advanced study of emerging areas and forms of social work practice. Topics may change each time the course is offered. Course may be taken thrice for credit, with permission of the Department Head.		
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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: With the shifting social work landscape, new areas and forms of social work practice--such as military social work and trauma focused practice--are constantly arising. This course is designed to address such topics in a timely manner. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: This course may serve as a testing platform for potential new course offerings, and the creation of certificate programs.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student's desire to address emerging topics in social work practice has been seen in their SOIs as well as surveys of our students. Members of the social work community have also voiced the benefit of our program addressing emerging topics in a more timely manner. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests,		

portfolios, specific assignments, etc.)

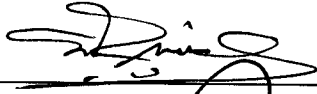
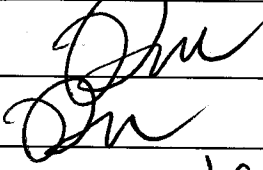
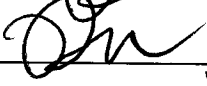
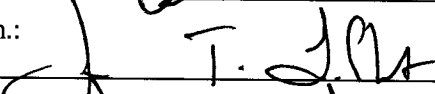
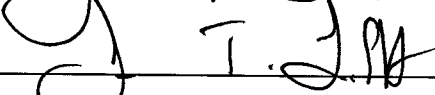
Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

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.) One of our primary forms of program evaluation is the POCO map, which maps Program Objectives to Coures Outcomes, and then to specific assignments in each course. Each course in the curriculum has a POCO map included in the syllabus. [mapping specific assignments in that course to Course Outcomes and then to Program Objectives. Since the Course Outcomes for 7001 will vary with each iteration of the course, faculty proposing a specific topic will be required to include a POCO map for the specific topic. This will allow each version of 7001 to be evaluated in respect to how it contributes to the overall curriculum.

Other:

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

Approvals:		
Dept. Head:		Date: 11/13/14
College/Division Exec. Comm.:		Date: 11/10/14
Dean/Director:		Date: 11/10/14
Graduate Exec. Comm.: (for graduate course):		Date: 12-2-14
Graduate Dean: (for graduate course):		Date: 12-2-14
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University, Social Work
SOWK 7001 [semester/year]
/-3 credit hours

Instructor name: fill in
Email or Phone: fill in

CATALOG DESCRIPTION: -Special topics (all bolded items in this template must be in the syllabus for each version of the course. All non-bolded items should be replaced).

PREREQUISITE: Completion of all foundation practice courses.

COURSE DESCRIPTION: The course description will be created for each "version" of the course offered, and must be accepted by the Department of Social Work Curriculum Committee.

← Should match what's shown on the form

RELEVANCE: Explain how the course relates to the rest of the curriculum.

COURSE OUTCOMES: Presentation of course outcomes (learning objectives) to be specifically addressed in this course. These should be linked to Program Objectives and assignments in the POCO map for this course.

CONTENT & EVALUATION

Content: Overview of the content/skills to be addressed for this course, which could be linked to the course outcomes.

Methods of evaluation: will typically consist of items such as: case studies, research papers, or related products. The emphasis of all assessments will be student mastery of the content as with a focus on application of said content to social work clients and social work practice.

The grading criteria are clear for each assignment and/or learning activity and consequences for late submission of assignments are specified.

COURSE SCHEDULE:

The schedule will include topics to be addressed each week, as well as specific due dates for assignments/learning products.

Web-based courses during Fall/Spring semesters will meet on web weekends.

Face-to-face courses during Fall/Spring semesters will meet once a week, the specific day to be determined.

GRADING SCALE

A 90-100%

B 80-89%

- C 70-79% (a "C" involves one deficiency point—See Student Handbook)
- D 60-69% (a "D" involves two deficiency points—See Student Handbook)
- F Less than 60% (an "F" involves three deficiency points—See Student Handbook)

MAY BE ADJUSTED AT DISCRETION OF INSTRUCTOR

SOCIAL WORK DEPARTMENT and UNIVERSITY POLICIES

The goal of the Social Work Department is to prepare students for the professional practice of social work. The Department requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct in the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook*. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the *MSW Student Handbook*.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program or any graduate professional program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Valdosta State University and the Social Work Department prohibit Academic dishonesty. The Academic Dishonesty Policy for the Social Work Department is found in the *MSW Student Handbook*, and in this course, academic dishonesty may result in the following actions by the instructor depending on the seriousness of the offense.

- (1) Assigning a grade of "F" or "0" for the work involved.
- (2) Assigning a grade of "F" for the course (the most serious consequence).
- (3) Requesting a Special Advising to consider an additional course of action including Corrective Action Plan or dismissal from the program when egregious violations occur.
- (4) Referral to the VSU Dean of Students for further disciplinary action.

Worked submitted in blazeview especially the compendium sections will be checked for plagiarism using plagiarism detection software.

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Department's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation: <http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the VSU Information Technology Help Desk (phone 229-245-4357) or go to the VSU Help Desk website at <http://www.valdosta.edu/administration/it/its/css/helpdesk/welcome.php>. The Help Desk is located on the 2nd floor of the Odum Library.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should register with the VSU Access Office (229-245-2498). The Access office is located in Faber Hall on Main Campus. The Access Office can provide all students with resources for their learning needs, and they have many helpful materials. You are also welcome to make phone or face to face appointments with the instructor about your specific learning needs.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center or call them at 229-333-7570. The Student Success Center is located on the first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff

through the web link <http://www.valdosta.edu/academics/student-success-center/> or by telephone. The Center is available to all VSU students.

Additional services: The Counseling Center (phone 229-333-5940); website <http://www.valdosta.edu/student/student-services/counseling-center/> services are free of charge to students with emotional/mental, social, substance abuse and other problems. The Student Health Services provides physical health services (phone 229-333-5886) to VSU students and is located on Georgia Avenue. See <http://www.valdosta.edu/administration/finance-admin/auxiliary-services/student-health/> for more details.

Emergency Campus Policy: The VSU Emergency Contact Number is **229-259-5555**. The Non-emergency number is 229-333-7816. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number and 911** (for local police).

POCO Map Insert POCO map for this course – linking Program Objectives, Course Outcomes, and course specific assignments/evaluations.

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 11/13/2014 (mm/dd/yyyy)

Department Initiating Revision: Early Childhood & Special Education
Faculty Member Requesting Revision: Lynn Minor

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SPEC 3000

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: SPEC 3000	Course Prefix and Number: SPEC 3000
Credit Hours: 3	Credit Hours: 3
Course Title: Serving Students with Diverse Needs	Course Title: Serving Students with Diverse Needs
Pre-requisites: ECSE 2999	Pre-requisites: None
Course Description: Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential. Public school observation/participation in programs for students with disabilities is required.	Course Description: Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential.

Semester/Year to be Effective: Spring 2015
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. Please 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: This change will facilitate meeting new mandates set forth by the GaPSC for educator preparation programs.

Other:

Plans for assessing the effectiveness of the course: The content of the course will not change significantly. Similar course assignments and projects that have previously been used to assess the effectiveness of the course will continued to be used.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mena</i>	Date: <i>11-13-2014</i>
Dept. Head: <i>[Signature]</i>	Date: <i>11/13/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/13/14</i>
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 13, 2014

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 248-249

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: BA in Music, Music Education track

Present Requirements: SECONDARY APPLIED
Students register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending upon the availability of faculty. Secondary Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

MINOR APPLIED
Students pursuing the minor in music register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Minor applied lessons are available to any student regardless of major, depending on the availability of faculty. Minor Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

249
APPLIED MUSIC COURSE NUMBERS
Minor Secondary Principal Major
One Credit One credit Two credits Four Credits
Piano
lower division 3610 1210 1220 1240
upper division 3610 None 3220 3240
Organ
lower division 3610 1310 1320 1340
upper division 3610 none 3320 3340
Voice
lower division 3610 1410 1420 1440
upper division 3610 none 3420 3440
Brass
lower division 3610 1610 1620 1640
upper division 3610 none 3620 3640
Woodwinds
lower division 3610 1910 1920 1940

Proposed Requirements: (highlight changes after printing) SECONDARY APPLIED
Students register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Secondary applied lessons are available to any student regardless of major, depending upon the availability of faculty. Upper division secondary applied lessons are available to BA, Music Education track, majors only. Secondary Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

MINOR APPLIED
Students pursuing the minor in music register for 1 credit hour per semester for one 25-minute private lesson per week. Requirements are determined by the instructor. Minor applied lessons are available to any student regardless of major, depending on the availability of faculty. Minor Applied level credits may not be used to satisfy the Major Applied or Principal Applied requirements.

249
APPLIED MUSIC COURSE NUMBERS
Minor Secondary Principal Major
One Credit One credit Two credits Four Credits
Piano
lower division 3610 1210 1220 1240
upper division 3610 3710 3220 3240
Organ
lower division 3610 1310 1320 1340
upper division 3610 3710 3320 3340
Voice
lower division 3610 1410 1420 1440
upper division 3610 3710 3420 3440
Brass
lower division 3610 1610 1620 1640
upper division 3610 3710 3620 3640
Woodwinds

upper division 3610 none 3920 3940
Percussion
lower division 3610 2310 2320 2340
upper division 3610 none 4320 4340
Strings
lower division 3610 2410 2420 2440
upper division 3610 none 4420 4440

lower division 3610 1910 1920 1940
upper division 3610 3710 3920 3940
Percussion
lower division 3610 2310 2320 2340
upper division 3610 3710 4320 4340
Strings
lower division 3610 2410 2420 2440
upper division 3610 3710 4420 4440

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 : Advanced knowledge of a variety of performance media is desirable for the school music teacher.
- 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. **SOIs, student and alumni surveys.**
- 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. **SOIs, student and alumni surveys.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<u>Approvals:</u>	
Department Head: <i>[Signature]</i>	Date: 2/18/14
College/Division Exec. Committee: <i>[Signature] CLG</i>	Date: 11/19/14
Dean(s)/Director(s): <i>[Signature]</i>	Date: 11/26/14
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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: 254	Proposed Effective Date for Curriculum Change: (Month/Year): August 2015	Degree & Program Name: (e.g., BFA, Art): BA Music
--	--	---

Present Requirements: Other Supporting Courses..... 26 hours
Foreign Language*6 hours
Upper Division Electives or Minor20 hours
 (No more than six of these hours may be in MUSC or MUE courses.)
 * See University Foreign Language Requirements.
Total hours required for the degree..... 120 semester hours

Proposed Requirements (Underline changes after printing this form): Other Supporting Courses..... 26 hours
Foreign Language*6 hours
Upper Division Electives, Minor, or Music Education Track20 hours**
 * See University Foreign Language Requirements.
 **Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.
 Music Education Track..... 20 hours
 MUE 3000.....2 hours
 MUE 3650.....3 hours
 MUSC 3100.....2 hours
 MUSC 3131, MUSC 3132.....2 hours
 Music Guided Electives.....2 hours
 EDUC 2120.....3 hours
 PSYC 3110.....3 hours
 SPEC 3000.....3 hours
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:
 Meeting mandates of state/federal/outside accrediting agencies: Council for the Accreditation of Educator Preparation (CAEP) and NASM standards require adequate content and preparation for the professional sequence.
 Other:

Source of Data to Support Suggested Change:

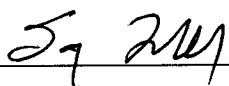


- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. These additions are based on advice from the Music Education Advisory Committee, SOIs, and student teacher evaluations.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific 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. SOIs.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Matriculation rates into MAT Music, edTPA pass rates, State Content Test pass rates, student and teacher evaluations.

Approvals:

Department Head:		Date: 11/18/14
College/Division Exec. Committee:		Date: 11/20/14
Dean(s)/Director(s):		Date: 11/22/14
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Bachelor of Arts, Music Education Track
Department of Music
Fall and Spring Terms

YEAR 1			
TERM 1	Hrs.	TERM 2	Hrs.
MUSC 1001 Orientation	0	MUSC 1012 Music Theory II	3
MUSC 1011 Music Theory I	3	MUSC 1052 Mus Theory Lab II	1
MUSC 1051 Mus Theory Lab I	1	MUSC 1_20/2_20 Applied	2
MUSC 1_20/2_20 Applied	2	MUSC _____ Principal Ens	1
MUSC _____ Principal Ens	1	MUSC 1100M Intro to Music (C)	3
PERS 2695 World Music	2	MUSC 1016 Computers in Mus	1
ENGL 1101	3	ENGL 1102	3
Social Science Elective #1	3	MATH _____ (see catalog)	3
Total hours		Total hours	
15		17	

Milestones: Receive a "C" or higher in ENGL courses and all music courses.

YEAR 2			
TERM 3	Hrs.	TERM 4	Hrs.
MUSC 2011 Music Theory III	3	MUSC 2012 Music Theory IV	3
MUSC 2051 Mus Theory Lab III	1	MUSC 2052 Mus Theory Lab IV	1
MUSC 1_20/2_20 Applied	2	MUSC 1_20/2_20 Applied	2
MUSC _____ Principal Ens	1	MUSC _____ Principal Ens	1
MUSC 2131 Class Piano I	1	MUSC 2132 Class Piano II	1
PERS _____	2	POLS 1101	3
ENGL 2111, 2112, or 2113	3	Foreign Language	3
Foreign Language	3		
Total hours		Total hours	
16		14	

Milestones: Maintain 2.25. Receive a "C" or higher in all music courses. Accumulate 60 or more collegiate credits. Pass Sophomore Upper division exam. Complete Georgia Government requirement.

YEAR 3			
TERM 5	Hrs.	TERM 6	Hrs.
MUSC 3_20/4_20 Applied	2	MUSC 3_20/4_20 Applied	2
MUSC _____ Principal Ens	1	MUSC _____ Principal Ens	1
MUSC 4451 Music History I	3	MUSC 4452 Music History II	3
MUSC 3131 Class Piano III	1	MUSC 3132 Class Piano IV	1
MUSC 3100 Arranging	2	Music Guided Elective MUSC 3710*	1
Music Guided Elective MUSC 3710*	1	EDUC 2120 Exp Soc/Cult Div	3
SPEC 3000 Srv Std Div Needs	3	Lab Science #1	4
Math/Science Elective	3		
Total hours		Total hours	
16		15	

Milestones: Maintain 2.25. Receive a "C" or higher in all music courses. Accumulate 90 or more collegiate credits.
 Note: 3.0 GPA required for entrance into MAT program

YEAR 4			
TERM 7	Hrs.	TERM 8	Hrs.
MUSC 3_20/4_20 Applied	2	MUSC 3_20/4_20 Applied	2
MUSC _____ Principal Ens	1	MUSC _____ Principal Ens	1
MUE 3650 Conducting	3	PSYC 3110 Educational Psyc	3
Social Science Elective #2	3	MUE 3000 Intro to Music Ed	2
HIST 2111 or 2112	3	Lab Science #2	4
Music Electives-upper div	2	Music Electives-upper div	1
Total hours		Total hours	
14		13	

Milestones: Maintain 2.25. Receive a "C" or higher in all music courses. Accumulate 120 collegiate credits. Pass Senior Recital. Complete Georgia History requirement. **Apply for MAT program in spring semester—must have 3.0 for admission.**

*For Music Guided Electives the student is advised to take upper division secondary applied lessons in one of the following areas: woodwinds, brass, percussion, strings, voice.

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VALDOSTA STATE UNIVERSITY

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum

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

Current Catalog Page Number:
252

Proposed Effective Date for Curriculum Change:
(Month/Year): August 2015

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

Present Requirements:

Performance Track F: Jazz

MUSC 3110, MUSC 3430	4 hours
MUSC 1131, MUSC 1132	2 hours
MUSC 1171, MUSC 1172	2 hours
MUSC 2171, MUSC 2172	2 hours
MUE 3740, MUE 4760	3 hours
Electives	2 hours

Proposed Requirements (Underline changes after printing this form:

Performance Track F: Jazz

MUSC 3110, MUSC 3430	4 hours
MUSC 1131, MUSC 1132	2 hours
MUSC 1171, MUSC 1172	2 hours
MUSC 2171, MUSC 2172	2 hours
MUSC 3120, MUSC 4760	3 hours
Electives	2 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: As these are the same courses, course numbers and prefixes were changed to MUSC. MUE 3740 Rhythm Section Methods is no longer listed in the catalog. MUSC 3120 Rhythm Section Techniques and Pedagogy has replaced MUE 3740.

Source of Data to Support Suggested Change:

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

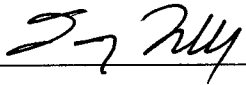

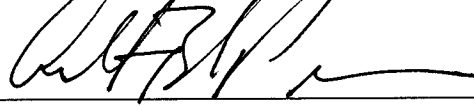
portfolios, specific assignments, etc.)

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.) Assessments will continue to follow current practice for the courses.

Approvals:

Department Head: 	Date: 11/18/14
College/Division Exec. Committee: 	Date: 11/19/14
Dean(s)/Director(s): 	Date: 11/26/14
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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:
251

Proposed Effective Date for Curriculum Change:
(Month/Year): August 2015

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

Present Requirements:

Performance Track B: Organ
 MUSC 3230, MUSC 4230 4 hours
 Guided Music Electives 6 hours
 General Electives 5 hours

Proposed Requirements (Underline changes after printing this form:

Performance Track B: Organ
 MUSC 3230 2 hours
 Guided Music Electives 8 hours
 General Electives 5 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: MUSC 4230 Church Service Playing is no longer offered.

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.) Course is no longer listed in the university catalog.

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 university catalog.

Approvals:

Department Head: <i>JJ Kelly</i>	Date: <i>11/18/14</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>11/19/14</i>
Dean(s)/Director(s): <i>[Signature]</i>	Date: <i>11/26/14</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 NEW COURSE

Valdosta State University

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 11/11/14 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
Joe Brashier

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUE 3650

Proposed New Course Title:
Conducting

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

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every Fall 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.) Prerequisites: MUSC 2012 and MUSC 2052; BA Music Education Track Majors only. Techniques of choral and instrumental conducting.

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: MUE 3650 Conducting is a required course for the new BA Music Education track as well as a prerequisite for MUE 7650 Conducting in the proposed new degree program, Master of Arts in Teaching (MAT) with a major in Music.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for the Accreditation of Educator Preparation (CAEP) and NASM standards require adequate content and preparation for the professional sequence offered in the proposed new degree program, Master of Arts in Teaching (MAT) with a major in Music. Students admitted into the MAT program would have successfully completed the BA in Music degree with the Music Education track.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The addition of this new course is based on advice from the Music Education Advisory Committee, SOIs, and student teacher evaluations.

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 and alumni surveys.

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

Other:

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

Approvals:	
Dept. Head: <i>Tom Felly</i>	Date: <i>11/18/14</i>
College/Division Exec. Comm.: <i>CLG</i>	Date: <i>11/19/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/26/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MUSC 3650 Syllabus

MUSC 3650: CONDUCTING

3-0-3

Days/Time: M/W/F 8:00 – 8:50

Classroom: 261

Instructor: Joe Brashier

Email: jhbrashi@valdosta.edu

Phone: 333-5809

Office Room: Band House

Office Hours: as posted

CATALOGUE DESCRIPTION: Prerequisites: MUSC 2012 and MUSC 2052 or permission of the instructor. Techniques of choral and instrumental conducting.

RATIONALE: This course will develop students' understanding of technical and musical movement as it relates to conducting. This course is designed to develop students' abilities to provide effective instruction in band, orchestra, and choir, including rehearsal planning and delivery, visual expression, listening skills, incorporation of technology, and utilization of the Georgia Performance Standards in Music and the National Standards for Music.

TEXT: Jarrett, Jack. (2009) *NOTION Conducting Workbook*, Greensboro, NC: Notion Music.

COURSE OBJECTIVES: Upon successful completion of this course, students will:

1. Select and rehearse instrumental music—developing an understanding of style and expression. Music should be appropriate for the ability level **InTASC** 1, 2, 3, 4, 5, 6, 7, 8, 9; **NASM** 1.1, 1.4, 2.2, 2.3, 6.2, 7.1, 7.4, 7.3, 8.6; **Area B, C**; **DL** 1.1, 1.3, 2.1 **CPL** 1.1, 1.2, 1.3, 2.2; **FL** 2.1
2. Utilize technology, specifically the Internet, to obtain resources for rehearsals. **InTASC** 8; **NASM** 5.2; **Area C**; **TL** 2.1, 2.2
3. Articulate the benefits of music instruction. **InTASC** 10
4. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. **InTASC** 6; **NASM** 8.6; **CPL** 2.1

InTASC Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

EVALUATION: 60% of the course evaluation is based on prompt completion of assignments and presentations; 20% is based on the final conducting recital, and 20% is based on attendance. For attendance, each absence drops your attendance grade by 8 points. You earn one absence for every three tardies. In other words, each absence after the first two will result in your grade lowering by one letter grade. **Six or more absences result in an automatic F for the course.** Please refer to the Undergraduate Bulletin regarding the attendance policy.

90-100% A 80-89% B 70-79% C 64-70% D below 64% F

ASSIGNMENTS:

Note the coded InTASC and NASM standards and InTASC Themes listed following each requirement. Consult the key to find out how each assignment relates to the standards,

1. Repertoire. There will be 6 musical scores for score study and conducting (10 points each). Each will be studied for approximately 2 ½ weeks. They will be conducted in their entirety for the final exam. **InTASC** 4; **NASM** 8; **Area A, C**; **CO** 1, 2, 4; **CPL** 1.1, 1.2, 1.3, **FL** 1.1, 1.2, 1.3, 2.1, 2.2

2. Final exam. (40 points) The final exam will occur as scheduled and is comprised of conducting all 6 pieces in a concert setting. CO 2, 3, 4; Area A

ATTENDANCE POLICY: For attendance, each absence beyond two drops your grade by a letter. 3 tardies = 1 absence. Please refer to the Undergraduate Bulletin regarding the attendance policy.

ASSISTANCE WITH ASSIGNMENTS: You may ask Dr. Brashier for help. Office hours are posted on his office door.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished

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.

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 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>.

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DEC 01 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Dr. Lyle Indergaard

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 1131 Functional Piano I

List Current and Requested Revisions:

Current:
Course Prefix and Number: MUSC 1131
Credit Hours: 1
Course Title: Functional Piano I
Pre-requisites: Music or Music Education majors only.
Course Description: The first course of a two-course sequence designed to develop basic keyboard skills essential to music study.

Requested:
Course Prefix and Number: MUSC 2131
Credit Hours: 1
Course Title: Class Piano I
Pre-requisites: MUSC 1011, MUSC 1012; Music majors only.
Course Description: The first of a four-semester sequence of courses designed to develop basic keyboard skills essential to music study.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every 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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: Because students will take MUSC 2131 Class Piano I as sophomores, the class will progress to a higher level of competency than was previously possible in MUSC 1131 Functional Piano I. This is the rationale for changing the course number from MUSC 1131 to MUSC 2131.

Adopting current best practice(s) in field: Most undergraduate music degrees in the country require a four-semester sequence of class piano which culminates in an examination on piano proficiency.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM

Other:

Plans for assessing the effectiveness of the course: Students completing this course will attain a high level of keyboard competency as demonstrated by prepared pieces, quizzes, and examinations.

Approvals:	
College/Division Exec. Comm.: <i>CLG</i>	Date: <i>11/20/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>11/18/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/26/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 6, 2014

RECEIVED

DEC 01 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Dr. Lyle Indergaard

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 1132 Functional Piano II

List Current and Requested Revisions:

Current:
Course Prefix and Number: MUSC 1132
Credit Hours: 1
Course Title: Functional Piano II
Pre-requisites: MUSC 1011, 1051, 1131; Music or Music Education majors only.
Course Description: The second course of a two-semester sequence designed to develop basic keyboard skills essential to music study.

Requested:
Course Prefix and Number: MUSC 2132
Credit Hours: 1
Course Title: Class Piano II
Pre-requisites: MUSC 2131; Music majors only.
Course Description: The second of a four-semester sequence of courses designed to develop basic keyboard skills essential to music study.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every Spring 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. Please include and/or append relevant supporting data.)

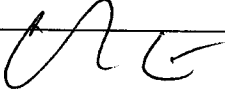
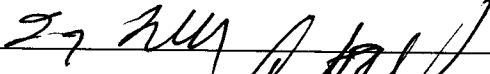
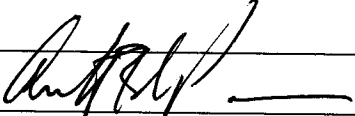
Improving student learning outcomes: Because students will take MUSC 2132 Class Piano II as sophomores, the class will progress to a higher level of competency than was previously possible in MUSC 1132 Functional Piano II. This is the rationale for changing the course number from MUSC 1132 to MUSC 2132.

Adopting current best practice(s) in field: Most undergraduate music degrees in the country require a four-semester sequence of class piano which culminates in an examination on piano proficiency.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM

Other:

Plans for assessing the effectiveness of the course: Students completing this course will attain a high level of keyboard competency as demonstrated by prepared pieces, quizzes, and examinations.

Approvals:	
College/Division Exec. Comm.: 	Date: 11/20/14
Dept. Head: 	Date: 11/18/14
Dean/Director: 	Date: 11/26/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 6, 2014

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DEC 01 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
Dr. Lyle Indergaard

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 3131

Proposed New Course Title:
Class Piano III

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Class Piano III

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every Fall semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 2

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.) The third of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study. Prerequisites: MUSC 2132 Class Piano II; Music majors only.

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: Intermediate keyboard skills are vital to the study of music and success in a music career.
- Adopting current best practice(s) in field: Most undergraduate music degrees in the country require a four-semester sequence of class piano which culminates in an examination on piano proficiency.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Many music graduates have reported that a lack of sufficient keyboard skills has hampered their job searches, ability to move to better jobs, and success in classroom teaching.
- 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. Alumni surveys and reports from student teaching supervisors.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Results of the Piano Proficiency Examination which will be administered at the end of Class Piano IV MUSC 3132.
- Other:

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

Approvals:	
Dept. Head: <i>[Signature]</i>	Date: 11/18/14
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/20/14
Dean/Director: <i>[Signature]</i>	Date: 11/26/14
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus

MUSC 3131 Class Piano III 0-2-1

Days/Time: TBA

Classroom: FA 2010

Instructor: Dr. Hue Jang

Email: hjjang@valdosta.edu

Phone: 333-5814

Office Room: FA 2039

Office Hours: as posted

CATALOGUE DESCRIPTION: The third of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study.

RATIONALE: Intermediate keyboard skills are vital to the study of music and for success in a music career.

TEXT: *Keyboard Musicianship*, Book 2 by Lyke, Caramia, Alexander, Haydon, and Chioldi; Stipes Publishing Company; ISBN 978-1-58874-930-7

COURSE OBJECTIVES: Upon successful completion of this course, students will:

1. Demonstrate the skills in performing prepared intermediate solo and ensemble works from notation. **CPL 1.1, 1.2; NASM 1, 2, 3, 7; Area C**
2. Improvise intermediate keyboard accompaniment of given melodies. **CPL 1.1, 1.2; NASM 1, 2, 3, 6, 7; Area C**
3. Demonstrate sight-reading skills appropriate to the level of the class. **CPL 1.1, 1.2 NASM 2, 3, 6, 7; Area C**
4. Play assigned scales and arpeggios. **CPL 1.1, 1.2; NASM 1, 2, 3; Area C**
5. Demonstrate accompanying ability in choral and song accompaniments, and part-reading skills in SATB choral music. **CPL 1.1, 1.2 NASM 2,3,6,7; Area C**

EDUCATIONAL OUTCOMES – DEPARTMENT OF MUSIC: This course addresses the following Department of Music educational outcomes:

1. Candidates will use and apply appropriate theoretical skills. (Bachelor of Music) **CPL 1.1, 1.2; NASM 1, 2; Area C**
2. Candidates will demonstrate functional knowledge of the elements of music construction. (Bachelor of Arts) **CPL 1.1, 1.2; NASM 1, 2; Area C**
3. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music performance (Bachelor of Music) and liberal arts degree with a major in music (Bachelor of Arts). **CPL 1.1, 1.2; NASM 1, 2, 6; Area C**

EVALUATION: Course evaluation will be based on the periodic assessment of student keyboard performance. Weekly quizzes will make up 50% of your grade, the midterm will make

up 25% and the final exam will make up 25% of your grade. Only legitimate excuses such as illness or family emergency (with documentation) will be accepted for missing a quiz or exam.

The final exam will include:

- solo and ensemble repertoire from or at the level of Chapter 4 of the text;
- a selection of major and harmonic minor scales and arpeggios, hands in parallel motion, two octaves ascending and descending, in eighth notes with the minimum tempo quarter note=100
- harmonizations from Chapter 4 of the text;
- sight-reading at the level of Chapter 2 of the text;
- SATB choral parts, choral accompaniments, and vocal accompaniments;

GRADING:

The grade "A" indicates an excellent overall impression and indicates:

- fluency in note reading and recognition of harmonic progressions, cadences, and phrase structure;
- ideal posture and hand/wrist position;
- perfect fingering;
- no or negligible mistakes in note and rhythmic accuracy;
- fluency in musical coherence;
- fluent ability to maintain minimum required tempo;
- outstanding accuracy in observing dynamic markings and articulations.
- no or minimal mistakes in pedal usage;

The grade "B" indicates a good overall impression and indicates:

- fluency in note reading and recognition of harmonic progressions, cadences and phrase structure;
- almost ideal posture and hand/wrist position;
- almost perfect fingering;
- note and rhythmic accuracy with only occasional mistakes;
- good but not always fluent musical coherence;
- good but not always fluent ability to maintain minimum required tempo;
- good but not totally accurate observation of dynamic markings and articulations.
- minimal mistakes in pedal usage;

The grade "C" indicates a fair overall impression and indicates:

- problems with fluency in note reading and recognition of harmonic progressions, cadences and phrase structure;
- poor posture and hand/wrist position at times;
- poor fingering at times;
- inconsistency in note and rhythmic accuracy;
- inconsistency in musical coherence;
- inability to maintain minimum required tempo;
- lack of observation of dynamic markings and articulations;
- poor pedal usage;

The grade "D" indicates a poor overall impression and indicates a failing level of performance in some of the above evaluation criteria. The instructor will judge the student's ability to improve based on the student's pattern of behavior.

The grade "F" indicates an unacceptable overall impression and indicates a failing level of performance in most or all of the above criteria.

The instructor will explain and demonstrate thoroughly the grading criteria for the class and with each individual student.

CREDIT HOUR:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses. A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

Laboratory Courses:

For 1 or 2 contact hours per week of laboratory course instruction, students are expected to spend a minimum of ½ hour per day outside of class practicing or completing assignments. Thus, a 1 or 2 credit-hour laboratory course will require a minimum average of 3½ hours practice per week.

ATTENDANCE POLICY: Attendance is required according to University policy (p. 79, Undergraduate Catalog). A student who misses more than 20% (6 classes) is subject to a failing grade. Only legitimate excuses, such as illness or family emergency, will be accepted for missing an exam. Failure to provide a legitimate excuse in a timely manner, ideally prior to the exam, will result in a "0." Makeup exams will be scheduled at the instructor's discretion. Please note that student patterns of behavior will strongly affect the instructor's decisions.

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 sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the 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 because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

CLASSROOM DEMEANOR:

Students are required to demonstrate good classroom demeanor. Computers must be turned off, there must be no use of electronic devices such as cell phones, and no disruptive talking or behavior.

REQUEST FOR A NEW COURSE
Valdosta State University

RECEIVED

DEC 01 2014
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
Dr. Lyle Indergaard

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 3132

Proposed New Course Title:
Class Piano IV
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Class Piano IV

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every Spring semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 2

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.) The fourth of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study. Prerequisites: MUSC 3131 Class Piano III; Music majors only.

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: Intermediate keyboard skills are vital to the study of music and success in a music career.
- Adopting current best practice(s) in field: Most undergraduate music degrees in the country require a four-semester sequence of class piano which culminates in an examination on piano proficiency.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: NASM
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Many music graduates have reported that a lack of sufficient keyboard skills has hampered their job searches, ability to move to better jobs, and success in their classroom teaching.
- 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. Alumni surveys and reports from student teaching supervisors.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Results of the Piano Proficiency Examination which will be administered at the end of this course.
- Other:

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

Approvals:	
Dept. Head: <i>Sy Zull</i>	Date: <i>11/18/14</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>11/20/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/26/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus

MUSC 3132 Class Piano IV 0-2-1

Days/Time: TBA

Instructor: Dr. Hue Jang

Office Room: FA 2039

Classroom: FA 2010

Email: hjjang@valdosta.edu

Office Hours: as posted

Phone: 333-5814

CATALOGUE DESCRIPTION: The fourth of a four-semester sequence of courses designed to develop intermediate keyboard skills essential to music study.

RATIONALE: A functional knowledge of the piano keyboard is basic to the study of music.

TEXT: *Keyboard Musicianship*, Book 2 by Lyke, Caramia, Alexander, Haydon, and Chioldi; Stipes Publishing Company; ISBN 978-1-58874-930-7

COURSE OBJECTIVES: Upon successful completion of this course, students will:

1. Demonstrate the skills in performing prepared intermediate solo and ensemble music from notation. **CPL 1.1, 1.2; NASM 1, 2, 3, 7; Area C**
2. Improvise intermediate keyboard accompaniment of given melodies. **CPL 1.1, 1.2; NASM 1, 2, 3, 6, 7; Area C**
3. Demonstrate sight-reading skills appropriate to the level of the class. **CPL 1.1, 1.2 NASM 2, 3, 6, 7; Area C**
4. Play assigned scales and arpeggios. **CPL 1.1, 1.2; NASM 1, 2, 3; Area C**
5. Demonstrate accompanying ability in choral and song accompaniments, and part-reading skills in SATB choral music. **CPL 1.1, 1.2 NASM 2,3,6,7; Area C**

EDUCATIONAL OUTCOMES – DEPARTMENT OF MUSIC: This course addresses the following Department of Music educational outcomes:

1. Candidates will use and apply appropriate theoretical skills. (Bachelor of Music) **CPL 1.1, 1.2; NASM 1, 2; Area C**
2. Candidates will demonstrate functional knowledge of the elements of music construction. (Bachelor of Arts) **CPL 1.1, 1.2; NASM 1, 2; Area C**
3. Candidates will meet all the standards set forth by the National Association of Schools of Music (NASM) for the professional degree in music performance (Bachelor of Music) and liberal arts degree with a major in music (Bachelor of Arts). **CPL 1.1, 1.2; NASM 1, 2, 6; Area C**

EVALUATION: Course evaluation will be based on the periodic assessment of student keyboard performance. Weekly quizzes will make up 50% of your grade, the midterm will make up 25% and the final exam will make up 25% of your grade. Only legitimate excuses such as illness or family emergency (with documentation) will be accepted for missing a quiz or exam.

The final exam will include:

- solo and ensemble repertoire from or at the level of Chapter 8 of the text;
- a selection of major and harmonic minor scales and arpeggios, hands in parallel motion, two octaves ascending and descending, in eighth notes with the minimum tempo quarter note=100
- harmonizations from Chapter 8 of the text;
- sight-reading at the level of Chapter 4 of the text;
- SATB choral parts, choral accompaniments, and vocal accompaniments;

PIANO PROFICIENCY:

The final exam of this class will be considered the Piano Proficiency for the four-semester sequence of Class Piano. A committee of the piano faculty and Music Education Coordinator will evaluate the Piano Proficiency. A grade of "C" or better must be attained to pass the Piano Proficiency and this class. The results of the Piano Proficiency will be documented with a letter which will be signed by the committee members and submitted to the student's file.

GRADING:

The grade "A" indicates an excellent overall impression and should indicate:

- fluency in note reading and recognition of harmonic progressions, cadences, and phrase structure;
- ideal posture and hand/wrist position;
- perfect fingering;
- no or negligible mistakes in note and rhythmic accuracy;
- fluency in musical coherence;
- fluent ability to maintain minimum required tempo;
- outstanding accuracy in observing dynamic markings and articulations.
- no or minimal mistakes in pedal usage;

The grade "B" indicates a good overall impression and indicates:

- fluency in note reading and recognition of harmonic progressions, cadences and phrase structure;
- almost ideal posture and hand/wrist position;
- almost perfect fingering;
- note and rhythmic accuracy with only occasional mistakes;
- good but not always fluent musical coherence;
- good but not always fluent ability to maintain minimum required tempo;
- good but not totally accurate observation of dynamic markings and articulations.
- minimal mistakes in pedal usage;

The grade "C" indicates a fair overall impression and indicates:

- problems with fluency in note reading and recognition of harmonic progressions, cadences and phrase structure;
- poor posture and hand/wrist position at times;
- poor fingering at times;
- inconsistency in note and rhythmic accuracy;
- inconsistency in musical coherence;
- inability to maintain minimum required tempo;
- lack of observation of dynamic markings and articulations;
- poor pedal usage;

The grade "D" indicates a poor overall impression and indicates a failing level of performance in some of the above evaluation criteria. The instructor will judge the student's ability to improve based on the student's pattern of behavior.

The grade "F" indicates an unacceptable overall impression and indicates a failing level of performance in most or all of the above criteria.

The instructor will explain and demonstrate thoroughly the grading criteria for the class and with each individual student.

CREDIT HOUR:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses. A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

Laboratory Courses:

For 1 or 2 contact hours per week of laboratory course instruction, students are expected to spend a minimum of ½ hour per day outside of class practicing or completing assignments. Thus, a 1 or 2 credit-hour laboratory course will require a minimum average of 3½ hours practice per week.

ATTENDANCE POLICY: Attendance is required according to University policy (p. 79, Undergraduate Catalog). A student who misses more than 20% (6 classes) is subject to a failing grade. Only legitimate excuses, such as illness or family emergency, will be accepted for missing an exam. Failure to provide a legitimate excuse in a timely manner, ideally prior to the exam, will result in a "0." Makeup exams will be scheduled at the instructor's discretion. Please note that student patterns of behavior will strongly affect the instructor's decisions.

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 sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the 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 because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

CLASSROOM DEMEANOR:

Students are required to demonstrate good classroom demeanor. Computers must be turned off, there must be no use of electronic devices such as cell phones, and no disruptive talking or behavior.

REQUEST FOR A NEW COURSE

Valdosta State University

RECEIVED

DEC 01 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/27/2014 (mm/dd/yyyy)

Department Initiating Request:

Music

Faculty Member Requesting:

Kenneth Kirk

Proposed New Course Prefix & Number:

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

MUSC 3710

Proposed New Course Title:

Upper Division Secondary Applied Music

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Upper Div Sec Applied

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

Every semester

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.) Pre-requisite: Permission of the instructor. Advanced training in a non-principal performance medium. Requirements to be determined by the instructor and will include at least one of the following activities: ensemble performance, studio class, student recital performance, student recital attendance, evening recital attendance, and jury. This course may not be used to satisfy the Major Applied or Principal Applied requirements.

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: Advanced knowledge of a variety of performance media is desirable for the school music teacher.

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. SOIs, student and 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 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 and alumni surveys.

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

Other:

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

Approvals:	
Dept. Head: <i>JJ MY</i>	Date: <i>11/18/14</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>11/19/14</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/26/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

COURSE SYLLABUS, MUSC 3710

COURSE INFORMATION

MUSC 3710

1-0-1

Upper Division Secondary Applied Music

1 hour credit

Pre-requisite: Permission of instructor

Classroom location and room number: TBA

Department of Music, College of the Arts, Valdosta State University

INSTRUCTOR INFORMATION

Days/Time: TBA

Classroom: TBA

Instructor: TBA

email: TBA

Phone: TBA

Office: TBA

Office Hours: TBA

COURSE DESCRIPTION: Advanced training in a non-principal performance medium. Requirements to be determined by the instructor and will include at least one of the following activities: ensemble performance, studio class, student recital performance, student recital attendance, evening recital attendance, jury. Pre-requisite: Permission of the instructor. These credits may not be used to satisfy the Major Applied or Principal Applied requirements.

REQUIRED TEXTS: as specified by instructor to be selected from music scores of literature being studied, solos, and pedagogical materials.

COURSE OBJECTIVES: Upon successful completion of this course, students will:

1. perform and interpret music literature from Western civilization as well as music from other world cultures (DOM Outcomes: #2, 3; NASM Standards: XIX.A. 3, C. 1-3)
2. prepare solo and/or ensemble music in a variety of styles (DOM Outcomes: #2; NASM Standards: VII.D., #3., 2, VIII.B., #1.b.)
3. demonstrate the ability to apply analytical and historical knowledge in live performance (DOM Outcomes: #1; NASM Standards: VII.D., #2. a.4. & #3.a., 2, VIII.B., #1.b. & 2.c.);
4. demonstrate an increasingly advanced level of performance skill throughout the semester of study (DOM Outcomes: #2; NASM Standards: VIII. A., #6., b.2. & B., #1.a.)

EDUCATION OUTCOMES: This course meets the following educational outcomes

1. functional knowledge of the elements of musical construction
2. develop a conceptual understanding of the literature and historical development of music in Western civilization and of the function of music in world cultures
3. demonstrate musical independence through instrumental or vocal solo performances
4. broad interest in liberal arts or minor studies

ASSIGNMENTS: as specified by the instructor

Outside-of-class activities will be selected from the following: student recital performance, student recital attendance, final jury performance, evening recital attendance, studio class attendance.

ASSESSMENT

Course evaluation will be based upon performance skills and preparation in applied lessons. Additionally, students are expected to participate in various music events and evaluation options as determined by applied instructor.

Grading Scale: Grades for this course will be based on the following percentages:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
below 70%	Failing

Credit hour:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses.

A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

Applied Courses:

For applied courses a substantial amount of outside practice and preparation is expected. These are minimum guidelines:

Minor and Secondary Applied: $\frac{1}{2}$ hour practice per day outside of class plus $\frac{1}{2}$ contact hour per week for 1 hour credit.

Music Education and B.A. Applied: 1 hour practice per day outside of class plus 2 contact hours for 2 hours credit.

Performance Major Applied: 3 hours practice per day outside of class plus 3 contact hours for 4 hours credit.

These guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectations for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. Earning a higher grade may require more than this average investment of expected student academic activity.

Repeating a Class for Additional Credit:

This course may be repeated for credit. Repeating this course implies that the work produced for additional credit will be at an advanced level in comparison to that produced the first time. The outline for this course will identify additional or advanced expectations and content for successive enrollments.

ATTENDANCE & TARDINESS POLICIES:

It is the expectation that students attend all lessons, Studio Classes, Student Recitals, and assigned extra musical events except for those excused in advance due to illness or personal/family emergencies. It is the expectation that students will arrive on time for all events. If arrangements are made prior to an excused absence, lessons may be rescheduled and substitute recital attendance will be arranged. This course conforms to the official VSU policy as stated in the VSU Catalogue:

“The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination....It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.”

ACCOMMODATIONS STATEMENT:

Students with disabilities should inform the instructor of the disability and necessary accommodations. To receive classroom accommodations outside the instructor's resources students may/should contact the VSU Access Office:

<http://www.valdosta.edu/access/facresources.shtml>

From the VSU Catalog:

“Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).”

ACADEMIC INTEGRITY:

“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.”

CLASSROOM DEMEANOR:

Students are required to demonstrate good classroom/recital demeanor during private lessons, Studio Classes, recitals, concerts, and rehearsals. There must be no use of electronic devices, such as cell phones, and no disruptive talking with classmates.

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>.

RECEIVED

DEC 01 2014

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 09/22/2014 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Eric Bradshaw

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 3880 Marching Band

List Current and Requested Revisions:

Current:
Course Prefix and Number: MUSC 3880
Credit Hours: 1 (0-6-1)
Course Title: Marching Band
Pre-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.

Requested:
Course Prefix and Number: MUSC 3880
Credit Hours: 1 (0-5-1)
Course Title: Marching Band
Pre-requisites:
Course Description: Performance at all home football games and various exhibitions. Auditions are required for marching percussion, dance line, and color guard. This course meets fall semester only.

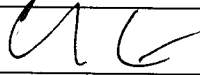
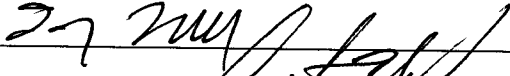
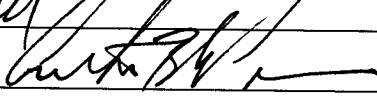
Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every 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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field: More accurate listing of hours.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Description aligns with current practice and requirements.

Approvals:	
College/Division Exec. Comm.: 	Date: 11/19/14
Dept. Head: 	Date: 11/18/14
Dean/Director: 	Date: 11/26/14
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 6, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: (mm/dd/yyyy)

Department Initiating Revision:
Chemistry

Faculty Member Requesting Revision:
Y. Woldman

Current Course Prefix, Title, & Number:

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

CHEM 1212

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212L.

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: MATH 1111 or MATH 1113, and CHEM 1211 and CHEM 1211L, each with a grade of "C" or better. Corequisite: CHEM 1212L. Prerequisite (with a grade of "C" or better) or corequisite: CHEM 1210.

Course Description:

Semester/Year to be Effective:

Fall 2015

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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: Students will be required to complete Freshman Seminar (CHEM 1210) before or at the same time as completing Principles of Chemistry II (freshman chemistry, CHEM 1212).

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>James J. Batta</i>	Date: <i>12/9/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 11, 2014

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/4/2014 (mm/dd/yyyy)

Department Initiating Request:

Chemistry

Faculty Member Requesting:

Y. Woldman

Proposed New Course Prefix & Number:

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

CHEM 1210

Proposed New Course Title:

Freshman Seminar

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Freshman Seminar

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

Every Fall and Spring

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.) An introduction to the college-level study of chemistry. Topics include an introduction to the chemistry department, the American Chemical Society, program of study and career planning, computer skills, library skills, chemical safety, and resources to support strategies for success at the undergraduate level and beyond.

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 increase student preparedness for completion of the chemistry degree by enhancing computer skills, library skills, and knowledge of resources available in the chemistry department, on campus and beyond. Students will be exposed early in their academic path to the variety of career options a degree in chemistry affords. Majors will be more familiar with and better integrated into the chemistry department earlier, which has new importance given that freshmen are no longer being advised in the department.

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. Informal student surveys

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data for change of major rates and for D, F, and Withdrawal rates in chemistry courses.

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. SOI's

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assignments and grades. Data for change of major rates and for D, F and Withdrawal rates in chemistry courses.

Other:

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

Approvals:	
Dept. Head: <i>James T. Botte</i>	Date: <i>12/4/14</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY
Chemistry Department

Fall 2015

Course Prefix and Number: CHEM 1210, Freshman Seminar

Contact/Credit: 1 lecture/1 credit hours

Catalogue Course Description: An introduction to the college-level study of chemistry. Topics include an introduction to the chemistry department, the American Chemical Society, program of study and career planning, computer skills, library skills, chemical safety, and resources to support strategies for success at the undergraduate level and beyond.

Prerequisite: none

Course is specific for chemistry majors

Class Location: _____

Instructor: D _____

Class Times/Days: _____

Telephone Number: (229) _____

Email: _____

Class website: <http://blazeviewd2L.valdosta.edu>

Office Location: _____

Office Hrs./Days: _____

Required Textbook: _____

Additional required Materials: Calculator.

Student Outcomes*: Upon successful completion of this course, the student will be able to:

- 1- Describe and find further information on careers in chemistry.
- 2- Identify professional chemists associations.
- 3- Use basic computer skills for success in chemistry.
- 4- Identify university resources available, library, laboratories, success center.
- 5- Prepare a career plan.

Course Requirements:

- 1- Attendance/participation:
- 2- Assignments:
- 3- Adult professional behavior: follow instructions about group discussions or QUIET individual assignments. NO food allowed during lecture. CELL phones and other devices must be OFF during lecture and exams and must be kept IN your bag at all times. Be respectful in your comments posted in discussion boards.
- 4- Student Opinion of Instruction (SOI) form: you are required to complete the online (on Banner) evaluation form for the course before the last class day. Please take the time to complete this important evaluation during the designated period. Student evaluations are extremely important in helping faculty members plan and revise their courses. Your responses are confidential; instructors will receive a summary of class responses after grades have been

submitted and the semester has concluded. Instructors will receive information on who has not completed evaluations; however, they will have NO access to individual responses.

Evaluation of Performance:

30% Attendance/Participation

70% Assignments

Make ups will NOT be given. Any emergency and extreme circumstances need to be communicated to the **Office of Students Affairs** (phone: 333-5359) ASAP.

Grading Scale: Grade	Numerical Points
A	89.0 and higher
B	79.6-88.9
C	69.6-79.5
D	60.0-69.5
F	59.9 and lower

Academic Honesty: Academic honesty will be enforced. Any plagiarism, fraud, or cheating will result in a 0 (zero) for the project, homework, test, essay, etc. and it will be reported to the Student Conduct Office in the Dean of Students Office and will be kept on the student's records. Information about policies and procedures at: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeviewD2L. For more information on the use of SafeAssign at VSU see SafeAssign for Students at: <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>

Access Office Statement: Students requesting classroom accommodations or modifications due to a documented disability should contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (TTY). Any needs must be discussed with the professor at the beginning of the term.

Attendance: Attendance is required. Students are to be seated when the class begins. In accordance with VSU policy, 20% or more absences may result in a course grade of F. It is responsibility of the student to drop a course they choose not to attend.

Responsibility Statement: The College of Arts and Sciences and the Department of Chemistry strive to excel. YOU, the student, shall make your best effort to EARN the best grade in the course. Read aloud: "I shall, to the best of my abilities, review, study, and practice class material; complete and submit assignments on time. I am making the commitment to participate and collaborate in class and to ask questions and ask for help when needed."

Faculty Portal: A system to enable faculty to report each student's progress and performance through a digital listserv carefully restricted to the student's other professors and a representative of the Student Success Center. It will be used to report problems in attendance or progress in the course. The purpose of this faculty portal is to identify students who need additional support and to provide that support before it's too late to be of value to students. Students at risk of failing the course may be required to meet weekly with faculty and/or to attend sessions with a tutor.

Student Success Center: Schedule tutoring sessions at: <http://www.valdosta.edu/ssc>

Conference time: Please see faculty during office hours or set another convenient time (and please honor your appointments) to talk about anything course related and answer questions.

Important dates:

- _____ – First day of class
- _____ – Midterm (last day for necessary withdrawals)
- _____ – Last day of class

Course Outline and Tentative Schedule (subject to change):

Week	Topic	Assignments
1,2	Welcome/Introduction Student Success Center Tour of the Department List of Faculty/Staff Traditional areas of chemistry	4-year plan
3	ACS/SMACS	Attend an ACS/SMACS activity
4	Career in Chemistry: What to do with BS	
5	Professional Schools: requirements, tests, applications, expenses, shadowing	
6	Graduate school in Chemistry	Directory of Graduate Research (ACS)
7	Guest Speaker	
8	Advising, graduation requirements, Degree Works	
9	Library resources: articles, books, ebooks , databases, ILL, tour of the library	Look at research article, identify parts, major findings, etc.
10	Lab Safety and lab maintenance; examples and practical approach to unsafe or accident situations	Given list of compounds, what put where, what can and cannot be stored together; earn USG safety certification
11	Computer Skills: Word: Subscripts/superscripts, chemical formulas, reactions, ChemDraw or like	email, Letter to supervisor, application for job/professional school,
12	ComputerSkills: Excel: data entering, calculations in excel, graphing, equations, theoretical curve, slope, statistical and other functions	plotting experimental data, theoretical curve with parameters, manual fitting
13	Computer Skills: PowerPoint: font size, visibility, colors, animation, media inclusion	5 slides presentation, PP poster
14	Opportunities for Departmental and Coop employment	4-year plan – due next week
15	Senior Panel with discussion of some 4-years plans	

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 11/19/2014

Department Initiating Deactivation:
Philosophy & Religious Studies

Semester & Year to be Effective:
Fall 2015

List of courses (or the program or track) to be deactivated: REL 3200--Religion, Culture, and Morality

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 course is no longer being taught.

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.)

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Fredereck Downing</i>	Date: <i>11/19/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Dr. Michael Stoltzfus

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
REL 3350 Religious Autobiography

List Current and Requested Revisions:

Current:
Course Prefix and Number: REL 3350
Credit Hours: 3
Course Title: Religious Autobiography
Pre-requisites: REL 2020 World Religions
Course Description: A study of the world's diverse religious traditions using the autobiographical writings of influential practioners who embody religious performance through daily example.

Requested:
Course Prefix and Number: REL 3350
Credit Hours: 3
Course Title: Religious Autobiography and Spiritual Transformation
Pre-requisites: _____
Course Description: A study of the world's diverse religious traditions using the autobiographical writings of influential practioners who inspire change through daily example

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every fourth 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. Please 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:

Plans for assessing the effectiveness of the course: Peer review and other standard assessment methods.

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Fredrick Down</i>	Date: <i>11/19/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 19, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 11/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
 Philosophy and Religious Studies

Faculty Member Requesting Revision:
 Dr. Michael Stoltzfus

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 REL 3220 Religious Pluralism and Dialogue

List Current and Requested Revisions:

Current:
 Course Prefix and Number: REL 3220
 Credit Hours: 3
 Course Title: Religious Pluralism and Dialogue
 Pre-requisites: REL 2020 World Religions
 Course Description: A study of the historical, cultural, philosophical, and theological themes, issues, and beliefs involved in religious pluralism and in respectful dialogue among the major world religions.

Requested:
 Course Prefix and Number: REL 3220
 Credit Hours: 3
 Course Title: Inter-Religious Dialogue and Understanding
 Pre-requisites: _____
 Course Description: A study of the historical, cultural, philosophical, and theological themes, issues, and beliefs involved in inter-religious dialogue and in respectful interaction among the major world religions.

Semester/Year to be Effective:
 Fall 2015

Estimated Frequency of Course Offering:
 Every fourth 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. Please 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:

Plans for assessing the effectiveness of the course: Peer review and other standard departmental assessment methods

Approvals:	
College/Division Exec. Comm.: <i>Cornie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Fredrick Downing</i>	Date: <i>11/19/14</i>
Dean/Director: <i>Cornie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 19, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 11/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Philosophy and Religious Studies

Faculty Member Requesting Revision:
Dr. Michael Stoltzfus

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
REL 3210 Religion, Violence, and Nonviolence

List Current and Requested Revisions:

Current:
Course Prefix and Number: REL 3210
Credit Hours: 3
Course Title: Religion, Violence, and Nonviolence
Pre-requisites: REL 2020 World Religions
Course Description: A study of the distrubing alliance between religion and violence and the hopeful alliance between religion and peace in a variety of religious traditions and social contexts. This course will involve historical, cultural, textual, and comparative analysis.

Requested:
Course Prefix and Number: REL 3210
Credit Hours: 3
Course Title: Religion, Violence, and Nonviolence
Pre-requisites: _____
Course Description: A study of the disturbing alliance between religion and violence and the hopeful alliance between religion and peace in a variety of religious traditions and social contexts. This course will involve historical, cultural, textual, and comparative analysis.

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every fourth semester

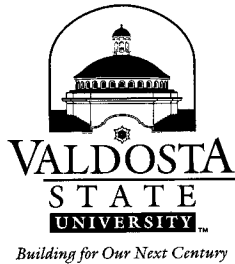
Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please 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:

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Fred Downing</i>	Date: <i>12/2/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 2, 2014



To: Curriculum Committees
From: Robert Gannon *RG*
Department Head, Biology
Subject: Course Inactivations
Date: November 20, 2014

Cornie Richards
12/10/14
Dean, College of Arts & Sciences

Please inactivate the following biology courses and remove them from the catalog:

BIOL 2230 Botany
BIOL 2270 Zoology

Department of Biology
College of Arts & Sciences

Address 1500 N. Patterson St. • Valdosta, GA 31698-0015
Phone 229.333.5759 • **Fax** 229.245.6585

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108

Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Biology

Faculty Member Requesting Revision:
Bradley J. Bergstrom

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 4020 Topics in Conservation Biology

List Current and Requested Revisions:

Current:
Course Prefix and Number: BIOL 4020
Credit Hours: 2-4
Course Title: Topics in Conservation Biology
Pre-requisites: BIOL 1107K, BIOL 1108K
Course Description: Conservation issues and practices involving various taxonomic groups, habitats or ecosystems. Topics covered may include specific taxa, habitats or ecosystems negatively impacted by anthropogenic and environmental processes, as well as conservation practices and legislation designed to protect them. Course may be offered with or without a laboratory component.

Requested:
Course Prefix and Number: BIOL 4020
Credit Hours: 2-4
Course Title: Topics in Conservation Biology
Pre-requisites: BIOL 1107K, BIOL 1108K, BIOL 3200, BIOL 3250
Course Description: Theory, practice, and/or societal/legal/political issues relating to the conservation of various taxonomic groups, habitats and ecosystems, especially those impacted by anthropogenic or other environmental processes. Course may be offered with or without a laboratory component.

Semester/Year to be Effective:
Fall 2015

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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: Biology outcomes 1-5, variable with topic

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Note: this is a Senior-level (4000-level) course, and Conservation Biology is an applied discipline strongly rooted in both Genetics and Ecology and Evolution, which are covered in the Junior-level required courses BIOL 3200 and BIOL 3250, respectively.

Plans for assessing the effectiveness of the course: SOIs, Departmental Peer Review

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Robert G. ...</i>	Date: <i>1/11/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 11, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Biology

Faculty Member Requesting Revision:
Biol. Dept. Curriculum Committee: Anderson,
Bergstrom, Fort, Goddard

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

BIOL 4010 Topics in Biology II

List Current and Requested Revisions:

Current:

Course Prefix and Number: BIOL 4010
Credit Hours: 4
Course Title: Topics in Biology II
Pre-requisites:BIOL 1107K, BIOL 1108K
Course Description: Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.

Requested:

Course Prefix and Number: BIOL 4010
Credit Hours: 4
Course Title: Topics in Biology II
Pre-requisites:BIOL 1107K, BIOL 1108K,
BIOL 3200, BIOL 3250
Course Description: Selected topics in the biological sciences. May be repeated if the topic is different. This course includes a laboratory.

Semester/Year to be Effective:
Fall 2015

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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes: Biology outcomes 1-5, variable with topic
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Note: this is a 4000-level course, and most topics taught require a basic background in our 4-course required curriculum; yet variation in pre-requisites per offering has proved unenforceable under the Banner registration system, which defaults to only those pre-requisites currently listed in the Undergraduate Catalog. Instructor retains the option to provide overrides.

Plans for assessing the effectiveness of the course: SOIs, Departmental Peer Review

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>John Gerson</i>	Date: <i>11-11-14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 11, 2014

Request for a Revised Course
Valdosta State University

Date of Submission: 10/10/2014 (mm/dd/yyyy)

Department Initiating Revision:
Biology

Faculty Member Requesting Revision:
Biol. Dept. Curriculum Committee: Anderson,
Bergstrom, Fort, Goddard

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

BIOL 4000 Topics in Biology

List Current and Requested Revisions:

Current:

Course Prefix and Number: BIOL 4000
Credit Hours: 3
Course Title: Topics in Biology
Pre-requisites: BIOL 1107K, BIOL 1108K
Course Description: Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory.

Requested:

Course Prefix and Number: BIOL 4000
Credit Hours: 3
Course Title: Topics in Biology
Pre-requisites: BIOL 1107K, BIOL 1108K, BIOL 3200, BIOL 3250
Course Description: Selected topics in the biological sciences. May be repeated if the topic is different. This course does not include a laboratory.

Semester/Year to be Effective:
Fall 2015

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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes: Biology outcomes 1-5, variable with topic
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Note: this is a 4000-level course, and most topics taught require a basic background in our 4-course required curriculum; yet variation in pre-requisites per offering has proved unenforceable under the Banner registration system, which defaults to only those pre-requisites currently listed in the Undergraduate Catalog. Instructor retains the option to provide overrides.

Plans for assessing the effectiveness of the course: SOIs, Departmental Peer Review

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dept. Head: <i>Robert Cannon</i>	Date: <i>11-11-14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 11, 2014

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 4/21/2014 (mm/dd/yyyy)

Department Initiating Request:
Biology

Faculty Member Requesting:
Matthew N. Waters

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
BIOL 4730

Proposed New Course Title:
Climate Change Biology
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Climate Change Biology

Semester/Year to be Effective:
Fall 2015

Estimated Frequency of Course Offering:
Every 2 years

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: BIOL 1107 and BIOL 1108 OR either BIOL 1107 or 1108 and GEOG 3150 OR permission of the instructor. An overview of climate mechanisms and the responses of past and present biological organisms to climate change.

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 allow the student to help meet several of the Biology Department's Graduate Outcomes including, #1 (To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evolution and ecology.) and #2 (To demonstrate the ability to identify significant biological research questions, develop research protocols, and properly analyze research questions through the use of the scientific method.).

Adopting current best practice(s) in field: The students will learn the basics of climate change, how biological organisms are used to study climate change, and how climate change affects modern biological organisms

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. I have informally surveyed students studying biology and there was great support for this course. Professors in are also supportive of the course.

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 will be used to determine the general effectiveness of the class.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and oral and written assignments will be used to gauge if the learning objectives were met.

Other:

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

Approvals:	
Dept. Head: <i>Robert Carson</i>	Date: <i>11-11-14</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**BIOL 4730 Climate Change Biology
SECTION A
Spring 2015
DEPT. OF BIOLOGY;
COLLEGE OF ARTS & SCIENCES;
VALDOSTA STATE UNIV.
CREDIT HOURS: 3**

INSTRUCTOR: Dr. Matthew Waters
OFFICE: BSC 1106
OFFICE HOURS – MTWR 1-2PM
PHONE – 333-5760 (229-328-6007)
EMAIL: mwaters@valdosta.edu
LECTURE HOURS: MW 2-3:15 PM, Bailey XXXX

REQUIRED TEXT: Climate Change Biology by Lee Hannah, Academic Press
ISBN: 0123741820

COURSE DESCRIPTION: An overview of climate change, how biological organisms are used to study past climate change, and how climate change affects biological organisms in recent time periods. Prerequisites: BIOL 1107 and BIOL 1108 OR either BIOL 1107/1108 and GEOG 3150 OR permission of the instructor.

COURSE OBJECTIVES/EDUCATIONAL OUTCOMES:

Valdosta State University (VSU) Department of Biology educational outcomes for this course include: numbers 1, 2, 3 (in part), and 5. University (VSU) educational outcomes for this course include: numbers 3, 4, 5, 7, and 8.

COURSE POLICIES

You are expected to attend all lectures. If a lecture is missed, **you** are responsible for obtaining any notes and handouts given that day. Reading of the appropriate lecture chapters and any lab materials should be completed **prior** to coming to class.

Assigned text material may be on the lecture exams; I will inform you during lecture as to the specific topics, tables, figures, and/or text pages for which you will be responsible.

Midterm: XXXXXX is the last day to drop the class with a passing grade (W) regardless of your point total. You cannot drop the class after midterm unless there are extenuating circumstances that must be acceptable to the Professor, Biology Department Head, Dean of Arts and Sciences, and the Vice President for Academic Affairs.

TENTATIVE LECTURE SCHEDULE:

TOPIC	Text Chapters
Climate Primer (2-3 weeks)	
Green house planet	1
Black body radiation, green house gases	
Chemistry of Climate Change	1
Isotopes, green house gas production, Ozone, atmospheric layering	
Natural Drivers and Major Features of Climate	2
ENSO, Air cells, ocean currents, North Atlantic Deep Water Formation	
Rising CO ₂ and the Global Carbon Cycle	2
CO ₂ producers, CO ₂ measurements, deforestation	
Impacts of Climate Change (7-8 weeks)	
Species Range Shifts	3
Biological Timing and Climate Change	4
Ecosystem Change-	5
Polar, Temperate, Tropical, Aquatic	
Current Topics	
Paleoclimate and Biology (3-4 weeks)	
Paleoclimate Change	
DO-Events, Younger Dryas, Little Ice Age Medieval Warm Period	
Past Terrestrial Responses	6
Tree Ring Studies, Vegetation Changes, Species/Biodiversity Changes	
Past Marine Responses	7
Forams, Diatoms, IRD	
Past Freshwater Changes	8
Paleolimnology, Mayan Collapse, Lake Agassiz, ostracods	
Past Extinctions	9
KT, Permian	
Other Topics	
Climate Impacts on Human Civilizations	
Conservation Strategies	13
Connectivity and Landscape Management	14

In addition to these chapters we will also be reading several journal articles (10-15) supporting each topic as well as new directions in the field.

Final grades are determined as a percentage of total points possible (400):
360 and above (90-100%) =A
320-359 (80-89%) =B
280-319 (70-79%) =C
240-279 (60-69%) =D
239 and below (below 60%) =F

Extra Credit: I DO NOT give extra credit. Please do not ask!

GRADING POLICIES/ASSESSMENT

Lecture:

A. Three (3) lecture exams will be given during the semester, including the final exam. The final exam will **not** be strictly comprehensive (as noted earlier). Each exam is worth 100 points **Make-up exams are not an automatic right**; you must notify me within **24** hours of the missed exam, and provide a **valid reason**, or you will forfeit your opportunity for a make-up. The professor is the final judge of what is an acceptable excuse. You can only make up **one** exam.

B. We will read multiple articles from the current literature. I will provide a sheet used to assess the students reading of the papers. These sheets must be turned in at the beginning of the class that the article is discussed and will not be accepted during or after class.

C. Students will be assessed on responses to reflection questions and journal entries maintained throughout the semester in a blog format. Also, class participation is measured on the student's participation in discussions and small groups question times.

Final grade will be assessed by:

Lecture: 3 Tests (100 points)	300
Journal reflection papers	50
Blog/Journal	30
Class Participation	<u>20</u>
Lecture Total	400

LECTURE EXAMS:

Lecture exams will be essay, short answer, and vocabulary definitions. Exams are not strictly comprehensive, although you will need to know the previous material to answer some questions on the future exam(s). Later topics and concepts build on previously discussed material; thus, the course is much like a story that builds on previous chapters.

Excessive cell phone usage or computer usage not used for the class will be considered a lack of participation in the class. In addition, failure to attend class without a valid excuse is also considered poor participation. Anyone accessing these electronic devices DURING AN EXAM will be given a zero for that exam grade. The student may be subject to further discipline, up to and including, permanent dismissal and failure of the class.

Cheating: Cheating is not permitted. Any student caught cheating on a lecture or lab exam will receive a failing grade (**F**) for the course, and will be reported to the Dean of Student Affairs. Cheating includes, but is not limited to: possessing written information on paper, body parts, clothes, etc. pertaining to the exam; accessing cell phones, pagers, or other electronic communication devices; unauthorized entry to the lab after a practical has been set up; as well as other means not specifically listed above.

Family Educational Rights and Privacy Act of 1974 (FERPA; also known as the Buckley Amendment): *By law*, it is not legal to release personal information about an individual to others. This means that grades, averages, test scores, and other information can only be released to that individual; thus, **exam scores, point totals, or final grades will not be issued in any unsecure manner, such as being posted, given verbally via telephone, or emailed. This is to ensure your privacy.**

Students with Disabilities: Students requiring special classroom accommodations or modifications because of **documented** disabilities should discuss these needs with the professor at the beginning of the semester. Disabled students not registered with the Access Office for Students with Disabilities should contact the program officer. Phone numbers are listed in the Campus Directory.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/08/2014 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

Timothy J. Fort

Proposed New Course Prefix & Number:

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

BIOL 4250

Proposed New Course Title:

Human Anatomy

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Human Anatomy

Semester/Year to be Effective:

Fall 2015

Estimated Frequency of Course Offering:

Every 2 years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 3

Credit Hours: 4

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: BIOL 1107, BIOL 1108, and BIOL 3200, or permission of instructor. Study of the structure of the human body, from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

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: VSU does not currently offer an upper division course in Human Anatomy. A course in Human Anatomy is often mentioned as missing from the biology curriculum in senior exit questionnaires. This course would be of benefit to students planning on pursuing a career in a health-related field after 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.)

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:

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

Approvals:	
Dept. Head: <i>Robert Cannon</i>	Date: <i>12-4-14</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/10/14</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 4250/6250
Credit Hours 3-3-4

HUMAN ANATOMY
Department of Biology

Instructor: Dr. Timothy J. Fort
Phone: (229) 249-2643

Office: BC 1100
Email: tjfort@valdosta.edu

Office Hours: Wednesday 2.00pm-4.00pm or by scheduled appointment

Lecture: TBD
Laboratory: TBD

Textbook: McKinley & O'Loughlin. Human Anatomy, 3rd Edition. McGraw-Hill. 2012

Required Software: Anatomy & Physiology Revealed 3.0: An Interactive Cadaver Dissection Experience. McGraw-Hill, 2011.

Course Description: Study of the structure of the human body from cells to organ systems. Major human organ systems such as the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive will be surveyed with emphasis on form-function relationships.

Prerequisites BIOL 4250: BIOL 1107, BIOL 1108, and BIOL 3200 or permission of instructor.

Prerequisites BIOL 6250: Admission into the graduate program or permission of instructor.

Course Objectives: By the end of this course, students will be expected to:

- (1) Demonstrate an understanding of the cellular and tissue levels of organization within the human body.
- (2) Demonstrate an understanding of the anatomy of selected organ systems and relate the functioning of the organ systems to the overall functioning of the human body.
- (3) Demonstrate competency in factual content / interpretation of the major areas of human anatomy.

These objectives support in part the Department of Biology Educational Outcome #3 and the Valdosta State University General Educational Outcomes #'s 4, 5, 7.

Attendance: Attendance at lectures is expected of all students, but is not required. Attendance at laboratory classes is mandatory. Any student missing 2 scheduled laboratory classes without an acceptable documented reason (determined by the instructor) will receive a failing grade for the course. Student attendance of classes will be recorded.

Conduct: Students are expected to arrive on time and behave with respect in both lectures and laboratories. Students should not talk during lectures, but if you do not understand or do not hear something please ask for clarification. Use of cell phones during lectures and laboratories is not permitted. Cell phones must be turned off during lectures and laboratories. If your cell phone activates during lecture or lab you will be asked to leave. If your cell phone activates during lab, you will be asked to leave and it will count as an unexcused absence. If your cell phone activates during a lecture or lab exam you will be asked to leave and receive 0% for that exam.

Cheating / Plagiarism: Please refer to the Student Code of Ethics in the Valdosta State University Student Handbook. Any student caught cheating will be penalized, ranging from receiving a zero for that assignment or test to failure and expulsion from the course. Please refer to the Valdosta State University, Department of Biology Plagiarism Policy. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to turnitin, a tool within BlazeVIEW.

Students with Documented Disabilities: 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 (VVP) and 219-1348 (TTY).

Privacy Act: Due to the Buckley Amendment, or Privacy Act, an individual's personal information cannot be released to anyone but that individual. As such, grades will not be discussed over the phone, by email, or released to a friend or relative.

BIOL 4250 Assessment:

Lecture: 3 Exams @100 points each : 300 points
 Cumulative Final : 200 points
 4 Lab Exams @75 points each : 300 points
 4 PowerPoint Guides* @25 points each : 100 points
TOTAL: 900 points

BIOL 6250 Assessment

Lecture: 3 Exams @100 points each : 300 points
 Cumulative Final : 200 points
 4 Lab Exams @75 points each : 300 points
 4 PowerPoint Guides* @25 points each : 100 points
 Research paper : 75 points
 Oral presentation : 25 points
TOTAL: 1000 points

-* **PowerPoint Guides:** Using the required software and a provided list of anatomical structures, students will be required to generate a PowerPoint study guide for each lab exam. PowerPoint study guides are to be submitted electronically prior to each lab exam.

-Assigned work submitted late will **NOT** be graded.

- Make up examinations will only be given if an acceptable documented reason (determined by the instructor) is provided.

- There are no lab practical make ups.

- Requirements for the PowerPoint Guides, Paper and Oral Presentation will be explained during the semester.

- Lecture Exams: Question styles will vary depending on the topics being examined and may include (but are not limited to) multiple choice, fill-in-the-blank, diagrams, short answer, and essays.

Tentative Laboratory Schedule

Week	TOPIC
1	Tissues
2	Axial Skeleton
3	Appendicular Skeleton
4	Lab Exam #1
5	Appendicular and Axial Musculature
6	Brain and Eye (sheep & cow)
7	Lab Exam #2
8	Heart and Lungs (sheep)
9	Vasculature (fetal pig)
10	Vasculature
11	Lab Exam #3
12	Respiratory System
13	Digestive System
14	Urinary and Reproductive System and Kidney
15	Lab Exam #4

Tentative Lecture Schedule

Week	TOPIC	Chapter
1	Introduction and Terminology	1
1	Tissues	4
2	Tissues and Integumentary System	4, 5
2	Integumentary System	5
3	Bone	6
3	Bone	6
4	Axial and Appendicular Skeleton	7, 8
4	Axial and Appendicular Skeleton	7, 8
5	Articulations	9
5	EXAMINATION #1	
6	Articulations	9
6	Muscle	10
7	Axial and Appendicular Musculature	11, 12
7	Axial and Appendicular Musculature	11, 12
8	Nervous Tissue	14
8	Brain and Cranial Nerves	15
9	Spinal Cord and Spinal Nerves	16
9	Autonomic Nervous System and Sense Organs	18, 19
10	Sense Organs and Endocrine System	19, 20
10	EXAMINATION #2	
11	Endocrine System	20
11	Circulatory System: Blood	21
12	Circulatory System: Heart	22
12	Circulatory System: Vessels	23
13	Respiratory System	25
13	Respiratory System and Digestive System	25, 26
14	Digestive System	26
14	Urinary and Reproductive Systems	27, 28
15	Urinary and Reproductive Systems	27, 28
15	EXAMINATION #3	
17	FINAL EXAM	

Core Curriculum Course Proposal Form – Areas A - E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E or Overlays.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . .)?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10_common_course_prefixes_numbers_and_descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4_details_regarding_areas_af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5_rules_regarding_inclusion_in_areas_af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7_prerequisites_and_exceptions)

Requests for courses to meet overlay requirements in US Perspectives, Global Perspectives, or Critical Thinking:

- See Academic and Student Affairs Handbook, Section 2.4.3 US, GL, and CT Learning Goals (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.3_us_gl_and_ct_learning_goals)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: GCSUPSYC1101.docx

You will then fill out some very brief information and upload the entire document to the USG website at: http://core.usg.edu/core_forms/course_proposal_form

Please do not delete any pages of this document.

1. Institution: Valdosta State University

2. This is a proposal for (mark one):

A change in a course that is already approved for Areas A-E and/or an Overlay at your institution.

<input type="checkbox"/>	(If this is a change, please provide information on the current course, complete information on the new course, and a rationale for the change.) Change in an already-approved course only, no change in Area or Overlay.
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E or an Overlay of the Core Curriculum

3. Course Subject (e.g., philosophy): Consumer Culture

4. Course Prefix and Number (e.g., PSYC 1101): MKTG 1500

5. Course Title as it appears (or will appear) in catalog: Foundations of Consumer Culture

6. Lecture Hours-Laboratory Hours-Credit Hours (e.g., 3-0-3): 3-0-3

7. Learning Support Prerequisites :

8. Other Prerequisites (enter "none" if not applicable): None

9. Course Co-requisites (enter "none" if not applicable): None

10. Does this course use a common course prefix and number? (Please review the list of common course prefixes, numbers and descriptions at [Academic Affairs Handbook, section 2.4.10](#))

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If you responded "no" that you are not using a common course prefix and number, and "yes" that a common course prefix and number is available for this course, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

11. Provide a catalog description of the course in the box below

A broad introduction to the field of consumer studies and the development of consumer culture. Topic areas covered include the rise of American and Global consumer cultures; the relationship between consumer culture and marketing, economic, public policy practices; and the issues that modern consumer cultures face.

12. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body
10/16/14	Dept. of Marketing & International Business
10/23/14	Langdale College of Business Administration Curriculum Committee
12/8/14	Langdale College of Business Administration Executive Committee
12/9/14	Langdale College of Business Administration General Faculty

	Academic Curriculum Committee
	Faculty Senate

13. Mark all Core Areas that this course is requested to satisfy. For Core Areas that you have marked, state your institution's approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
<input type="checkbox"/>	Area B (Institutional Options)
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
	If Area D, select appropriate major(s):
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input checked="" type="checkbox"/>	Area E (Social Sciences)
	Approved learning outcome(s):
	Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time.
	Explain how the course satisfies the learning outcome(s):
	Knowledge of diversity in individual and social behavior
	Every citizen of the United States is also a consumer and, as such, is part of the consumer culture that drives the U.S. economy. All consumers are also part of their own set of varied consumer subcultures and micro-cultures that exist within the U.S. These subcultures and microcultures help drive individual consumer behaviors ranging from acquisition to consumption to disposition. Through this course, students will acquire and demonstrate a "knowledge of diversity in individual and social behavior" as it relates to their own consumption and the many consumption practices of various consumption subcultures and microcultures.

Structure and processes of the US government

The importance of consumer culture to the U.S. economy is indisputable. The U.S. economy is in large part driven by its citizen consumers buying "stuff" in the form of products and services, experiencing it, and then buying more stuff. As such, there have been a number of governmental policies that have been put into place to help consumers buy houses, cars, insurance, other such items. There have also been a variety of policies set forth that are designed to protect the consumer, particularly as they relate to preventing corporate malfeasance and helping to provide safer products and marketplaces. Through this course, students will learn about the governmental structure and processes undergirding the development and maintenance of U.S. consumer culture.

The importance of historical changes over time

Modern American consumer culture essentially began within the Gilded Age of the late 19th century as the wealthy practiced very conspicuous consumption. Over time, other economic and social classes began to use consumption as a marker of self and identity, something that was then related to others through their consumption practices. Various events have brought about great change to its evolution over time. For instance, the Great Depression and World War II slowed it down considerably, only to be kickstarted in the post-WWII era by individuals attempting to keep the economy motoring along. More recently, 9/11 and the Great Recession have altered the progress of consumer culture. Through this course, students will acquire knowledge of "the importance of historical changes over time" as well as look at how consumer culture is impacting current social, political, and environmental issues.

14. Mark all Overlay requirements that this course is requested to satisfy. For Overlay requirements that you have marked, state your institution's approved learning outcome(s) for that Overlay, and explain how this course will satisfy your institution's approved learning outcomes.

<input type="checkbox"/>	Learning Goal I - US Perspectives
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
<input type="checkbox"/>	Learning Goal II - Global Perspectives
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):
<input type="checkbox"/>	Learning Goal III - Critical Thinking
	Approved learning outcome(s):
	Explain how the course satisfies the learning outcome(s):

Courses proposed to satisfy overlay requirements must also be part of a core Area (Areas A-E). Indicate which core area(s) this course is already approved for or is proposed to be approved for.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Already approved.
X	Proposed for approval via this proposal

15. In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

As part of the mission of Valdosta State University, we have dedicated ourselves to not only providing an "inspired education" to our students but to also preparing them "to be lifelong learners who will meet the needs of a changing global society." This class will assist in achieving that mission by providing that inspired education. In a global arena where culture is a fundamental part of who we are and what we do within a society, it is imperative that our educational efforts be inspired by current trends and movements within our culture so that students better understand their place within that culture. Given that ours is a consumption based culture (i.e. the act of consumption itself has become the main meaning making institution of our time on the individual and the social level), it is important that students learn about the development of such a culture, the meaning of specific rituals and ritual behaviors in that culture, and the impact that such a culture has on the rest of the global environment.

Additionally, it helps students to understand themselves, learning more about themselves and their place in the world in an effort to promote lifelong learning. In so doing, it will help them understand their own place within the changing global society. Furthermore, the class facilitates the general education program as described in #13 above for the University System of Georgia as well as Valdosta State University

16. Academic and Student Affairs Handbook section 2.4.7 states that institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a program or programs be required to take particular courses within Areas A-E?

<input type="checkbox"/>	Yes
X	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

17. Academic and Student Affairs Handbook section 2.4.7 states the prerequisite guidelines for the Core Curriculum and that institutions may apply for exceptions to the prerequisite guidelines. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting a prerequisite exception?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please review section of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

18. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

19. Please provide the following contact information:

VPAA Name:	Dr. Hudson P. Rogers
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VPAA Email Address:	hprogers@valdosta.edu
VPAA Phone Number:	229-333-5950
VPAA Mailing Address:	1500 N. Patterson St. Valdosta, GA 31698

Please paste a syllabus (generic, rather than one from a specific instructor) or a Common Course Outline with detailed information regarding the content of the course (and laboratory, if applicable), required reading, grading requirements, course objectives, and learning outcomes and assessment in Word format in the space below.

Paste syllabus here.....

MKTG 1500: Foundations of Consumer Culture

Spring 2014: TBD

DR. TBD

Office: Thaxton 212

Office Telephone: 245-6458, **Cell Phone:** 229-460-1272

Office Hours: TBD

Required Texts:

- Berger, Arthur Asa (2010), *The Objects of Affection: Semiotics and Consumer Culture*, New York, NY: Palgrave MacMillan.
- Blaszczyk, Regina Lee (2009), *American Consumer Society, 1865-2005: From Hearth to HDTV*, Wheeling, IL: Harlan Davidson Inc.
- Miller, Daniel (2012), *Consumption and Its Consequences*, Malten, MA: Polity Press.

Prerequisites: There are no prerequisites for this course

COURSE DESCRIPTION

Goods have symbolic as well as material uses, and as such, people consume goods and services and convey meaning through their consumption practices. In a consumer culture such as the one we live in, people have learned to define themselves as consumers through their acts of consumption, and they have come to experience consumption as central to the formation and expression of identities. In other words, we are all participants in a consumer culture that shapes our desires, our work, our spending, our relationships, and even our spiritual lives. This course explores the foundations of consumer culture in an attempt to answer three basic questions. How did America come to be this way? How should we think about our relationship with the "stuff" we consume and what it says about us as individuals and as a society? And finally, what impact does our consumption of "stuff" have on our society, our economy, our political system, our environment, and our relationship in the global marketplace.

Course Objectives: Throughout the duration of this semester, we will:

- Determine what consumer culture is and why students should seek to understand it
- Explore the development of American consumer culture from the Gilded Age until Today
- Examine its relationship with various institutions like the family, marketing, government, etc.
- Investigate the impact of consumer culture on individuals, society, and the environment.
- Discuss the potential futures of consumer culture in America and abroad

University Educational Outcomes: Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical changes over time. Additionally, students will demonstrate the following:

Learning Goal 1: Students will demonstrate an understanding of the United States and its cultural, economic, political, and social development.

Learning Goal 2: Students will demonstrate an understanding of the cultural, religious, or social dimensions of societies around the world.

Learning Goal 3: Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

ASSIGNMENTS

Over the course of the semester, you will be expected to complete several assignments, all of which are designed to help you meet the objectives set forth in this syllabus. The assignments are as follows: a consumption journal, three exams, and a book report. In order to receive a grade in this class, you must score at least 90% on the syllabus quiz by 5:00 PM on Wednesday, July 7th, so make sure that you read the syllabus and take the associated quiz.

Consumption Journal: Each of you will be responsible for maintaining a journal throughout the course of the semester. In this journal, you will keep track of your own consumption habits and reflect upon them based upon the information provided to you in the readings and in class lectures. The journal will be kept via a Pinterest account that has been set up for the class. For further information, please refer to the Consumption Journal assignment sheet. The consumption journal is worth up to **30 points**.

Three Exams: There will also be three exams spaced throughout the semester. Each exam will consist of questions that cover not only the various books we've covered but also any lectures we've had to that point. Each exam will be administered online and must be completed by 9:00 PM on their respective due dates. Any exams not completed by that time may be made up; however, any make up exams must be completed within two days of the missed test and will be subject to a loss of 1, 2, and 4 points for each successive exam. Also considering that technical problems sometimes arise, be sure to take the exam on a reliable computer that has reliable Internet access. I will forgive unavoidable technical problems associated with BlazeView itself; however, individual problems may not be so quickly forgiven and may indeed result in a loss of points in the same way late exams are affected. Each exam is worth up to 10 points for a combined total of up to **30 points**.

Consumption Book Report: You will also need to complete a consumption book report that both summarizes a book from a book-list provided to you and relates that book to your own consumption activities. In other words, you will need to be able to demonstrate that you have read the book in full and also show that you have reflected upon its value to your own life. Please refer to the Consumption Book Report assignment sheet for further details. The report will be worth up to a total of **30 points**.

Participation: Throughout the course of the semester, you will be expected to come prepared to participate in classroom discussions and lectures. You will also be expected to have read the appropriate materials before coming to class. In order to monitor both, you will need to acquire clickers from the VSU bookstore, register them with this class, and then make sure you bring them to class each day. We will have interactive questions that checks your learning during lectures, other questions which will monitor the progress of your reading for the day, and even general opinion/attitude/behavior questions

that will help to demonstrate trends among you and your classmates. The participation grade is worth up to 10 points.

GRADE BREAKDOWN

Each assignment will be worth a certain number of points which will then be converted into a percentage of your grade. Ultimately, your grade will be your choice. If you keep up with the work in a timely fashion over the course of the semester, you will most likely do well in the class; but if you procrastinate and rely simply on your ability to get by, then you may not do as well as you'd like. Remember, ability plus effort equals success.

Grades will be scaled according to the range shown at the right. I build grades based upon this system which means that someone who has 89.9 points or 89.9% of the possible grade has exactly that as there will be no rounding up. Let me restate that: **I DO NOT ROUND UP TO THE NEAREST PERCENTAGE POINT.** I also do not "give" points away, so if you are a point or two away from an A, do not ask me to "give" you points. However, if you do see a mistake, please bring that to my attention as soon as possible. I will give everyone at least 24 hours to discuss their grade with me before I post them at the end of the semester.

Assignment	Points	VSU Obj	Sample	Due Date
Consumption Journal	30	4, 7		Weekly
Exam 1	10	1, 3, 8		March 1
Exam 2	10	1, 3, 8		March 22
Exam 3	10	1, 3, 8		TBD
Consumption Book Report	30	4, 7		TBD
Participation	10			Ongoing

CLASS SCHEDULE

Here is the class schedule for the Spring Semester. I expect that each chapter will be read prior to class time on the day the chapter is due. I reserve the right to change the schedule at any time; however, I will also provide ample notification for any changes that are made. If you have any conflicts associated with these due dates for athletics, Enactus, or any other extra-curricular activity, please make arrangements with me at your earliest possible convenience.

A:	90—100
B:	80—89.9
C:	70—79.9
D:	60—69.9
F:	Below 60

WK	Date	Tuesday	Thursday	Readings	Journal Dates
01	Jan 13-15	Introductions	Introductions		Jan 16
02	20-22	Consumer Culture	CC Theory	Blaszczyk	Jan 23
03	27-29	Conspicuous Consumption	Home		Jan 30
04	Feb 03-05	Self-Expression	Dress-Codes		Feb 6
05	10-12	Shopping	Advertising		Feb 13
06	17-19	Consumer Entertainment	Inventing Suburbia		Feb 20
07	24-26	Reinventing Style	Digital Consumption		Feb 27
08	Mar 03-05	Semiotics	(Midterm)	Berger	Mar 6

09	10-12	Consuming Cultures	Brands & Identity		Mar 13
10	17-19	Objects of Affection	Special Possessions		Mar 20
11	24-26	Spring Break	Spring Break		
12	Apr 31-02	Consuming Problems	Consuming Questions	Miller	Apr 3
13	07-09	Consumer Society	Consuming Society		Apr 10
14	14-16	Why We Shop	Why We Buy		Apr 17
15	21-23	The Consumer Economy	Consuming The Economy		Apr 24
16	28-30	Consuming the Earth	Consuming Ourselves		Apr 31
17	05-07	<i>Final Exam Date and Time</i>			

As part of the Consumption Journal, you are expected to make sure that each week's entries are posted on Pinterest by the dates shown in the "Journal Dates" column above. At that time, the journals for that week will be checked and graded so make sure you post your entries on time.

CLASS POLICIES

Your classroom should be a place for open, honest, and unadulterated conversation and learning. It will be a place where I or your fellow classmates may challenge your own thoughts and philosophies on topics ranging from the treatment of women in advertising to the impact of consumer culture on the human body to much more controversial topics. But it will also be a community of respect for others where we seek to help and understand. As such, a few policies need to be in place to assure that everyone is treated with fairness and respect.

Harassment: Neither the Marketing Department nor LCOBA nor I will tolerate sexual or racial harassment in the classroom. As I see it, classroom harassment is any behavior that makes another student feel threatened or uncomfortable in the presence of another student. This classroom harassment can occur outside of the classroom and through various media such as texting and Facebook. **If I witness any such harassment in my class during any discussions or otherwise, you will be asked to leave the classroom immediately.** As such, the person asked to leave will fail the class and be subject to disciplinary review at the university level.

If you should experience problems in this area, you may contact me, the Dean of LCOBA, or the Campus Affirmative Action & Diversity Office.

Academic Dishonesty: Plagiarism and cheating will not be tolerated. All forms of academic dishonesty will result in a grade of "F" being assigned to the course. Academic dishonesty includes, but is not limited to, plagiarism, copying exam answers, and unauthorized use of aids during exams. The academic integrity violations, as presented on page 66 of that VSU Student Academic Handbook are listed as follows:

- No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade in a component of a class.
- No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination, or other assignment included in any academic course.
- No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
- No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
- No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them.

Some typical examples of plagiarism are:

- a) Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- b) Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- c) Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper, they must be appropriately acknowledged.

Many Internet sites are available to guide you through the citation process. One that I recommend is the Online Writing Lab (OWL) at Purdue University. The address is: <http://owl.english.purdue.edu/>

By taking this course, you agree that all required course work may 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

Asked to Leave: There may be occasions when I ask a student to leave the classroom. If I do so, then that student will not be welcome back into the class, and he or she will automatically fail the class without exception. I will do not do this capriciously, and such a consequence will only be reserved for those who harass or bully others, engage in academic dishonesty, or become unduly disruptive in the class.

Students with Special Needs: Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the Valdosta State University to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Cell Phones: Technology is a wonderful thing. It allows us to connect with people all over the country and, in fact, all over the world. With laptops, we get on to Facebook or some other website and have a variety of conversations with friends, family, and strangers alike. With cell phones, we've even managed to reduce conversations to a thumb-typed shorthand so that we can connect with our friends across campus (or even in the same class) whenever we want. However, there is a time and a place for using technology to connect with the other side of the world. ***My class is not the time or the place.***

In other words, unless you have some sort of serious issue (i.e. a pregnant spouse), all cell phones will be turned off and put away while in class. If a cell phone rings, vibrates, or becomes otherwise noticeable to me or anyone else in the class, you will automatically lose two percentage points from your final grade. In other words, do not leave the cell phone on the desk or within my sight. If I see you texting in class, then you will also lose your two percentage points from your final grade. If I see you texting in class a second time, you will then lose four percentage points. A third time, and you will lose another 8 percentage points. In other words, if you get caught texting three times during the course of a semester, you will lose a total of 14 percentage points from your final grade.

Bathroom Breaks: We're all adults here which means that we should probably be able to hold our bladders until the end of class. When you stand up in the midst of the classroom discussion, it can be quite disruptive and is, for the most part, unnecessary. If you feel the need to disrupt class by standing up and leaving to go to the bathroom, take your things with you as you will not be readmitted into the class.

Contacting the Professor: Throughout the semester, you may find need to contact me via email. When you do so, please include in the subject line the class designation followed by a dash followed by a brief description of the subject of your email. For instance, if you need to ask a question about a particular due date, the subject line of your email would look like this: **MKTG 1500—Consumption Book Report Due Date**. Or, if you need to set up a time to meet with me, then the subject line would look like this: **MKTG 1500—Appointment**. Doing so allows me to organize your emails so that I can refer back to them at a later date if necessary. I will not, however, answer any emails having to do with a question about the content of a particular lecture or a test question. For any questions you have concerning the

content of the class—including lectures, test questions, project clarification, etc.—please see me during my office hours or by appointment.

As for texting the professor, I do not and will not answer text messages. In other words, **do not send me text messages**. They will not be answered if you do. I do, however, answer my phone between the hours of 9:00 AM and 11 PM unless otherwise occupied. If I do not answer, please leave a message stating your name and the class for which you are calling. I will return your call as soon as I can. And finally, you can always stop by my office. I am often there even beyond my office hours, so stop by if you have any immediate or pressing questions.

Late Work Policy: I do accept late work, but only to a point. Once an assignment is late, it will lose ten percent of the total possible points for each day that it is late. If an assignment is due at 5:00 PM, then at 5:01 PM, that work is considered late. If you have turned in a document in an inappropriate format or if I cannot open the document, then it will be considered late. If you send me an email with an attachment instead of submitting it via BlazeView, then it will be considered late. Keep in mind that the devil is, more often than not, in the details.

A Few Thoughts on Your Participation: This is your class, and I expect you to take ownership of the class. By that I mean, come to class prepared to participate, to ask questions, and to challenge yourself and your fellow students and even me. Please feel free to come to me with any problem you have in the classroom, be it with another student or with my approach in class. And please feel free to tell me how I'm doing as we progress.

Also keep in mind that the classroom is full of students who are trying to learn from the lectures as well as from each other. Sometimes comments pass between students during a lecture. That happens and is often perfectly understandable. However, when those comments become disruptive to the professor or to the other students in class, then the student responsible for those comments may be asked to leave the classroom. This doesn't mean you shouldn't participate or comment or even crack a joke when it seems appropriate. Just do not be disruptive when doing so (and everyone will know what is disruptive when it happens).

Consumer Culture, in and of itself, is not necessarily a controversial topic and very few if any of consumption activities we discuss in class will have any controversy attached to them. However, it is very possible that we will discuss a variety of topics or that I will display some consumer images in class that will have some level of controversy associated with them. I conduct an open classroom where anyone can say anything as long as they do so with respect for others. If you have an opinion, feel free to express that opinion but also be prepared to listen to other opinions that may be in opposition to yours, and also be prepared to support that opinion in some way. Ultimately, we need to be respectful of one another as we advance through the semester. Anyone who is not respectful will be asked to leave the class.

Student Opinion of Instruction: As students in this class, at the end of the term, all of you will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through Banner. You will receive a notification at your VSU e-mail address when the SOI is available, usually at least one week before the end of the term. SOI responses are anonymous, and as your instructor, I will be able to view only a summary of all responses two weeks after final grades have been submitted. Although I will not see individual responses, I will be able to determine who filled out an SOI and who did not. Complete information about SOIs, including how to access them and a timetable for this term, is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

3. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

5. Please paste the RACAA comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

6. Please provide contact information for the Chair of the Regents' Academic Advisory Committee

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A-E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A-E may be a prerequisite for any course outside Areas A-E
- No course in one area (A-E) may be a prerequisite for any course in any other area (A-E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A-E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Course Title:

Institution:

1. Date the RACAA review was completed:

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

9. Please provide contact information for the RACAA Chair

Chair name:	
Chair institution:	

Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 4: To be filled out by the System Liaison for the Council on General Education.

Course Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown
Liaison daytime phone number:	404-962-3107
Liaison email address:	Barbara.Brown@usg.edu

Form last updated 1/7/14

Department is preparing for separate AACSB accreditation. Part of this process is a curriculum review. Said review is to ensure course content is contemporary. The changes reflect our best efforts to revise the course description and/or co- OR pre-requisite(s).

Other:

Plans for assessing the effectiveness of the course: