VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
September 14, 2015

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

1. Minutes of the April 13, 2015 meeting. (pages 1-2) were approved by email April 15, 2015.

2. **COLLEGE OF NURSING AND HEALTH SCIENCES**
   a. Revised Nutritional Science minor (pages 3-4)
   b. Revised Admission requirements for the BSEP (pages 5-7)
   c. Revised prerequisites for NURS 2700 (pages 8-12)
   d. Reactivation of NURS 7250 – Administrative approval 07/14/15 – information item – (pages 13-14)

3. **COLLEGE OF BUSINESS**
   a. Revised minor requirements Human Resources Management (pages 15-16)
   b. New course MGNT 4005 (pages 17-23)
   c. New course MGNT 4660 (pages 24-31)
   d. Reactivation, revised prerequisites, and description MGNT 4700 (pages 32-35)
   e. Revised course number and prerequisite for MGNT 3400 (pages 36-38) Deactivation of MGNT 4780
   f. New minor in Logistics and Supply Chain Management (pages 39-40)
   g. Revised course number and prerequisite for MKTG 4220 (pages 41-43) Deactivation of MKTG 4020
   h. Revised course number and prerequisite for MKTG 4230 (pages 44-46) Deactivation of MKTG 4740
   i. Revised course number, description and prerequisite for MKTG 4200 (pages 47-49) Deactivation of MKTG 4670
   j. New course MKTG 4240 (pages 50-59)

4. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised course description BIOL 3450 (pages 60-62)
   b. Revised course description BIOL 5450 (pages 63-65)
   c. Revised requirements for the minor in Computer Science (pages 66-67)
   d. Revised credit hours, prerequisites, and description CHEM 4510 (pages 68-70)
   e. New course CHEM 4510L (pages 71-76)
   f. New course CHEM 4520 (pages 77-81)
   g. New course CHEM 4610 (pages 82-86)
   h. New course CHEM 4730 (pages 87-91)
   i. Revised prerequisite for ASTR 3220 (pages 92-94)
   j. Revised degree requirements for the BS in Astronomy (pages 95-96)
   k. Revised requirements for the minor in Astronomy (pages 97-98)
   l. Revised prerequisites and description for PHYS 2700 (pages 99-101)
   m. Revised credit hours, and title PHYS 3820 (pages 102-104)
   n. Revised prerequisites for PHYS 4300 (pages (105-107)
   o. New course PHYS 3800 (pages 108-112)
   p. Revised degree requirements for the BS in Physics (pages 113-115)
   q. Reactivation of POLS 4320 – Administrative approval 09/21/15 – information item – (pages 116-117)

5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised prerequisites for KSPE 3200 (pages 118-120)
   b. Revised Admission requirements for the Tier 1 Certification Only in P-12 School Leadership (pages 121-124)
   c. Revised Admission requirements for the EDS in Educational Leadership – Performance-Based Leadership (pages 125-128)
   d. Revised Admission requirements for the MED in Educational Leadership – P-12 School Leadership (pages 129-132)
   e. Revised Admission requirements for the Tier 2 Certification Only Performance-Based Leadership (pages 133-136)
   f. New concentration for the MED in Instructional Technology – Corporate Training (pages 137-140)
   g. New course ITED 7110 (pages 141-148)
   h. New course ITED 7210 (pages 149-156)
   i. New course ITED 7310 (pages 157-164)
   j. New course ITED 7410 (pages 165-172)
   k. New course ITED 7510 (pages 173-180)
   l. New course ITED 7610 (pages 181-188)
   m. New course ITED 7710 (pages 189-196)
   n. New course ITED 7810 (pages 197-204)
   o. New course ITED 7910 (pages 205-212)
   p. Catalog copy for the new concentration in Corporate Training (pages 213-231)

6. **COLLEGE OF THEARTS**
   a. Revised degree name change the BFA in Speech Communication to BFA in Communication (pages 232-234)
   b. Revised degree requirements for the MA in Communication (pages 235-236)
   c. New course MAIC 6000 (pages 237-240)
   d. New course MAIC 6100 (pages 241-246)
   e. New course MAIC 6300 (pages 247-250)
   f. New course MAIC 6450 (pages 251-254)
   g. New course MAIC 6500 (pages 255-262)
   h. New course MAIC 6600 (pages 263-266)

i. Revised course subject, number, title, and description MAIC 5050 (pages 267-269) Deactivation of MDIA 5000
j. Revised course subject, number, title, and description MAIC 6150 (pages 270-272) Deactivation of MDIA 6100
k. Revised course subject, number, title, and description MAIC 6250 (pages 273-275) Deactivation of MDIA 6350
l. Revised course number MAIC 7300 (pages 276-278) Deactivation of MDIA 6450
m. Revised course number, prerequisite, and description MAIC 7400 (pages 279-281) Deactivation of MDIA 7400 and COMM 7400
n. New course MAIC 7700 (pages 282-284)
o. Revised course subject, number, title, and description MAIC 7800 (pages 285-287) Deactivation of MDIA 7800
p. Revised course subject, and number MAIC 6200 (pages 288-290) Deactivation COMM 6200
q. Revised course subject, title, and description MAIC 6400 (pages 291-293) Deactivation COMM 6400
r. Revised course subject, title, and description MAIC 7150 (pages 294-296) Deactivation COMM 7150
s. Revised course subject, number, title, and description MAIC 6350 (pages 297-299) Deactivation COMM 7300
t. Deactivation of COMM 6000 and MDIA 7600 (pages 300-301)

7. **Miscellaneous**
   a. Academic Committee by-laws (pages 302-303)

8. **Pending items**
   b. Revised course CHEM 1010 – USG General Education Council approval
   c. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
   d. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
   e. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 13, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 13, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Bonni Cohen, Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Frank Flaherty, Dr. Ellis Heath, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Dr. Dee Ott, Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Dr. Marc Pufong, Dr. Kristen Johns, Dr. Frank Barnas, Dr. Lorna Alvarez-Rivera, and Dr. Ray Elson.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Mike Savoie, Dr. Corine Myers-Jennings, Dr. Greg Harrell, and Ms. Teresa Williams.

The Minutes of the March 9, 2015 meeting were approved by email on March 16, 2015. (pages 1-7).

A.   College of Education and Human Services

1. Revised Retention, Dismissal, and Readmission Policy for the SLPD was approved effective Fall Semester 2015. (pages 8-10A).

2. Revised title, and course description, Communication Disorders (CSD) 5130, "Congenital and Multifactorial Syndromes and Disorders", (CONGNITL/MULTIFCTORIAL SYN DIS – 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 …disorders. Topics may include assessment…Fragile X syndrome… . (pages 11-13).

B.   University Honors College

1. Revised requirements for the University Honors College was approved effective Fall Semester 2015. (pages 14-19).

C.   College of Business

1. Revised degree requirements for the MACC was approved effective Fall Semester 2015. (pages 20-22).

D.   College of Nursing and Health Science

1. Revised course title, prerequisite, and description, Nursing (NURS) 3990, "Palliative and End-of-Life Care", (PALLIATIVE & END-OF-LIFE CARE – 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 – A study of the palliative… . (pages 23-32).

2. Deactivation of NURS 3010, 3150, 4090, 4090k, 4091k, 4100, 4112, 4122, 4210, 4220, and 4230 was noted effective Fall Semester 2015. (pages 33-34).

E.   College of Arts and Sciences

1. Revised degree requirements for the Non-Thesis – MA in English – Emphasis in Literature was approved effective Fall Semester 2015. (pages 35-37).

2. Revised degree requirements for the Thesis Option – MA in English was approved effective Fall Semester 2015. (pages 38-40).

3. New course, English (ENGL) 8995, "Comprehensive Exam Reading Hours", (COMP EXAM READING HOURS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 41-45).

4. New course, Mathematics (MATH) 0989, "Foundations for College Algebra", (FOUNDCOMP EXAM READING HOURS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 46-47).

5.   Revised requirements for the minor in Astronomy were TABLED. (pages 51-52).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:

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

Current Catalog Page Number: Page 277 online undergraduate catalog 2015-2016	Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2016	Degree & Program Name: (e.g., BFA, Art): Nutritional Science Minor
Present Requirements: 15 Hours **NUTR 3100 & NUTR 4000 - 6 hours** **Elective courses from the following - 9 hours NUTR 3200, NUTR 3250, NUTR 3300, NUTR 3350, NUTR 4900 & NUTR 4950** **Each course is 3 semester hours (3-0-3) in a didactic / classroom format.**	**Proposed Requirements (Underline changes after printing this form: Designate each course as fully online in Banner.**	

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: The program of study is totally supported by part-time/adjunct faculty. It is increasingly difficult to recruit and retain appropriately credentialed part-time faculty/adjunct instructors --particularly to teach in a classroom format. A fully online curriculum would provide greater student flexibility and likely increase overall enrollment. It would also signifcantly enhance the ability to recruit and retain credentialed part-time/adjunct faculty from abroad.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. verbal and anecdotal feedback from students and instructors

3

☐ **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. The online format will enhance student feedback in the form of course evaluations, discussion and exit surveys.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The online format will provide the instructor with greater resources to collect, evaluate, report and store student assessment data in a more comprehensive fashion. The aggregate data will be a valuable asset when compiling an Institutional Effectiveness Report (IER), Institutional Effectiveness Plan (IEP) and a Comprehensive Program Review (CPR) for the program of study.

Approvals:	
Department Head: *[signature]*	Date: 8/19/15
College/Division Exec. Committee: *[signature]*	Date: 8-21-15
Dean(s)/Director(s): *[signature]* Norielle	Date: 8/19/15
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

4

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: 274-275	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 01/2016

Degree and Program Name: Bachelor of Science in Exercise Physiology

Present Requirements:	Proposed Requirements: (highlight changes after printing)
1. declared Pre-Exercise Physiology major	1. declared Pre-Exercise Physiology major
2. Completion of all courses in the Areas A – F of the Core Curriculum as it pertains to the Pre-Exercise Physiology curriculum requirements	2. Completion of all courses in the Areas A – F of the Core Curriculum as it pertains to the Pre-Exercise Physiology curriculum requirements
3. 3.0 cumulative, overall grade point average	3. 2.75 cumulative, overall grade point average
4. a grade of "C" or better in all area A, D, and F courses of core requirements including lab sections	4. a grade of "C" or better in all area A, D, and F courses of core requirements including lab sections
5. completion of the Health Occupations Basic Entrance Test (HOBET)	5. completion of the Test of Essential Academic Skills (TEAS V)
6. meet application deadline for semester of entry	6. meet application deadline for semester of entry

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 HOBET is now called TEAS V. This is a wording change only.

The program now utilizes an objective scoring system based on application requirements. A 2.75 GPA will increase the applicant pool for each semester of applicants.

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.) **Applications for admission into the program**

5

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.) **Applicants are scored and ranked for entry into program. All applications are kept for record regardless of eligibility.**

Approvals:	
Department Head: _[signature]_	Date: 9/8/15
College/Division Exec. Committee: _[signature]_	Date: 9-8-15
Dean(s)/Director(s): _[signature]_	Date: 9/8/15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

7

Request for a Revised Course
Valdosta State University

Date of Submission: 04/09/2015 (mm/dd/yyyy)

Department Initiating Revision: 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 2700 Pathophysiology

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NURS 2700	Course Prefix and Number: NURS 2700
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Pathophysiology	Course Title: Pathophysiology
Pre-requisites:BIOL 2651. Pre-requisite or corequisite: BIOL 2652	Pre-requisites:BIOL 2651 & BIOL 2652
Course Description: A study of cellular concepts, organ systems, and holistic aspects of health and disease. The course relates nomal body physiological function to pathological changes that occue as a result of disease, complensatory mechanisms made by the body, and adaptive lifestyle strategies. Integration of developmental and preventive aspects of health across the age continuum is included.	Course Description: A study of cellular concepts, organ systems, and holistic aspects of health and disease. The course relates nomal body physiological function to pathological changes that occue as a result of disease, complensatory mechanisms made by the body, and adaptive lifestyle strategies. Integration of developmental and preventive aspects of health across the age continuum is included.

Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Spring, Summer, & Fall

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

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

☒ Improving student learning outcomes: Students do not have a full understanding of normal body physiology and function until they complete both BIOL 2651 & BIOL 2652 (VSU Undergraduate Catalog, 2014-2015). Allowing BIOL 2652 to continue as a co-requisite potentially sets the student up for failure in NURS 2700.

☒ Adopting current best practice(s) in field: True understanding of nursing pathophysiology significantly increases the nursing student's odds of passing NCLEX-RN on the first attempt (Penprase, Harris, & Qu, 2013).

8

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

☐ 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 and assignments in NURS 2700.

Reference:

Penprase, B.B., Harris, M., and Qu, X. (2013). Academic success: Which factors contribute significantly to NCLEX-RN success for ASDN students? Journal of Nursing Education and Practice 3(7), pp. 1-8. doi: 10.5430/jnep.v3n7p1

9

Approvals:		
College/Division Exec. Comm.: *Laura Carter*	Date:	4/9/15
Dept. Head: *Brenda Dipl*	Date:	4/9/15
Dean/Director: *Norvell.*	Date:	4/10/15
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: April 9, 2015

10

Proposal for Change in NURS 2700 Prerequisite/corequisite

Problem addressed or Intended Goal:

Currently, NURS 2700 Pathophysiology has a prerequisite of BIOL 2651 (A&P I) and a prerequisite <u>or</u> co-requisite of BIOL 2652 (A&P II). The course description for NURS 2700 states it is

> a study of cellular concepts, organ systems, and holistic aspects of health and disease. The course relates normal body physiological function to pathological changes that occur as a result of disease, compensatory mechanisms made by the body, and adaptive lifestyle strategies. Integration of developmental and preventative aspects of health across the age continuum is included (VSU Undergraduate Catalogue, p. 417).

The course description for BIOL 2651 (Human Anatomy and Physiology I) states it is an "Introduction to human anatomy and general physiological principles with emphasis on the following: cell and tissue organization, plus skeletal, muscular, nervous, and endocrine systems" (VSU Undergraduate Catalogue, p. 315).

The course description for BIOL 2652 (Human Anatomy and Physiology II) states it is "A continuation of human anatomy and general physiological principles with emphasis on endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems; and development" (VSU Undergraduate Catalogue, p. 315).

Proposal:

The BSN Academic Committee recommends that both BIOL 2651 & BIOL 2652 be prerequisites for NURS 2700 (do not allow BIOL 2652 to be a co-requisite).

Rationale: Review of Literature and/or evidence/data to support this proposal:

Penprase, Harris, and Qu (2013) found that true understanding of pathophysiology concepts as evidenced by success in a nursing pathophysiology course significantly increases the odds of passing NCLEX-RN on the first attempt. Further, "students with a firm base in pathophysiology are better prepared to make sound clinical decisions. These results are the first to indicate that nursing students benefit from mastering the pathophysiology content prior to beginning the rigors of the ASDN [Accelerated Second Degree Nursing] program" (Penprase, Harris, & Qu; p. 5).

Dunn, Osborne, and Rakes (2013) reviewed the internal and external factors that influence students' success or failure in a pathophysiology course. The top three attributes linked to academic success in the pathophysiology course included personal effort put forth, good study habits, and understanding of course material

11

(Dunn, Osborne, & Rakes). The top three attributes linked to failure in the pathophysiology course included lack of personal effort put forth, understanding of course material, and poor study habits (Dunn, Osborne, & Rakes).

Allowing BIOL 2652 to continue as a co-requisite potentially sets the student up for failure. As can be seen from the above course descriptions, the student will not have full understanding of the normal body anatomy and physiology until they complete both BIOL 2651 & BIOL 2652. Success in a pathophysiology course has been shown to increase NCLEX-RN success and clinical reasoning skills. Additionally, understanding (or the lack thereof) of the concepts discussed in the pathophysiology course greatly influences success. To ask the student to understand pathological changes that occur with disease is unrealistic if they do not yet have the foundation knowledge of normal function.

References:

Dunn, K. E., Osborne, C., and Rakes, G. C. (2013). It's not my fault: Understanding nursing students' causal attributions in pathophysiology. *Nursing Education Today, 33*(8), pp. 828-833. DOI: 10.1016/j.nedt.2012.02.012

Penprase, B. B., Harris, M., and Qu, X. (2013). Academic success: Which factors contribute significantly to NCLEX-RN success for ASDN students? *Journal of Nursing Education and Practice, 3*(7), pp. 1-8. DOI: 10.5430/jnep.v3n7p1

New resources required:

None

Recommended timeline:

Submitted by: Laura Carter, for the BSN Academic Committee
Date: March 4, 2015
For action by:

From:	Bonni S Cohen
Sent:	Tuesday, July 14, 2015 8:40 PM
To:	Karen Marie Shepard
Subject:	Fw: course needs reactivation asap for graduate nursing

Karen

Below please find approval from both Dr Gerber and Dr Noviello to reactivate Nursing 7250. Would you kindly let me know when we are good to go with the course in Banner.
Thank you for helping solve this mystery!!!
Bonni

Dr Cohen

Bonni Cohen DNP, ARNP, ANP/FNP-BC, CHFNP Graduate Programs Coordinator Assistant Professor Adult and Family Nurse Practitioner Valdosta State University College of Nursing and Health Sciences Office #4141 Valdosta, GA 31698
office:229-333-7195
E-mail: bscohen@valdosta.edu

Do not follow where the path may lead. Go instead where there is no path and leave a trail.
Ralph Waldo Emerson

From: Brian L Gerber
Sent: Tuesday, July 14, 2015 6:22 PM
To: Sheri R Noviello
Cc: Bonni S Cohen
Subject: Re: course needs reactivation asap for graduate nursing

Great. Then let's move it forward.

Brian

> On Jul 14, 2015, at 6:05 PM, Sheri R Noviello <srnoviello@valdosta.edu> wrote:
>
> Brian,
> Yes, I approve.
>
>
>
> With excellence in mind,
> Sheri
>
>

1

13

>

> Sheri Noviello, PhD, RN

> Interim Dean and Professor

> College of Nursing and Health Sciences Valdosta State University

> 1500 North Patterson Street

> Valdosta, GA 31698

> 229.333.5959 Office

>

> 229.333.7300 Fax

>

>

>

>

>

>> On 7/14/15, 6:02 PM, "Brian L Gerber" <blgerber@valdosta.edu> wrote:

>>

>> Bonni,

>>

>> If this has the approval of Dr. Noviello then I approve as well.

>>

>> Brian

>>

>>

>>

>>> On Jul 14, 2015, at 12:05 PM, Bonni S Cohen <bscohen@valdosta.edu>

>>> wrote:

>>>

>>> Dr Gerber:

>>>

>>> I have been informed today that the course Nursing 7250 (Psych

>>> Mental Health NP track) was placed on the deactivation form for the

>>> CONHS and deactivated in fall 2015. This error was not identified

>>> until the course was to be taught this fall and through

>>> investigating why it is not appearing in Banner, the registrar found

>>> that it was deactivated this past fall in a global cleaning of

>>> courses in the graduate nursing program. The course, Nursing 7250,

>>> is part of our consortium agreement with GRU and a necessary course

>>> for the Psych Mental Health Nurse Practitioner program.

>>> I was told to contact you by Karen Shepard in the registrars office

>>> because she will need administrative approval to remove the course

>>> from the list of courses that was approved for deactivation and

>>> place it in Banner for fall 2015.

>>>

>>> Thank you for your assistance in this matter. If you have further

>>> questions please let me know

>>>

>>> Bonni

>>>

>>>

>>>

>>>

>>>

2

14

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: 191	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2015	Degree & Program Name: (e.g., BFA, Art): Minor in Human Resources Management

Present Requirements: Minor in Human Resources Management...................18 hours MGNT3500, MGNT4000*, MGNT4010, MGNT4020....................................12 hours Additional upper-level MGNT courses...6 hours MGNT4050*, MGNT4630, MGNT4650, MGNT4980 *For non-business majors pursuing the HRM minor, PSYC3800 may replace MGNT3250 as a prerequisite for the MGNT courses.	Proposed Requirements (Underline changes after printing this form: Minor in Human Resources Management...................18 hours MGNT3500, MGNT4000*, MGNT4020*...9 hours Additional upper-level MGNT courses.....9 hours ECON3860, MGNT4005, MGNT4010, MGNT4650, MGNT4660, MGNT4980. *For non-business majors pursuing the HRM minor, PSYC3800 may replace MGNT3250 as a prerequisite for the MGNT courses.

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other: Provides more flexibility to electives

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.) MGNT program learning objectives are assessed each year.
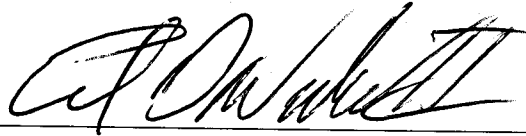
15

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:	Date: 12 Aug 15
College/Division Exec. Committee:	Date: 8/12/15
Dean(s)/Director(s):	Date: 8/12/15
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

16

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 2/10/2015 (mm/dd/yyyy)

Department Initiating Request: Management and Healthcare Administration	Faculty Member Requesting: Mel Schnake
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MGNT 4005	**Proposed New Course Title:** Staffing Organizations **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Staffing Organizations
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	Lab Hours:	Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MGNT4000. Overview of the issues and practices involved in talent acquisition, deployment, and retention. Measurement issues related to the use and validation of selection procedures will be examined. The link between staffing activities and organizational strategy , and the business impact of selection decisions,and HR metrics, will be emphasized.

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

☒ Improving student learning outcomes: The Society for Human Resource Management (SHRM) along with the Association to Advance Collegiate Schools of Business (AACSB) developed curriculum guidelines for human resource management programs. Staffing is identified as a primary content area. This will strengthen the HR Minor and give students tools which are immediately applicable in the job market.

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies: This will strengthen the alignment of the HR Minor with the SHRM Curriculum Guidelines.

☐ Other:

Source of Data to Support Suggested Change:

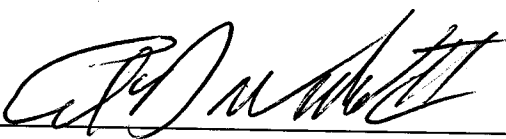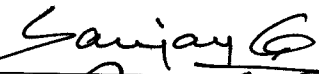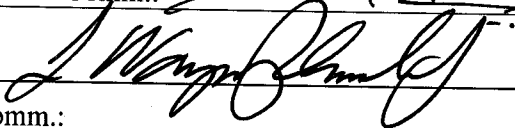☐ Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

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

17

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.) company visits, tests, presentation and project

☐ Other:

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

Approvals:	
Dept. Head: _[signature]_	Date: 12 Aug 15
College/Division Exec. Comm.: _Sanjay G_	Date: 8/12/15
Dean/Director: _[signature]_	Date: 8/10/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

19

MGNT4005: Staffing the Organization
Spring 2015
Section A

INSTRUCTOR: Dr. Schnake **OFFICE:** 208 Pound Hall **TELEPHONE:** 245-3822
OFFICE HOURS: Tuesday and Thursday, 1:45 a.m. to 2:45 p.m., Wednesday 10:00 am to 2:00 pm, and by appointment.
EMAIL: mschnake@valdosta.edu
REQUIRED TEXT: Jean M. Phillips and Stanley M. Gully (2015) Strategic Staffing, Third edition. Hoboken, NJ: Pearson Education, Inc.

COURSE DESCRIPTION: Prerequisite: MGNT4000. This course provides an overview of the issues, practices, and procedures involved in talent acquisition, deployment, and retention. Measurement issues associated with the use and validation of personnel selection procedures, along with their legal implications, will be examined. The link between staffing activities and the strategy of the organization, as well as the business impact of selection decisions, will be emphasized. HR metrics which assess the impact of staffing activities on firm performance will be analyzed.

Course Objectives:
1. Business majors will be competent in management-specific areas.
A. Students will be aware of the strategic impact of staffing.
B. Students will know Federal equal employment law and how it affects the staffing function.
C. Students will understand the job analysis process.
D. Students will know how to forecast the demand for human resources.
E. Students will be aware of methods of assessing internal and external candidates.
F. Students will know the union or.
G. Students will be aware of recruiting strategies.
H. Students will know how to evaluate staffing systems using key metrics.

GRADING:
Three True/False, Fill in Blank, short essay exams @ 100 points ....300 points
Final Exam (Multiple Choice)...150 points
Total Possible Points.. .450 points
A = 90% and above, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = Below 60%

20

Exam Policies: There will be no make up exams. If you miss one or all of the three regular exams **(for a legitimate, documented reason; notifying the instructor in advance (except for medical emergency)),** your final exam grade (percentage) will replace the grades for the missed exams. If you miss an exam for any other reason, you will receive a score of 0 points for that exam. The Final Exam must be taken during the time scheduled by the university for this purpose. **Do not ask to take the Final Exam at another time.**
You should be in class ready to begin scheduled exams at the beginning of the period. **If you arrive late for a scheduled exam, you have until the last student, who was there on time, completes the exam. Your exam will be collected at that time.**
During Exams: Any incident of academic dishonesty **(e.g.,** talking, looking from side to side, text messaging on cell phones, looking at notes) **will result in a grade of F for the course.** Make sure that you do not even give the appearance of academic dishonesty. Electronic monitoring of students during exams may be used.

Academic Dishonesty: Various academic dishonesty and plagiarism detection technologies may be employed in this course. You should review the VSU Academic Honesty web page: <Academic Honesty at VSU> The minimum penalty for any instance of academic dishonesty in this course will be a grade of F for the course. Depending on the severity of the offense, it may be pursued beyond this level. See the Student Handbook or your Instructor if you have any questions.

Food and Drink in Classroom: Is prohibited by LCOBA policy...only water is allowed in classrooms.

CONTRIBUTION/PARTICIPATION: You should conduct yourself as a professional and project an image of being intelligent, competent, helpful to fellow students, and prepared for class on a consistent basis. People need to be able to trust your ability to complete a job on time, under budget, and way above the minimum standards. One obvious indication of your ability to conduct yourself as a professional is your class participation. Behaviors such as talking in class reading the newspaper, staring out the window, etc. are examples of clearly inappropriate behaviors. **Do NOT talk in class. No computers, cellphones, etc. are permitted in class.**

AMERICANS WITH DISABILITIES ACT-Access Office: 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 245-2498 (voice) and 219-1348 (tty).

Fire Evacuation: In the event of a fire in Pound Hall, students in Room 202 are to proceed out the front door to the sidewalk on Pendelton Street (across from the hospital).

New University Withdrawal Policy: LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY) For undergraduate students only
Effective Fall 2010, all undergraduate students are limited to five course withdrawal (W) grades for their entire enrollment at Valdosta State University. Once a student has accumulated five W grades, all subsequent withdrawals (whether initiated by the student in BANNER or initiated by the instructor on the proof roll) will be recorded as WF. The grade of WF is calculated as an F for GPA purposes.
The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the mid-term point of the semester. The following types of withdrawals do not count against the limit of five course withdrawal (W) grades:
· Hardship withdrawals

· Medical or mental health withdrawals
· Military withdrawals
· Grades of —WF
· Withdrawals taken in semesters before Fall Semester 2010
· Withdrawals taken at other institutions
Transfer students, regardless of their classification upon enrolling at Valdosta State University, are also limited to five withdrawals at Valdosta State University.

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.

TENTATIVE SCHEDULE OF ASSIGNMENTS

You are responsible for any changes to this tentative schedule if you miss the class in which they are announced. There will also be some material covered in class which is not in the textbook.

Tues, Jan 8 -Introduction to the course. Begin Chapter 1—Strategic Staffing
Thurs, Jan 10- Chapter 1, continued.

Tues, Jan 15 – Chapter 2: Business and Staffing Strategies
Thurs, Jan 17- Chapter 2, continued.

Tues, Jan 22 – Chapter 3: The Legal Context
Thurs, Jan 24 – Chapter 3, continued.

Tues, Jan 29- Chapter 4, Strategic Job Analysis and Competency Modeling
Thurs, Jan 31- Chapter 4, continued.

Tues, Feb 5 – Exam #1
Thurs, Feb 7- Chapter 5: Forecasting and Planning

Tues, Feb 12- Chapter 5, continued.
Thurs, Feb 14 – Chapter 6: Sourcing: Identifying Recruits

Tues, Feb 19- Chapter 6, continued.
Thurs, Feb 21- Chapter 7, Recruiting

Tues, Feb 26- Chapter 7, continued.
Thurs, Feb 28- Chapter 8: Measurement

Tues, Mar 5- Chapter 8, continued.
Thurs, Mar 7- Exam #2

Tues, Mar 12- Chapter 9: Assessing External Candidates
Thurs, Mar 14- Chapter 9 continued.

Tues, Mar 19- Spring Break
Thurs, Mar 21-Spring Break

Tues, Mar 26- Chapter 10: Assessing Internal Candidates
Thurs, Mar 28- Chapter 10, continued.

Tues, Apr 2- Chapter 11: Choosing and Hiring Candidates
Thurs, Apr 4- Chapter 1, continued.

Tues, Apr 9- Chapter 13: Staffing System Evaluation and Technology
Thurs, Apr 11- Chapter 13, continued.

Tues, Apr 16- Employer Branding and Staffing
Thurs, Apr 18- Employer Branding, continued.

Tues, Apr 23- Exam #3
Thurs, Apr 25- Comprehensive Final Exam Review

Final Exam: scheduled by the Dean's Office.

Section A: Thursday, May 2 – 10:15am to 12:15pm
Section B: Thursday, May 2 – 2:45 to 4:45 pm

According to VSU and LCOBA policy, final exams must be given during the Final Exam period. This course is not over until after the scheduled final exam. Do not schedule trips, vacations, appointments for times prior to this date.

23

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 2/10/2015 (mm/dd/yyyy)

Department Initiating Request: Management and Healthcare Administration	Faculty Member Requesting: Mel Schnake
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MGNT 4660	**Proposed New Course Title:** Training and Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Training and Development
Semester/Year to be Effective: Fall 2015	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	Lab Hours:	Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MGNT4000. An examination of employee and management training in organizations. Topics include the development, administration, and evaluation of training programs; needs assessment, theories and program design, transfer of training, traditional training methods, use of new technologies in training, career development, and follow-up and evaluation of costs and benefits of training.

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

☒ Improving student learning outcomes: The Society for Human Resource Management (SHRM) along with the Association to Advance Collegiate Schools of Business (AACSB) developed curriculum guidelines for human resource management programs. Training and development is identified as a primary content area. This will strengthen the HR Minor and give students tools which are immediately applicable in the job market.

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies: This will strengthen the alignment of the HR Minor with the SHRM Curriculum Guidelines.

☐ Other:

Source of Data to Support Suggested Change:

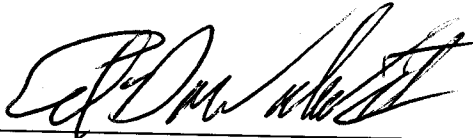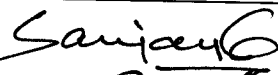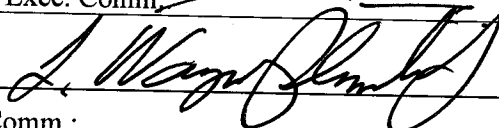☐ Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

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

24

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.) company visits, tests, presentation and project

☐ Other:

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

Approvals:		
Dept. Head:		Date: 12 Aug 15
College/Division Exec. Comm.: Sanjay G		Date: 8/12/15
Dean/Director:		Date: 8/12/15
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

26

MGNT4660: Training and Development
Spring 2015
Section A

INSTRUCTOR: Dr. Schnake **OFFICE:** 208 Pound Hall **TELEPHONE:** 245-3822
OFFICE HOURS: Tuesday and Thursday, 1:45 a.m. to 2:45 p.m., Wednesday 10:00 am to 2:00 pm, and by appointment.
EMAIL: mschnake@valdosta.edu
REQUIRED TEXT: P. Nick Blanchard and James W. Thacker (2013) Effective Training: Systems, Strategies, and Practices. Fifth edition. Hoboken, NJ: Pearson Education, Inc.

COURSE DESCRIPTION: Prerequisite: MGNT4000. An examination of employee and management training in organizations. Topics include the development, administration, and evaluation of training programs; needs assessment, theories and program design, transfer of training, traditional training methods, use of new technologies in training, career development, and follow-up and evaluation of costs and benefits of training.

Course Objectives:
1. Business majors will be competent in management-specific areas.
A. Students will be aware of the strategic impact of training and development.
B. Students will know theories of learning, motivation and performance.
C. Students will understand how to conduct a needs analysis.
D. Students will know how to forecast the demand for human resources.
E. Students will be understand training design.
F. Students will know traditional and electronic training methods.
G. Students will be know how to evaluate training.
H. Students will understand employee and management development.

GRADING:
Three True/False, Fill in Blank, short essay exams @ 100 points ....300 points
Final Exam (Multiple Choice)..150 points
Total Possible Points.. .450 points
A = 90% and above, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = Below 60%

Exam Policies: There will be no make up exams. If you miss one or all of the three regular exams (**for a legitimate, documented reason; notifying the instructor in advance (except for medical emergency)**), your final exam grade (percentage) will replace the grades for the missed exams. If you miss an exam for any other reason, you will receive a score of 0 points for that exam. The Final Exam must be taken during the time scheduled by the university for this purpose. **Do not ask to take the Final Exam at another time.** You should be in class ready to begin scheduled exams at the beginning of the period. **If you arrive late for a scheduled exam, you have until the last student, who was there on time, completes the exam. Your exam will be collected at that time.**
During Exams: Any incident of academic dishonesty (e.g., talking, looking from side to side, text messaging on cell phones, looking at notes) **will result in a grade of F for the course.** Make sure that you do not even give the appearance of academic dishonesty. Electronic monitoring of students during exams may be used.

Academic Dishonesty: Various academic dishonesty and plagiarism detection technologies may be employed in this course. You should review the VSU Academic Honesty web page: <Academic Honesty at VSU> The minimum penalty for any instance of academic dishonesty in this course will be a grade of F for the course. Depending on the severity of the offense, it may be pursued beyond this level. See the Student Handbook or your Instructor if you have any questions.

Food and Drink in Classroom: Is prohibited by LCOBA policy...only water is allowed in classrooms.

CONTRIBUTION/PARTICIPATION: You should conduct yourself as a professional and project an image of being intelligent, competent, helpful to fellow students, and prepared for class on a consistent basis. People need to be able to trust your ability to complete a job on time, under budget, and way above the minimum standards. One obvious indication of your ability to conduct yourself as a professional is your class participation. Behaviors such as talking in class reading the newspaper, staring out the window, etc. are examples of clearly inappropriate behaviors. **Do NOT talk in class. No computers, cellphones, etc. are permitted in class.**

AMERICANS WITH DISABILITIES ACT-Access Office: 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 245-2498 (voice) and 219-1348 (tty).

Fire Evacuation: In the event of a fire in Pound Hall, students in Room 202 are to proceed out the front door to the sidewalk on Pendelton Street (across from the hospital).

New University Withdrawal Policy: LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY) For undergraduate students only
Effective Fall 2010, all undergraduate students are limited to five course withdrawal (W) grades for their entire enrollment at Valdosta State University. Once a student has accumulated five W grades, all subsequent withdrawals (whether initiated by the student in BANNER or initiated by the instructor on the proof roll) will be recorded as WF. The grade of WF is calculated as an F for GPA purposes.

The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the mid-term point of the semester. The following types of withdrawals do not count against the limit of five course withdrawal (W) grades:
· Hardship withdrawals

· Medical or mental health withdrawals
· Military withdrawals
· Grades of —WF
· Withdrawals taken in semesters before Fall Semester 2010
· Withdrawals taken at other institutions
Transfer students, regardless of their classification upon enrolling at Valdosta State University, are also limited to five withdrawals at Valdosta State University.

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.

TENTATIVE SCHEDULE OF ASSIGNMENTS

You are responsible for any changes to this tentative schedule if you miss the class in which they are announced. There will also be some material covered in class which is not in the textbook.

Tues, Jan 8 -Introduction to the course. Begin Chapter 1 – Training in Organizations
Thurs, Jan 10- Chapter 1, continued. Association of Talent Development (ATD)

Tues, Jan 15 – Chapter 2: Aligning Training with Strategy
Thurs, Jan 17- Chapter 2, continued.

Tues, Jan 22 – Chapter 3: Learning, Motivation and Performance
Thurs, Jan 24 – Chapter 3, continued.

Tues, Jan 29- Chapter 4, Needs Analysis
Thurs, Jan 31- Chapter 4, continued.

Tues, Feb 5 – Exam #1
Thurs, Feb 7- Chapter 5: Training Design

Tues, Feb 12- Chapter 5, continued.
Thurs, Feb 14 – Chapter 5, continued.

Tues, Feb 19- Chapter 6, Traditional Training Methods
Thurs, Feb 21- Chapter 6, continued.

Tues, Feb 26- Chapter 6, continued.
Thurs, Feb 28- Chapter 7: Electronic Training Methods

Tues, Mar 5- Chapter 7, continued.
Thurs, Mar 7- Exam #2

Tues, Mar 12- Chapter 8: Development and Implementation of Training.
Thurs, Mar 14- Chapter 8 continued.

Tues, Mar 19- Spring Break
Thurs, Mar 21-Spring Break

Tues, Mar 26- Chapter 9: Evaluation of Training
Thurs, Mar 28- Chapter 9, continued.

Tues, Apr 2- Chapter 10: Key Areas of Organizational Training
Thurs, Apr 4- Chapter 10, continued.

Tues, Apr 9- Chapter 11: Employee and Management Development
Thurs, Apr 11- Chapter 11, continued.

Tues, Apr 16- Career Management and Development
Thurs, Apr 18- Career Management and Development, continued.

Tues, Apr 23- Exam #3
Thurs, Apr 25- Comprehensive Final Exam Review

Final Exam: scheduled by the Dean's Office.

Section A: Thursday, May 2 – 10:15am to 12:15pm
Section B: Thursday, May 2 – 2:45 to 4:45 pm

According to VSU and LCOBA policy, final exams must be given during the Final Exam period. This course is not over until after the scheduled final exam. Do not schedule trips, vacations, appointments for times prior to this date.

31
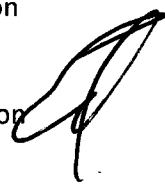
MEMORANDUM

Date: 21 July 2015

To: Dr. L. Wayne Plumly, Dean
         Langdale College of Business Administration

From: Dr. Ed Walker, Head
         Management and Healthcare Administration

Re: Course Reactivation

Please reactivate the following courses as of 21 July 2015. This course deactivated on 18 August 2014.
Since that time we created a new Logistics and Supply Chain Management minor and look forward to
creating a major in L/SCM. Quality Management is a critical part of these new offerings

MGNT 4700 Quality Management

MGNT 4700 Quality Management 3-0-3
Prerequisite or corequisite: MGNT 3250. An overview of the concepts and processes
of quality in a multinational firm. Topics covered include comparison of international
approaches to quality improvement; strategic supply chain alliances between customers
and suppliers; quality and innovation in products, services, and process design across the
supply chain; supplier partnering and development; the tools of quality; managing quality
improvement teams and projects; statistically based quality improvements; Six-Sigma
management and tools; and implementing and validating the quality system.

Request for a Revised Course
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Management and Healthcare Administration	Ed Walker

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

MGNT 4700 Quality Management

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: MGNT 4700	Course Prefix and Number: MGNT 4700
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Quality Management	Course Title: Quality Management
Pre-requisites:Prerequisite or corequisite: MGNT 3250	Pre-requisites:MGNT 3250 (non-business majors may use PSYC 3800)
Course Description: An overview of the concepts and processes of quality in a multinational firm. Topics covered include comparison of international approaches to quality improvement; strategic supply chain alliances between customers and suppliers; quality and innovation in products, services, and process design across the supply chain; supplier partnering and development; the tools of quality; managing quality improvement teams and projects; statistically based quality improvements; Six-Sigma management and tools; and implementing and validating the quality system.	Course Description: Overview of the concepts and processes of quality. Topics include: strategic supply chain alliances; quality and innovation in products, services, and process design across the supply chain; the tools of quality; managing quality improvement teams and projects; statistically based quality improvements; Six-Sigma management; and implementing and validating the quality system.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Sping 2016	Fall/Spring

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: This change is made due to the difficulty of enforcing a corequisite and to assure

33

prerequisite knowledge for non-majors who might chose to take the course. (Catalog copy was shortened to the new 50-word limit.)

Plans for assessing the effectiveness of the course: no change

34

Approvals:		
College/Division Exec. Comm.: *Sanjay G*	Date:	8/12/15
Dept. Head:	Date:	12 Aug, 15
Dean/Director:	Date:	8/14/15
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: August 12, 2015

35

Request for a Revised Course
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Management and Healthcare Administration	Ed Walker

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

MGNT 4780 Supply Chain Management

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MGNT 4780	Course Prefix and Number: MGNT 3400
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Supply Chain Management	Course Title: Supply Chain Management
Pre-requisites:MGNT 3250 Course Description: The management of supply chain organizations to achieve a sustainable competitive advantage. Topics include the introduction to the field, the order fulfillment process, global supply chain design, supply chain mapping, supply chain rationalization, supplier selection and relations, information sharing, and the applications of information technologies to the supply process.	Pre-requisites:MGNT 3250 (non-business majors may use PSYC 3800) Course Description: The management of supply chain organizations to achieve a sustainable competitive advantage. Topics include the introduction to the field, the order fulfillment process, global supply chain design, supply chain mapping, supply chain rationalization, supplier selection and relations, information sharing, and the applications of information technologies to the supply process.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Sping 2016	Fall/Spring

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: The change in the course number better allows the College to implement both a minor and major in Logistics and Supply Chain Management with this as a first course in the sequence.

☐ Adopting current best practice(s) in field:

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

☒ Other: This change is made to assure prerequisite knowledge for non-majors who might chose to take the course.

36

Plans for assessing the effectiveness of the course: no change

37

Approvals:		
College/Division Exec. Comm.: _Sanjay G_	Date:	8/12/15
Dept. Head:	Date:	12 Aug 15
Dean/Director:	Date:	8/13/15
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: August 12, 2015

38

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: N/A	Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2016	Degree & Program Name: (e.g., BFA, Art): Minor in Logistics & Supply Chain Management

Present Requirements: No Minor currently exists	Proposed Requirements (Underline changes after printing this form: Minor in Logistics & Supply Chain Management... 18 Hours MGNT 3300... 3 hours MGNT 3400... 3 hours MGNT 4700... 3 hours MKTG 4200... 3 hours MKTG 4230... 3 hours MKTG 4240... 3 hours

Justification:

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

☒ Improve student learning outcomes: A minor in logistics & supply chain management will provide majors and non-majors with additional learning opportunities to acquire skills that can be used on the job and in the marketplace.

☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: The college of business has been given the opportunity to add minors to the existing curriculum; and the college of business in engaging with local business has determined that there is a need for the minor.

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Anecdotal evidence

39

from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students. The local business community has also stated that Valdosta is in need of individuals who have an education in logistics and supply management, particularly in light of future plans for the economic growth of the area as an inland port.

☐ **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:		
MGNT/HCAD		12 Aug 15
Department Head: MKTG/IB		Date: 8/13/15
College/Division Exec. Committee: Sanjay G		Date: 8/12/15
Dean(s)/Director(s):		Date: 8/13/15
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

40

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Revision: Marketing & International Business	Faculty Member Requesting Revision: Aubrey R. Fowler III

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

MKTG 4020

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

Current:	Requested:
Course Prefix and Number: MKTG 4020	**Course Prefix and Number:** MKTG 4220
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MKTG 3050	**Prerequisites:** MKTG 4200
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Spring 2016	Estimated Frequency of Course Offering: 1 a year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: To make the Guided Pathway of Study easier to follow and more logical, we are introducing sequenced tracks. These sequenced tracks will require a renumbering of quite a few classes. This is one such class.

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.) Direct discussions with students currently taking classes and the faculty teaching the courses.

41

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).
Data Sources:
☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: _[signature]_	Date: 8/13/15
College/Division Exec. Comm.: _Sanjay G_	Date: 8/13/15
Dean/Director: _L. Wayne [signature]_	Date: 8/13/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

43

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Revision: Marketing & International Business	**Faculty Member Requesting Revision:** Aubrey R. Fowler III

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

MKTG 4740, Business-to-Business Marketing

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

Current:	**Requested:**
Course Prefix and Number: MKTG 4740	**Course Prefix and Number:** MKTG 4230
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MKTG 3050	**Prerequisites:** MKTG 4200
Co-requisites:	**Co-requisites:**
Course Description:	**Course Description:**

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** 1 a year

Indicate if Course will be :   ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: To make the Guided Pathway of Study easier to follow and more logical, we are introducing sequenced tracks. These sequenced tracks will require a renumbering of quite a few classes. This is one such class.

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.) Direct discussions with students currently taking classes and the faculty teaching the courses.

44

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

Data Sources:

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

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

45

Approvals:	
Dept. Head:	Date: 8/13/15
College/Division Exec. Comm.:	Date: 8/13/15
Dean/Director:	Date: 8/13/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

46

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Revision: Marketing & International Business	**Faculty Member Requesting Revision:** Aubrey R. Fowler III

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

MKTG 4670

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

Current:	Requested:
Course Prefix and Number: 4670	**Course Prefix and Number:** 4200
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites: MKTG 3050	**Prerequisites:** MKTG 3050 or MGNT 3400
Co-requisites:	**Co-requisites:**
Course Description: Study of the firm's distribution function. Covers channel design, strategy, and structure; channel participants and functions; channel management; and physical distribution and logistics systems.	**Course Description:** An overview of the distribution function as it relates to both logistics and supply chain management. Provides the student with an overview of channel design, strategy, and structure; channel participants and functions; and physical distribution and logistics systems.

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** 1 a year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: To make the Guided Pathway of Study easier to follow and more logical, we are introducing sequenced tracks. These sequenced tracks will require a renumbering of quite a few classes. This is one such class.

Source of Data to Support Suggested Change:

47

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Direct discussions with students currently taking classes and the faculty teaching the courses.

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

Data Sources:

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

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

48

Approvals:

Dept. Head: *(signature)*	Date: 8/13/15
College/Division Exec. Comm.: *(signature)*	Date: 8/13/15
Dean/Director: *(signature)*	Date: 8/13/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

49

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/21/2015 (mm/dd/yyyy)

Department Initiating Request: Marketing and International Business	**Faculty Member Requesting:** Aubrey R. Fowler III
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MKTG 4240	**Proposed New Course Title:** Cases in Logistics Decision Making **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Cases in Logistics
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Once a Year

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 45	**Lab Hours:** 0	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MKTG 4200. Using case-based methods, students will explore the decision making process used to implement logistics in a corporate setting and the strategies companies use to make "real world" supply chain decisions. They will also develop an understanding of the impact such decisions have on the local and global level.

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: There are three primary learning outcomes associated with the class: (1) Students will learn how to make decisions concerning logistics & supply chain management; (2) Students will use current marketing issues to develop their critical understanding of supply chains as part of the marketing mix; (3) Students will learn to review and analyze current supply chain issues, practice, and trends. The three outcomes work together to provide a course in which students build their decision making skills, learn supply chain strategy, and critically assess issues through industry cases.

☐ Adopting current best practice(s) in field:

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

☒ Other: The class is being offered as part of the proposed Logistics & Supply Chain minor to be located within the curriculum of the college of business

Source of Data to Support Suggested Change:

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

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

50

portfolios, specific assignments, etc.)

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment for the course is through case analyses, quizzes and exams, and a course case project.

Case Analyses: the students will develop a case analysis as a group by selecting one of a set of cases for analysis, write-up their analysis and review of that case, and then present that case to the class for discussion periods.

Quizzes and Exams: After each case is read, students will take a set of quizzes to determine both comprehension and retention of the information provided by the cases. Post-class quizzes will also be implemented which will help develop retention of information. Additionally, mid-term and final exam will be given to the students.

Course Case Project: Student teams will need to select an instructor approved company for analysis. Teams will complete a written analysis of their chosen company reviewing; 1-company background, 2-market, 3-market share, 4-key competitors, 5-logistical organization, & 6-how the company employs a specific logistics strategy (i.e. distribution network, order fulfillment, etc) or system (global trade management, supplier relationship management, etc) to take advantage of potential opportunities and challenges within the industry. The purpose of this project is to provide students with an understanding of how companies' use strategic decision making processes meet customer expectations, expand their market position, and manage the product lifecycle through the use logistics/supply chain management.

☐ Other:

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

51

Approvals:	
Dept. Head: *[signature]*	Date: 8/13/15
College/Division Exec. Comm.: *[signature]*	Date: 8/13/15
Dean/Director: *[signature]*	Date: 8/13/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

52

MKTG 4240: Cases in Logistics Decision Making

Spring 2016: 9:30 to 10:45 AM TTh,
Aubrey R. Fowler III, arfowler@valdosta.edu
Office: HSBA, Room 1002
Office Telephone: 245-6458, **Cell Phone:** 229-460-1272
Office Hours: 1:00 to 4:30 PM TTh, and by appointment

Required Texts:
　　　　The course text consists of select Harvard Business School (HBS) cases available for purchase at UniPrint. Additional articles selected from industry periodicals will be used to supplement lectures and case discussion. These will be posted to BlazeView 12 hours prior to class by day/week.

Prerequisites: MKTG 4200

COURSE DESCRIPTION

The primary objectives of Logistics Decision Making are to consolidate and expand on students' previous coursework and help them understand how the decision making process is used to implement logistics in a corporate setting. The course strongly emphasizes critical thinking skills necessary for solution development by employing individual and team business case analysis method as well a required course project focused on the "real world" supply chain decisions and strategies used companies. A secondary objective of the course is to introduce students to leading supply chain management theory and it economic impacts at the local and global level.

COURSE ASSIGNMENTS

Case analysis: During the semester, we will discuss and analyze 11 HBS cases covering key industry issues in supply chain management. One additional individual case analysis will serve as the course's final examination. The cases selected for the class represent a variety of current industry subjects focusing on logistics/supply chain decision making dimensions such as; operational (tactical) vs. strategic, supplier vs. customer, domestic vs. international, and how they impact logistics in the area of; ecommerce operations, product recall, reverse logistics, supplier relationships, and sustainability. Students will self-select a case analysis team of not more than **4 members**. Next, the teams will choose one of the 11 HBS cases for analysis and presentation to the class. Prior to the class or team case discussion, a case reading quiz will be conducted for completion by all students. Team presentations will last approximately 25 to 30 minutes with a follow-on class discussion of the case to address ideas, opinions, or theories not covered in the team presentation. After the presentation, students will also take a quiz

Course Project: In addition to the case analysis, student teams will select a course project for analysis and presentation to the class. Students will select **one** of the two course projects; 1) a supply chain topic "white paper" option exploring a current supply chain issue, practice, trend, etc or 2) a company supply chain operational review and analysis. These projects allow students the opportunity to "dig" into an industry related logistics/supply chain topic to discover how they impact businesses and their customers

Guest Speakers & Site Tours: We will have the opportunity to host senior supply chain managers during our lectures to discuss issues and opportunities in business today and how their companies are preparing to meet them. Additionally, we will visit local area logistics operations to "see and feel" how these capabilities are developed, implemented, and modified to meet the challenges of their market. It is imperative that you

53
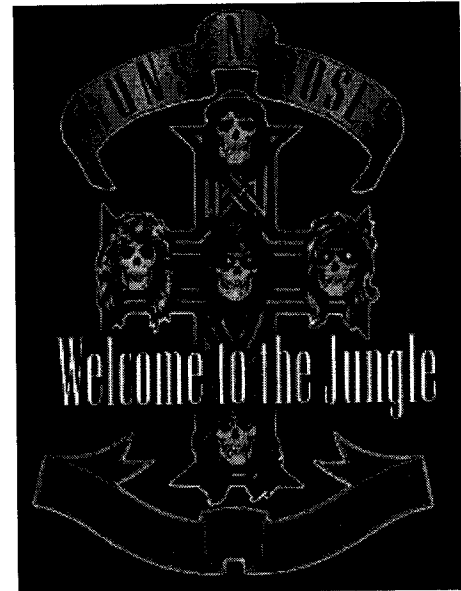
attend all guest speaker events and site visits as they will help you develop your decision making skills and more importantly business understanding. Due to the importance of these events to the class, there are no makeup assignments should you miss one of these events. These events will count for **90** points towards your final grade.

Exams: There are two exams during the course. A *midterm* exam will cover the classroom lectures related to logistics management. This exam will consist of 75 multiple choice questions potentially consisting of guest speakers, industry visits, and lectures. The midterm exam will account for **150** points towards the final grade. The *final* exam is an individual take home case analysis which limits the response to explicit case questions at the conclusion of the case. Student response to the questions will need to include information provided within the case as well as information obtained from 5 external data sources (articles, reports, etc) which have relevancy. The expected deliverable is not to exceed 3 to 4 letter sized, 1.5 spaced, type-written pages using 10-12 pt font. The final case response is due based on the assigned grouping of A-E. Responses can be submitted via the BlazeView drop box prior to the due date (*strongly encouraged*) and not later than 11:59pm on the assigned due date. Each exam will account for **120** points towards the final grade.

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.

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

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
Case Analysis	25	4, 7		Weekly
Course Project	25	1, 3, 8		March 1
Guest Speakers & Site Tours	20	1, 3, 8		March 22
Exams	20	1, 3, 8		TBD
Quizzes	10	4, 7		TBD

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

54

will also provide ample notification for any changes that are made. If you have any conflicts associated with these due dates for athletics, SIFE, or any other extra-curricular activity, please make arrangements with me at your earliest possible convenience.

WK	Date	Tuesday	Thursday	Readings	Journal Dates

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 61 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 VSI see Turnitin For Students


Asked to Leave: There may be occasions when I ask a student to leave me 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 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

56

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*.
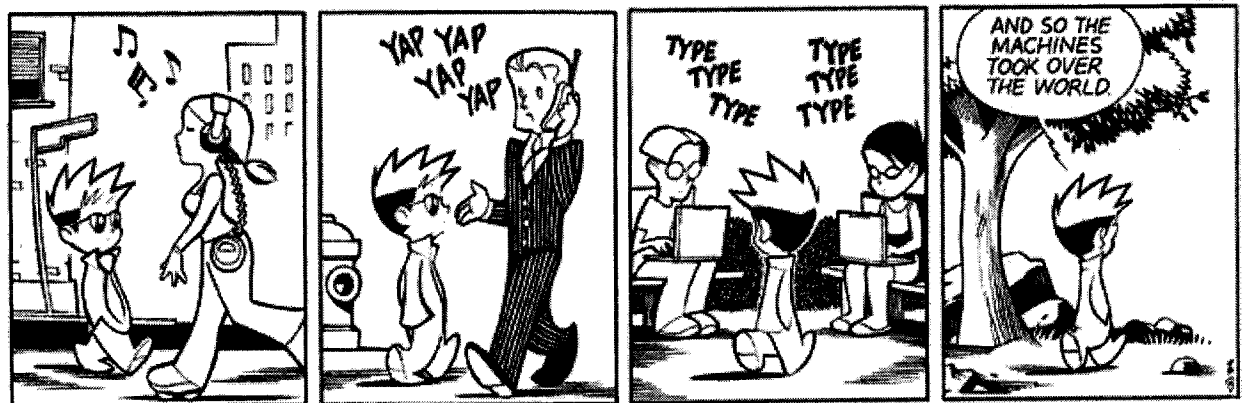
In other words, unless you have some sort of serious issue (i.e. a pregnant spouse), all cell phones will be turned off and put away while in class. If a cell phone rings, vibrates, or becomes otherwise noticeable to me or anyone else in the class, you will automatically lose two percentage points from 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 2000—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 2000—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.
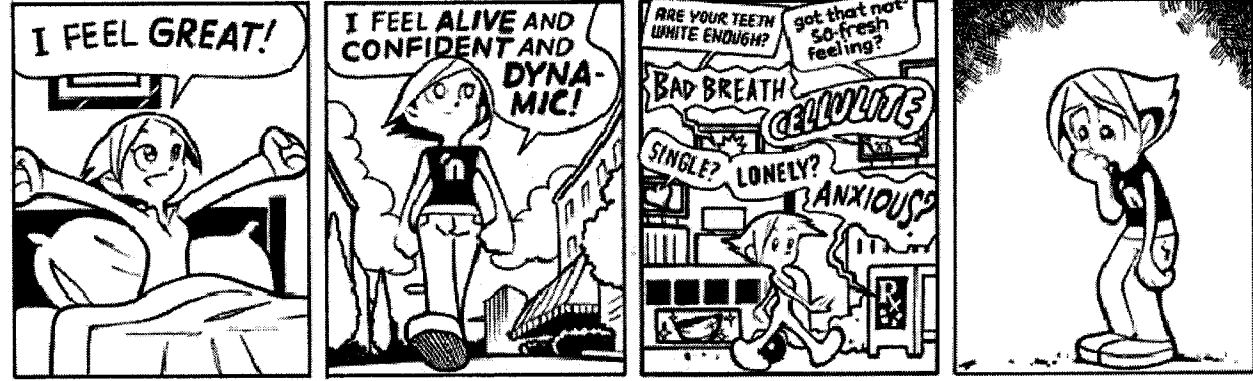
A Few Thoughts on Your Participation: This is your class, and I expect you to take ownership of the class. By that I mean, come to class prepared to participate, to ask questions, and to challenge yourself and your fellow students and even me. Please feel free to come to me with any problem you have 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.

Request for a Revised Course
Valdosta State University

Date of Submission: 12/31/2014 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Biology	Grove

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

BIOL3450 Animal Physiology

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: BIOL3450	Course Prefix and Number: BIOL3450
Credit Hours: 4	Credit Hours: 4
Course Title: Animal Physiology	Course Title: Animal Physiology
Pre-requisites: BIOL1107K, BIOL1108K, BIOL3200, CHEM1211/1211L, CHEM1212/1212L	Pre-requisites: BIOL1107K, BIOL1108K, BIOL3200, CHEM1211/1211L, CHEM1212/1212L
Course Description: A study of animal physiology with an emphasis on mammalian organ systems. The molecular and cellular aspects of physiology as they relate to these systems are considered.	Course Description: A study of the fundamental processes of physiological systems in animals from the molecular to the organismal levels of organization.

Semester/Year to be Effective: Fall 2015	Estimated Frequency of Course Offering: every 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:

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

☒ Other: The course description is changed because the content of animal physiology covers both vertebrates and invertebrates, not just mammals.

60

Plans for assessing the effectiveness of the course: Exams, quizzes, papers, lab reports

61

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date:	5/14/15
Dept. Head: *Robert Green*	Date:	3-10-15
Dean/Director: *Connie Richards*	Date:	5/14/15
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: March 10, 2015

62

Request for a Revised Course
Valdosta State University

Date of Submission: 12/31/2014 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Biology	Grove

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

BIOL5450 Vertebrate Physiology

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: BIOL5450	Course Prefix and Number: BIOL5450
Credit Hours: 4	Credit Hours: 4
Course Title: Vertebrate Physiology	Course Title: Animal Physiology
Pre-requisites: Admission into the graduate program or permission by the instructor	Pre-requisites: Admission into the graduate program or permission by the instructor
Course Description: Study of the general physiological processes of vertebrates; emphasis at organ and organ systems levels	Course Description: A study of the fundamental processes of physiological systems in animals from the molecular to the organismal levels of organization.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2015	every 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:

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

☒ Other: This is a dual listed course (BIOL3450 for undergraduate students and BIOL5450 for graduate students). The change in the name is to agree with the name of BIOL3450 (Animal Physiology). The course description is also changed because the content of animal physiology covers both vertebrates and invertebrates.

63

Plans for assessing the effectiveness of the course: Exams, quizzes, papers, lab reports

64

Approvals:		
College/Division Exec. Comm.: _Connie Richards_	Date:	5/14/15
Dept. Head: _[signature]_	Date:	3-13-15
Dean/Director: _Connie Richards_	Date:	5/14/15
Graduate Exec. Comm.(if needed): _[signature]_	Date:	8-2-15
Graduate Dean (if needed): _[signature]_	Date:	8-2-15
Academic Committee:	Date:	

Form last updated: March 10, 2015

65

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: 143	Proposed Effective Date for Curriculum Change: (Month/Year): 08/2015	Degree & Program Name: (e.g., BFA, Art): CS-Minor

Present Requirements: CS 1301, CS 1302, CS 3101, CS 3410, any CS course at the 3000-level or above (except CS 4800)	Proposed Requirements (Underline changes after printing this form: CS 1301, CS 1302, CS 3101, and two additional CS courses at the 3000-level or above (except CS 3200 and CS 4800)

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: CS 2620 is now a pre-requisite for CS 3410. A 2xxx course cannont be counted towards a minor. Hence, the present requirements cannot be completed in 18 hours. The proposed requirements allow a student to complete a CS minor with 17 hours of coursework. The proposed requirement are consistent with requirements for a Minor in CS in other peer universities like Armstron Atlantic State University and Kennesaw State University.

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,

66

portfolios, specific assignments, etc.) Evaluation of course requirements and associated credit hours for a minor in CS at VSU as well as other peer universities.

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: *Greg Harrell*	Date: 4-10-15
College/Division Exec. Committee: *Connie Richards*	Date: 5/14/15
Dean(s)/Director(s): *Connie Richards*	Date: 5/14/15
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

67

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 3/0/2015 (mm/dd/yyyy)

Department Initiating Revision: Chemistry	**Faculty Member Requesting Revision:** Gary L.Wood

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

CHEM 4510 Advanced Inorganic Chemistry

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours: 4	**Credit Hours:** 3
Course Title:	**Course Title:**
Prerequisites: CHEM 3801, 3802 with a grade of "C" or better.	**Prerequisites:** CHEM 3801 or 3802 with a grade of "C" or better or permisson of the instructor.
Co-requisites:	**Co-requisites:**
Course Description: An advanced course concentrating on specific aspects of inorganic chemistry including discussions of atomic and molecular structure, chemical bonding, isomerism, coordination compounds and descriptive chemistry of selected elements. Three lectures and one three-hour laboratory per week.	**Course Description:** An advanced course concentrating on specific aspects of inorganic chemistry including discussions of atomic and molecular structure, chemical bonding, isomerism, coordination compounds, and descriptive chemistry of selected elements. Three lectures per week.
Semester/Year to be Effective: Fall/2015	**Estimated Frequency of Course Offering:** 1/year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☒ Improving student learning outcomes: This change will separate the lecture/lab course into one lecture course and one laboratory course. This will allow for more flexibility for students in terms of course selection and scheduling.

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will provide upper division chemistry students with a broader choice of courses when designing their American Chemical Society approved degree. This program requires two advanced chemistry electives.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOI's indicated that students wanted a course with an optional laboratory and more flexibility in selecting their senior electives.

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

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of knowledge will be evaluated with in-class tests and homework assignments. Student satisfaction will be measured via the SOI taken at the end of the course.

Approvals:	
Dept. Head: _Jame J. Bafter_	Date: 4/14/15
College/Division Exec. Comm.: _Connie Richards_	Date: 4/17/15
Dean/Director: _Connie Richards_	Date: 4/17/15
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

70

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 3/1/2015 (mm/dd/yyyy)

Department Initiating Request: Chemistry	**Faculty Member Requesting:** Gary L. Wood
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHEM 4510L	**Proposed New Course Title:** Advanced Inorganic Chemistry Laboratory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Adv. Inorg. Chem. Lab.
Semester/Year to be Effective: Fall/2015	**Estimated Frequency of Course Offering:** 1/year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 0	**Lab Hours:** 3	**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- or Co-requisites: CHEM 4510. An advanced course concentrating on synthetic methods in inorganic chemistry. Students will learn techniques to synthesize air-sensitive (main group and organometallic) compounds, inorganic polymers, ceramics, and coordination complexes. One three-hour laboratory per week.

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 is part of a curricular change to separate Advanced Inorganic into separate lecture and laboratory courses. This change allows for more flexibility for students in terms of course selection and scheduling.

☐ Adopting current best practice(s) in field:

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

☒ Other: The course provides laboratory experience previously offered in CHEM 4510.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs indicated that students wanted an optional laboratory component to accompany the new CHEM 4510

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

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of knowledge will be evaluated by review of laboratory notebooks and written assignments. Student satisfaction will be measured via the SOI taken at the end of the course.

☐ Other:

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

72

Approvals:		
Dept. Head: _James T. Baxter_	Date:	4/14/15
College/Division Exec. Comm.: _Connie Richards_	Date:	4/17/15
Dean/Director: _Connie Richards_	Date:	4/17/15
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: January 6, 2010

73

Chemistry 4510L Course Summary

Instructor: Dr. Gary L. Wood   **Office Hours:** 10:00 - 11:00AM M - F and by appointment
Office Phone: 333-5458   **Office:** 3073 Science Building
Text: provided by instructor (handouts or pdf files downloaded from Blazeview).
E-mail: lwood@valdosta.edu   **Web Page:** http://www.valdosta.edu/~lwood

Course Description:

An advanced course concentrating on synthetic methods in inorganic chemistry. Students will learn techniques to synthesize air-sensitive (main group and organometallic) compounds, inorganic polymers and ceramics. One three-hour laboratory per week.

Learner Outcomes:

Upon completion of the course the student will be able to:
1- keep an appropriate laboratory notebook.
2- dispose of chemicals according to regulations.
3- perform bibliographic research.
4- perform routine synthetic inorganic techniques
5- collect and analyze spectroscopic data on inorganic samples
6- identify substitution reactions in metal complexes
7- describe common synthetic methods for coordination complexes

Course Outline:

Do five of the following experiments:

1.   Synthesis and IR, NMR and Melting Point Characterization of $[C_5H_5Fe(CO)_2]_2$
       - do questions 3, 5, and 7.
2.   Ion Exchange Separation of Ionic Complexes. Ultraviolet-Visible Spectra of $CrCl_2(H_2O)_4^+$, $CrCl(H_2O)_5^{2+}$, $Cr(H_2O)_6^{3+}$
       - do questions 4, 6 and 7.
3.   Stability Constants of $Ni(glycinate)_n^{(2-n)+}$
       - do question 1.
4.   Synthesis and Characterization (IR and Melting Point) of $(CH_3)_3CNH_2{:}BH_3$.
       - do questions 2, 3, 8.
5.   Reaction of Cr(III) with a Multidentate Ligand: A Kinetics Experiment.
       - do questions 2, 3.
6.   Silicone Polymers: Preparation of Bouncing Putty.
       - do questions 3, 4, 5.
7.   Synthesis and NMR Characterization of $[Cl_3P-N(iBu)]_2$.
       - do questions on handout.
8.   Determination of Magnetic Moments in Metal-Metal Bonded Complexes:
       Part B, Synthesis of Copper(II) Acetate Monohydrate.
       - do questions 1, 2.

74

- All data and observations will be recorded in a laboratory notebook.
- Laboratory notebooks are due at the end of the laboratory period on the following dates:
  - September 10
  - October 8
  - November 12
  - December 3
- To receive a passing grade in the course, all experiments must be successfully completed.

Attendance: Class attendance is required and attendance will be taken at irregular intervals during the semester.

Cell Phones and Pagers: These devices should be turned-off and left off for the lecture or laboratory period.

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

The Laboratory Notebook

The laboratory notebook is a record of your work in the laboratory. It should be maintained in such a way that you or your reader can easily reconstruct the experiment.

Obtain a hard-covered notebook with sewn pages. Reserve the FIRST SEVEN PAGES for a TABLE OF CONTENTS. It will be convenient if the pages are already numbered, because each page in the laboratory notebook must be numbered. Enter the data on which work was done; work from more than one day can be entered on a page. Give each experiment a clear title.

Record all information directly into the notebook using permanent ink. Do not copy data from scraps of paper, paper towels or other notebooks. Never obliterate a notebook entry. If an error is made, mark through the word or number with a single line, record the correct entry above or to the right of the incorrect entry and enter a brief statement reminding you of the reason the entry is in error.

Laboratory Notebook Format

Title
Use a brief, concise but clear descriptive title.

Procedure
Provide a detailed narrative of the procedure you performed, but be sure to reference any published procedures used. It is also helpful to sketch the experimental set-up if it is unusual.

Raw Data
Enter all of your data directly into the notebook. Be sure to provide headings and descriptors for your data.

Calculations
Develop an equation to show how your calculations are to be made and show each calculation as a substituted statement in your equation.

Analysis of Data
Determine the mean, the range, the mean deviation from the mean in ppt and the standard deviation. Estimate the confidence limit at the 95% confidence limit where appropriate.

Conclusions and/or suggestions
Comment on the quality of your work and provide suggestions for improving the experiment.

Questions
Answer any questions assigned as part of the experiment.

76

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/01/2015 (mm/dd/yyyy)

Department Initiating Request: Chemistry	**Faculty Member Requesting:** Gary L. Wood
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHEM 4520	**Proposed New Course Title:** Organometallic Chemistry **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Organometallic Chemistry
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Yearly

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: CHEM 3510 and CHEM 3802, each with a grade of "C" or better.   An advanced course concentrating on specific aspects of organometallic chemistry including discussions of chemical bonding, isomerism, reaction mechanisms, and catalysis.

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: This course will provide upper-division chemistry students with a broad choice of advanced chemistry elective courses when designing their American Chemical Society approved degree. This program requires two advanced chemistry electives.

☐ Other:

Source of Data to Support Suggested Change:

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

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

77

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of knowledge will be evaluated with in-class tests and written assignments. Student satisfaction will be measured via the SOI taken at the end of the course.

☐ Other:

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

Approvals:	
Dept. Head: *James T. Batten*	Date: 4/14/15
College/Division Exec. Comm.: *Connie Richards*	Date: 4/17/15
Dean/Director: *Connie Richards*	Date: 4/17/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

79

Chemistry 4520 Course Summary

Instructor: Dr. Gary L. Wood
Office Phone: 333-5458
E-mail: lwood@valdosta.edu

Office Hours: 10:00 - 11:00AM M - F and by appointment
Office: 3073 Bailey Science Building

Text: Organometallic Chemistry, Spessard and Miessler.

Course Description:
An advanced course concentrating on specific aspects of organometallic chemistry including discussions of chemical bonding, isomerism, reaction mechanisms, and catalysis.

Learner Outcomes:
Upon completion of the course the student will be able to:
1. describe the common bonding interactions between transition metals and ligands
2. draw and interpret M.O. diagrams for common ligands and metal carbonyl complexes
3. describe the common synthetic methods for metal -carbonyl, -carbene and –carbyne complexes
4. describe the common mechanisms for ligand addition, deinsertion and substitution in organometallic complexes
5. explain and give examples of the two major types of catalysts.
6. explain in detail the following industrial processes: Ziegler-Nata polymerization, Monsanto acetic acid synthesis.

Course Outline:

Week	Topic	Week	Topic
1	Introduction and Overview	9	Organometallic Reaction at the Metal
2	Structure and Bonding	10	Organometallic Reaction at the Ligand
3	18-Electron Rule	11	Organometallic Reaction at the Ligand
4	Carbonyl Ligand	12	Catalytic Cycles
5	Carbonyl Ligand	13	Metathesis and Polymerization Reactions
6	Pi Ligands	14	Organometallics in Organic Synthesis
7	Pi Ligands	15	Isolobal Groups and Clusters
8	Other Ligands		

Final Examination: At the time listed in the bulletin

Attendance: Class attendance is required and attendance will be taken at irregular intervals during the semester.

Class Presentation: The student will give an oral presentation on an article in *Organometallics*. The presentation will be a "chalk talk" covering the background, significance, experimental method, results and data interpretation described in the article.

80

Homework and Grades: Hour Exams will be given on the Friday of the announced week.

Hour Exams	50%
Class presentation	15%
Home Work	10%
Final Exam	25%

Cell Phones and Pagers: These devices should be turned-off and left off for the lecture period.

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

81

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/01/2015 (mm/dd/yyyy)

Department Initiating Request: CHEMISTRY	**Faculty Member Requesting:** LINDA DE LA GARZA
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHEM 4610	**Proposed New Course Title:** PHOTOCHEMISTRY AND PHOTOBIOLOGY **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) PHOTOCHEM AND PHOTOBIOL
Semester/Year to be Effective: Fall/2016	**Estimated Frequency of Course Offering:** YEARLY

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	**Lab Hours: 0**	**Credit Hours: 3**

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CHEM 3601 with a grade of "C" or better or permission of the instructor. Review of photochemical reaction principles and study of basic mechanisms in photochemistry and photophysics of pigment molecules with emphasis on photobiological processes.

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

☒ Improving student learning outcomes: The course will emphasize the analysis of current scientific articles on photochemistry and photobiology topics.

Anticipated educational outcomes that may be impacted by this course are:

1. understand, speak, and write in the language used by professional chemists;

2. demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a changing discipline that requires commitment to life-long learning.

☐ Adopting current best practice(s) in field:

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

☒ Other: Increase the number of elective upper-level courses in chemistry.

82

Source of Data to Support Suggested Change: ☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The course has been offered as a special topic on three ocassions. ☐ 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.) Tests and written reports may be used. ☐ Other:

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

Approvals:	
Dept. Head: *James T. Baxter*	Date: 4/14/15
College/Division Exec. Comm.: *Connie Richards*	Date: 4/17/15
Dean/Director: *Connie Richards*	Date: 4/17/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

84

VALDOSTA STATE UNIVERSITY
Chemistry Department

Course Prefix and Number: CHEM 4610: PHOTOCHEMISTRY AND PHOTOBIOLOGY

Contact/Credit: 3 credit hours

Course Outline: Prerequisite: CHEM 3601 with a grade of "C" or better or permission of the instructor. Review of photochemical reaction principles and study of basic mechanisms in photochemistry and photophysics of pigment molecules with emphasis on photobiological processes.

Class Location: TBA   **Class Times/Days:** TTh 1-2:15 pm

Instructor: Prof. de la Garza   **Telephone Number:** Phone: (229) 333-5340
         Fax : (229) 245-2458
e-mail: ldelagarza@valdosta.edu
webpage: www.valdosta.edu/~ldelagarza

Office Location: BC Room 3080   **Office Hrs/ Days:** TBA

Required Textbook: *Photobiology* by Kohen, E.; Santus, R.; and Hirschberg, J. G. (available on reserve in the library) and current journal articles.

Pre-requisite: CHEM 3601 with a grade of "C" or better or permission of the instructor.

Student Outcomes:
After successful completion of this course students will be able to:
1. Describe how light interacts with matter;
2. Describe photophysics and photochemistry terms and processes;
3. Analyze literature on current topics on photochemistry and photobiology;
4. Describe the molecular mechanisms of vision, photosynthesis, bioluminescence, photoreceptors, and oxidative processes in general, in biological organisms.
5. Communicate developments on photochemistry and photobiology.

Assessment:
Exam 1 will evaluate outcomes 1, 2, 3, 4
Exam 2 will evaluate outcomes 1, 2, 3, 4
Homework 1 will evaluate 1, 2, 5
Homework 2 will evaluate 1, 2, 3, 4, 5
Class participation will evaluate outcomes 3, 4, 5
Presentation will evaluate outcomes 1, 2, 3, 4, 5
Final exam will evaluate outcomes 1, 2, 3, 4

Students are required to participate in class. During the second half of the semester: students will give presentations and there will be discussions on the topics. Schedule will be set up on the first week. There will be two in-semester examinations. Second exam will include questions on current literature review. There will be one final examination. The final exam will address the comprehensive understanding of the material.

85

Take-home assignments:

Two take home assignments will be given throughout the semester. Handouts will be given later with specific instructions.
1) Pigment investigation.
2) Analysis of scientific article.

Tentative Schedule:

Topic	Notes
Jan Wave nature of light	
Jan Electronic transitions	Reading on Kasha's papers
Jan Jablonski Diagram / Franck-Condon Principle	
Feb Quantum yield / Instrumentation for spectroscopy	
Feb Singlet oxygen and main cell photosensitizers	Homework 1 due Feb
Feb Photochemistry of nucleic acids, aminoacids, lipids	Articles review
Exam 1	
Feb Bioluminescence	Articles review
Mar Bioluminescence/ Photoreceptors	
Mar Photoregulation and photomovement	Homework 2 due
Mar - Spring Break -	No classes
Mar Photosynthesis	Articles review
Mar Photosynthesis/Vision	
Apr Vision	Copies of main article for talk due
Apr Photooxidative damage and the skin/ Photocarcinogenesis	
Exam 2	
Apr Phototheraphy	
Apr Presentations	
May Presentations/ Last class day	
Final Exam	

Grades

2 Exams (20% each)	=	40 %	
2 Homework assignments (12% each)	=	24	
1 Presentation	=	20	
1 Final Exam	=	16	
TOTAL	=	100 %	

The numerical equivalents of the letter grades are:

A 100-90   B 89-80   C 79-70   D 69-61   F 60 and lower

Attendance

Lecture attendance is required. Students are to be seated when lecture begins. In accordance with VSU policy, 20% or more absences can result in a course grade of F. It is responsibility of the student to drop a course they choose not to attend. NO food allowed during the lecture. CELL phones and pagers must be OFF during lecture. No hats allowed during examinations.

Students requesting classroom accommodations or modifications because of 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.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/03/2015 (mm/dd/yyyy)

Department Initiating Request: Chemistry	**Faculty Member Requesting:** Thomas J. Manning
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHEM 4730	**Proposed New Course Title:** Medicinal Chemistry **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Medicinal Chemistry
Semester/Year to be Effective: Fall/2016	**Estimated Frequency of Course Offering:** Yearly

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: CHEM 3401 and BIOL 1107K, both with a grade of C or better or permission of the instructor. Examination of the structure and function of pharmaceutical agents that have achieved FDA approval or are in the research and development pipeline.

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 covers many modern chemistry and biology topics not currently covered in the curriculum. Medicinal chemistry complements and extends the fundamentals taught in organic chemistry, biochemistry, and physiology courses. This course adds diversity to the upper-division elective courses.

☒ Adopting current best practice(s) in field: Many students are interested in careers in health-related fields.

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

☒ Other: This course has already been offered several times as a Special Topics class (CHEM 4920) with positive responses from students. One version of the class (antibiotics focus) resulted in a student authored book (470 pages) published on amazon kindle. This past year (fall, 2014) students wrote and filed a provisional patent application on a drug delivery formulation.

Source of Data to Support Suggested Change:

87

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs from past offering as CHEM 4920.

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The 8 am class typically fills up and is taken by our many pre-professional students in biology and chemistry. Every year they give presentations at conferences on exploratory projects they complete in the class.

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

Data Sources:

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

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

☒ Other: Tests, quizzes, projects and presentations

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

Approvals:		
Dept. Head: _James T. Baxter_	Date: 4/14/15	
College/Division Exec. Comm.: _Connie Richards_	Date: 4/17/15	
Dean/Director: _Connie Richards_	Date: 4/17/15	
Graduate Exec. Comm.: (for graduate course):	Date:	
Graduate Dean: (for graduate course):	Date:	
Academic Committee:	Date:	

Form last updated: January 6, 2010

CHEM 4730: Medicinal Chemistry, Fall 2015, Dr. Manning

Prerequisites: CHEM 3401 and BIOL 1107K, both with a grade of C or better or permission of the instructor.

Course Description: Examination of the structure and function of pharmaceutical agents that have achieved FDA approval or are in the research and development pipeline.

This is a three-credit course that correlates medicinal activity with chemical structures.

Grading:
1. Quizzes (top 10 count) ➔ 40%. We will have a quiz every week – short (5-10 minutes)
2. Final (comprehensive) ➔ 40%
3. Presentations/participation ➔ 20%

Each class will follow a similar format:
a. Molecule of the day. A specific structure or group of structures of some medicinal importance will be discussed.

b. Definitions. Five definitions commonly used in medicinal chemistry will be covered each class.

c. Topic. We will spend time on a pre-designated topic (below).

d. Student presentations. We will have two student presentations per class. Each will be assigned a topic. The student will have 5 minutes (maximum) and can only write bullets on the board. You will be assigned a date. If you want to switch dates with someone – that is up to you BUT if you miss your date, it is a zero.

e. Bullets on Paper. For each class students will be given a scientific paper 2-4 days in advance. Approximately 15 students will be called to the board to give a single bullet on the paper.

Week #; Topics Covered:
1. Syllabus, Phase I, II, III clinical trials. www.clinicaltrials.gov
2. *In vivo* and *in vitro* trials with drugs, TGI, G_{I50}, L_{D50}, (DTP) COMPARE PROGRAM (Cancer Drug Evaluation)
3. STEM CELLS (H/Out),
4. Drug group #1: Steroids
5. Drug group #2: Pharmacological classes of hallucinogens
6. Drug group #3: ANALGESICS
7. Drug group #4: DEPRESSANTS
8. Drug group #5: STIMULANTS
9. Drug group #6: Anesthetics
10. Drug group #7, Cancer drugs (natural products)
11. Drug group #8: Cancer Drugs (synthetic)
12. The chemistry of Vitamins
13. Nuclear Medicine
14. Protein Folding and disease

Final: Will take place during final week during the scheduled time.

Learning Objectives: Upon completion of this course students will be able to:

a. Explain the history of a number of pharmaceutical agents. How were they discovered? Who and why were they brought to market? What role did different parties, from government agencies to research labs to primitive cultures, play in the development of the drug?
b. Describe molecular structure and its impact on the mechanism of medicinal agents.
c. Correlate structural features with different methods of application and different physiological effects.
d. Evaluate a pharmaceutical agent's medicinal value using parameters such as LD_{50}, IC_{50}, GI_{50} and TGI.
e. Evaluate data from preclinical trials, Phase I, Phase II and Phase III trials and understand how/why some drugs make it to market and some do not.

Attendance: Class attendance is required.

Cell Phones and Pagers: These devices should be turned-off and left off for the class period.

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

91

Request for a Revised Course
Valdosta State University

Date of Submission: 03/03/2015 (mm/dd/yyyy)

Department Initiating Revision: PAG	Faculty Member Requesting Revision: Dr Ken Rumstay

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

ASTR 3220 Cosmology

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: ASTR 3220	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Cosmology	Course Title:
Pre-requisites:ASTR 1020K and PHIL 2010 or PHIL 2010H or consent of the instructor	Pre-requisites:ASTR 1020K
	Course Description:
Course Description: A scientific and philosophical study of our perception of the universe, including world views of Ptolemy, Copernicus, and Einstein.	

Semester/Year to be Effective: Spring 2016	Estimated Frequency of Course Offering: Fall Semesters of even years

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: ASTR 3220, Cosmology, has not been taught for over 10 years. We would like to remove the prerequisite PHIL 2010 to facilitate a larger audience when it is taught again.

92

Plans for assessing the effectiveness of the course: The plan will be to use homework, test scores, and a possible presentation.

Approvals:		
College/Division Exec. Comm.: *Innie Richards*	Date: 4/17/15	
Dept. Head: *Edward E Chatelain*	Date: 4/9/15	
Dean/Director: *Innie Richards*	Date: 4/17/15	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: April 9, 2015

94

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: 163	Proposed Effective Date for Curriculum Change: (Month/Year): August 2015	Degree & Program Name: (e.g., BFA, Art): BS in Astronomy

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Upper-Level Courses in Astronomy (10 hours):	Upper-Level Courses in Astronomy (10 hours):
ASTR 4101 (4 hours) ASTR 4400, ASTR4410 (6 hours)	ASTR 4101 (4 hours) ASTR 4400, ASTR 4410 (6 hours)
Upper-Level Supporting Courses in Physics (35 hours):	Upper-Level Supporting Courses in Physics (32 hours):
PHYS 2700 (1 hour) MATH 2150 and MATH 3340 (6 hours) PHYS 3810 and PHYS 3820 (6 hours) PHYS 3040 (4 hours) PHYS 4111-4112, PHYS 4211-4212 (12 hours) PHYS 4411-4412 (6 hours)	PHYS 2700 (1 hour) MATH 2150 (3 hours) MATH 3340 or PHYS 3800 (3 hours) PHYS 3810 (3 hours) PHYS 4111-4112, PHYS 4211-4212 (12 hours) PHYS 4411-4412 (6 hours) PHYS 3040, PHYS 3100, PHYS 3820, or PHYS 4040 (4 hours)
Other Supporting Courses (15 hours):	Other Supporting Courses (18 hours):
Language Requirement ....3-6 hours Guided Electives........................9-12 hours	Language Requirement ....3-6 hours Guided Electives........................12-15 hours
Chosen from: ASTR 3220, ASTR 3400, ASTR 3800, ASTR 4900, MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4150, MATH 4300, PHYS 3100, PHYS 4040, PHYS 4310	Chosen from: ASTR 3220, ASTR 3400, ASTR 3800, ASTR 4900, MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4150, MATH 4300, PHYS 3040, PHYS 3100, PHYS 3820, PHYS 3821, PHYS 4040, PHYS 4300, PHYS 4310

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: The proposed changes in the astronomy curriculum will provide more flexibility in course scheduling for junior and senior majors. This in turn may be expected to increase student retention. Depending on a students career goals, any one of the upper-level laboratory physics courses may provide the best preparation. At present PHYS 3040 is required of all astronomy majors.

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student feedback (on SOIs and drawn from the alumni survey conducted in spring 2015) indicate that stdents would benefit from having greater flexibility in the curriculum.

☐ **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: *Edward E Chatelain*	Date:	4/9/15
College/Division Exec. Committee: *Connie Richards*	Date:	4/17/15
Dean(s)/Director(s): *Connie Richards*	Date:	4/17/15
Grad. Exec. Committee: (for graduate course)	Date:	
Graduate Dean: (for graduate course)	Date:	
Academic Committee:	Date:	

99

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☒ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

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

Current Catalog Page Number: 167	Proposed Effective Date for Curriculum Change: (Month/Year): August 2015	Degree & Program Name: (e.g., BFA, Art): Minor in Astronomy

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Minor in Astronomy..................................15-18 hr	Minor in Astronomy ....18 hr
Area F Courses ....1-4 hr **PHYS 2211K, if not taken in Area D...........0-4 hr** **ASTR 2010,if PHYS 2211 taken in Area D 0-1 hr**	Area F Courses ....9 hr ASTR 1010K, 1020K, PHYS 2700 ....9 hr
Upper Division Courses.................................14 hr **ASTR 3101, 3102 ....8 hr** **Two courses selected from the following ......6 hr.** **ASTR 4100, ASTR 4400, ASTR 4410**	Upper Division Courses ....9 hr Three courses selected from the following ....9 hr. ASTR 3220, 3400, 3800, 4101, 4400, 4410

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: ASTR 3101 AND 3102 have been retired and the Minor had to be adjusted accordingly. Also, there was a mistake in the catalog: ASTR 4100 does not exist, but 4101 does. The pre-requisite for PHYS 2700 is the introductory physics series, PHYS 2211 and 2212.

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.)

97

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: *Edward E Chitelain*	Date: 4/16/15
College/Division Exec. Committee: *Connie Richards*	Date: 4/17/15
Dean(s)/Director(s): *Connie Richards*	Date: 4/17/15
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

98

Request for a Revised Course
Valdosta State University

Date of Submission: 03/16/2015 (mm/dd/yyyy)

Department Initiating Revision: PAG	**Faculty Member Requesting Revision:** Dr Cecilia Barnbaum

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

PHYS 2700 Modern Physics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: PHYS 2700	Course Prefix and Number: PHYS 2700
Credit Hours: 1	Credit Hours: 1
Course Title: Modern Physics	Course Title: Modern Physics
Pre-requisites:PHYS 2211 Course Description: A preparatory course for the upper-division physics curriculum. An overview of physics developed in the last century. Topics include the special theory of relativity, the particles-wave duality, matter waves, Schrödinger's equation, and condensed matter physics.	Pre-requisites:PHYS 2212 Course Description: A preparatory course for the upper-division physics curriculum, emphasizing topics not covered in PHYS 2211 and PHYS 2212 but essential for success in upper level courses. Topics include fluids, elementary thermodynamics, and wave phenomena.

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Fall Semesters of even years

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: This course will zero in on topics not covered in elementary physics, but are essential to success in upper level courses and prepare them for modern physics and techniques used. Note that PHYS 2700 is listed under Area F.

☐ Adopting current best practice(s) in field:

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

☐ Other:

99

Plans for assessing the effectiveness of the course: The plan will be to use homework, test scores, and a possible presentation.

Approvals:		
College/Division Exec. Comm.: _Connie Richards_	Date: 4/17/15	
Dept. Head: _Edward E Chatelain_	Date: 4/9/15	
Dean/Director: _Connie Richards_	Date: 4/17/15	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: April 9, 2015

101

Request for a Revised Course
Valdosta State University

Date of Submission: 03/16/2015 (mm/dd/yyyy)

Department Initiating Revision: PAG	Faculty Member Requesting Revision: Dr. Dereth Drake

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

PHYS 3820: Computational Physics

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: PHYS 3820	Course Prefix and Number: PHYS 3820
Credit Hours: 3	Credit Hours: 4
Course Title: Computational Physics	Course Title: Computational Physics I
Pre-requisites:PHYS 2212K, MATH 2263	Pre-requisites:PHYS 2212K, MATH 2263
Course Description: Formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.	Course Description: Formulation of equations describing physical systems and the use of computers to solve them, computer simulations of physical systems, the use of computers to acquire and analyze data, and graphical methods of displaying data.

Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: Once every 2 years

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: Since this course is based on using computers to solve real world physics problems, the students need laboratory time in order to work on the computational skills they learn in lecture. The proposed change would mean that instead of only a 3 hr lecture each week, the students would now take both a 3 hour lecture and a 2 hour lab component.

☐ Adopting current best practice(s) in field:

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

☒ Other: Students who previously took this course expressed a desire to have more time in the lab. They felt that the lack of time they had available to work on the techniques I taught them during the lecture, limited their understanding of the material.

102

Plans for assessing the effectiveness of the course: My plan is to compare the computational skills of the group taking the revised course to the results to those of students who took this course as only a 3 hour lecture. This will be done by comparing homework assignment grades, test averages, and final exam scores.

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 4/17/15	
Dept. Head: *Edward E. Chatelain*	Date: 4/16/15	
Dean/Director: *Connie Richards*	Date: 4/17/15	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: April 16, 2015

104

Request for a Revised Course
Valdosta State University

Date of Submission: 03/16/2015 (mm/dd/yyyy)

Department Initiating Revision: PAG	Faculty Member Requesting Revision: Dr. Dereth Drake

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

PHYS 4300: Plasma Physics

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: PHYS 4300	Course Prefix and Number: PHYS 4300
Credit Hours: 3	Credit Hours: 3
Course Title: Plasma Physics	Course Title: Plasma Physics
Pre-requisites:MATH 2263 and PHYS 2212K with grade of "C" or better	Pre-requisites: PHYS 4211, with grade of "C" or better
Course Description: An introduction to the physics of ionized gases.	Course Description: An introduction to the physics of ionized gases..

Semester/Year to be Effective: Fall 2015	Estimated Frequency of Course Offering: Once every 2 years

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: Adding PHYS 4211 will help improve students understanding of the electromagnetics in a plasma.

☐ Adopting current best practice(s) in field:

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

☒ Other: Spring 2015 was the first time this course was taught at VSU. After assessing students understanding on the mid-term exam it become appearent that students who had complete PHYS 4211 were better able to complete this course. This is due to the fact that PHYS 4211 is Electromagnetism I and introduces the students to electrostatics and magnetostatics. Without this introduction it is diffcult for students to grasp the more complex electrostatics and magnetostatics which occur with a plasma physics.

105

Plans for assessing the effectiveness of the course: My plan is to compare the scores on tests and homework for the group taking the revised course to those who took the course in Spring 2015.

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date:	4/17/15
Dept. Head: *Edward E Chatelain*	Date:	4/16/15
Dean/Director: *Connie Richards*	Date:	4/17/15
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: April 16, 2015

107

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/16/2015 (mm/dd/yyyy)

Department Initiating Request: PAG	**Faculty Member Requesting:** Dr Cecilia Barnbaum

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHYS 3800	**Proposed New Course Title:** Differential Equations in Physical Systems **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Dif. Eq. in Physical Systems

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** every Spring 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.) Pre- or co-requisites: PHYS 2212, MATH 2263. Ordinary differential equations of first and second order, linear equations of higher order, and a brief introduction to partial differential equations. The course will emphasize equations and methods which are important to understanding advanced topics in physics, such as fluid flow, mechanics, wave equations, Schrödinger's time-independent equation, and boundary equations.

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: I have been teaching this course as an independent study and many students have suggested we make it a physics elective. In order to provide students with a more flexible program we are allowing them to choose between MATH 3340 and this new course.

☐ 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. students

☐ 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: My plan is to compare the scores on tests and homework for the group taking PHYS 3800 with those who took the course as a directed study. This course will have 3 hours of lecture/problem solving, weekly homework, 3 mid-semester exams, and a comprehensive final exam.

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

109

Approvals:	
Dept. Head: *Edward E Chatelain*	Date: 4/9/15
College/Division Exec. Comm.: *Connie Richards*	Date: 4/17/15
Dean/Director: *Connie Richards*	Date: 4/17/15
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

110

SYLLABUS for PROPOSED PHYSICS 3800

Differential Equations in Physical Systems

instructor: Dr Cecilia Barnbaum *cbarnbau@valdosta.edu*

meeting time:
final exam

office hours NH 3022 NH 3022 MW 12:30 pm to 1:30 pm; TR 11:00 am to 1:00pm or by appointment

required texts: ✶ *CRC Mathematical Tables*
✶ TBA

description: Solving differential equations is a basic tool of physics. We will study primarily Ordinary Differential Equations (ODEs) with boundary conditions. The emphasis will be on ODEs which are important in physical problems such as occur in mechanics, E&M, quantum mechanics, and optics. If time allows, we will introduce Partial Differential Equations (PDEs).

requirements: Co- or Pre-requisites: PHYS 2212, MATH 2263

grading: Your performance will be judged on the following:

3 midterms @ 20% each	60 %
homework	5 %
final exam	35 %

Your final grade in the course will be based on the above, weighted as indicated, such that:

87.5	— 100.0 %	A
75.0	— 87.4 %	B
62.5	— 74.9 %	C
50.0	— 62.4 %	D
0	— 49.0 %	F

At **any time** if you wish to know your current grade, please come see me.

homework: Homework will be due once a week and full solution sets will be provided. If you do not do the problems consistently, you will not be able to pass the exams. The midterms and the final exam will consist of problems similar but not identical to the homework.

expectations: You are expected to attend all course meetings. **Absences in excess of 20% (6 scheduled classes) will result in a failing grade,** as outlined in the *2014–2015 VSU Undergraduate Bulletin. (If you miss more than 5 classes, you fail).* Be in class on time. It is a disturbance to students and me to be interrupted by late-comers.

Homework will be collected each week. One or two problems will be graded for each homework set, at random. Full solution sets will be distributed when the problem sets are due.

You are expected to do your best!!! And ask questions!!!

general policies: No late homework will be accepted.

If you miss an exam (i.e., you are absent without making arrangements with me *beforehand*) you will receive a zero for that midterm exam. My approval for an absence depends on your having a *legitimate* reason. (Note: a doctor's appointment is *not* a legitimate reason to miss an exam).

The **final exam** will be **comprehensive**. *No one will be exempt from taking the final exam for any reason.*

Cheating is absolutely unacceptable. The first offense will result in a failing grade in this course and procedures toward being expelled from the University System of Georgia.

Students requiring accommodation due to a **documented disability** should discuss their needs with the Access Office ((229) 245-2498), and I will do everything possible to make reasonable accommodations.

Departmental Selected Outcomes: 1, 2, 3
VSU General Education Outcomes: 3, 5, 7

Schedule of Lectures

Differential Equations in Physical Systems

Week #	Topics
1	Introduction to Ordinary Differential Equations; Review of Complex Numbers and Euler's Relation
2	*Martin Luther King Holiday Monday* Classification of ODEs; First Order Non-Linear ODE: Separation of Variables and Initial Conditions
3	First Order Linear ODE: Integrating Factors; and Exact Equations
4	**FIRST MIDTERM EXAM**
5	First Order Linear ODE: Bernoulli's Equation; Introduction to Second Order ODE; The Wronskian; Equation of Motion; Damped Harmonic Oscillator solved by Euler's relation; Euler's Equation and Formula
6	Second Order Linear Homogeneous ODE: Variable Coefficients: finding y_2 given y_1; Constant Coefficients with Real and Degenerate Characteristic Equation
7	Second Order Linear Homogeneous ODE: Constant Coefficients with Imaginary and Complex Characteristic Equation
8	**SECOND MIDTERM EXAM** *LAST DAY TO DROP*
9	Second Order Linear Non-Homogeneous ODE: Method of Undetermined Coefficients; Amplitude of a Driven Harmonic Oscillator Solved using Complex numbers
10	Second Order Linear Non-Homogeneous ODE: Method of Variation of Parameters (Method of Lagrange), LaPlace Transforms
11	*SPRING BREAK*
12	Power Series Solutions to ODEs, the method of Frobenius
13	**THIRD MIDTERM EXAM**
14	Matrix Solutions to Solve Homogeneous ODEs: Fundamental n^{th} Order ODE to n 1st Order ODEs: Method of Elimination; Introduction to Eigenvalues and Eigenvectors
15	Principal Matrix Solutions; Bessel Equations, Legendre Equations, Laguerre Polynomials
16	Introduction to Partial Differential Equations

112

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: 168	Proposed Effective Date for Curriculum Change: (Month/Year): Aug 2015	Degree & Program Name: (e.g., BFA, Art): BS in Physics

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Senior Curriculum ……………..………..60 hours	Senior Curriculum ………….……………60 hours
Upper-Level Courses in PHYSICS.. ..39 hours)	Upper-Level Courses in PHYSICS ……39 hours
PHYS 3100 (4 hrs) PHYS 3040 (4 hrs) PHYS 3810 (3 hrs) PHYS 3820 (3 hrs) PHYS 4040 (4 hrs) PHYS 4111 (3 hrs) PHYS 4112 (3 hrs) PHYS 4211 (3 hrs) PHYS 4212 (3 hrs) PHYS 4310 (3 hrs) PHYS 4411 (3 hrs) PHYS 4412 (3 hrs)	PHYS 3810 (3 hrs) PHYS 4040 (4 hrs) PHYS 4111 (3 hrs) PHYS 4112 (3 hrs) PHYS 4211 (3 hrs) PHYS 4212 (3 hrs) PHYS 4310 (3 hrs) PHYS 4411 (3 hrs) PHYS 4412 (3 hrs) MATH 3340 or PHYS 3800 (3 hrs) Choose 2: PHYS 3040, PHYS 3100, PHYS 3820 (8 hrs)
Other Supporting Courses ………...12–15 hours	Other Supporting Courses ………...3–6 hours
MATH 2150 (3 hrs) MATH 3340 (3 hrs) Language Requirement (3 hours may be taken in Area C)	MATH 2150 (3 hrs) Language Requirement (3 hours may be taken in Area C)
Guided Electives…………………..……...9-12 hours * chosen from: MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4110, MATH 4150, MATH 4260, MATH 4300, MATH 4540, MATH 4621, MATH 4622, MATH 4651, MATH 4652, MATH 4805,	Guided Electives…………………..……...9-12 hours * chosen from: MATH 3040, MATH 3600, MATH 4081, MATH 4082, MATH 4110, MATH 4150, MATH 4260, MATH 4300, MATH 4540, MATH 4621, MATH 4622, MATH 4651, MATH 4652, MATH 4805,

113

ASTR 3400, ASTR 3800, ASTR 4101, ASTR 4400, ASTR 4410, **PHYS 3821, PHYS 4300, PHYS 4800, PHYS 4900, PHYS 4950** *** At least one course must be taken in MATH.**	ASTR 3400, ASTR 3800, ASTR 4101, ASTR 4400, ASTR 4410, PHYS 3821, PHYS 4300, PHYS 4800, PHYS 4900, PHYS 4950 * At least one course must be taken in MATH.

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: The proposed changes in the physics curricullum will provide more flexibility in choosing lab courtses for junior and senior majors, and hence more flexibility in scheduling. This in turn may be expected to increase student retention. PHYS 4040 is required for any well prepared gradate, but we want to give them the choice among 3 possible uper-level labs. Depending on a student's career goals, any two of the laboratory courses may provide the best preparation.. MATH 3340 is Differential Equations and PHYS 3800 (new course) is Differential Equations in Physical Systems. We would like students to choose between the math version and physics version. The course material is the same except that PHYS 3800 stresses equations of physical importance.

☒ Adopting current best practice(s) in field: Most Physics Programs give students more choice in laboratory experiences, which this change in curriculum will provide

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

114

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:	*Edward E Chatelain*	Date: 4/10/15
College/Division Exec. Committee:	*Connie Richards*	Date: 4/17/15
Dean(s)/Director(s):	*Connie Richards*	Date: 4/17/15
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

115

Subject: FW: Reactivate POLS 4320

From: Brian L Gerber
Sent: Tuesday, September 01, 2015 11:48 AM
To: Karen Marie Shepard; Robert C Harding
Cc: Sharon L Gravett
Subject: RE: Reactivate POLS 4320

Approved.

Brian L. Gerber, Interim Provost and Vice President for Academic Affairs
Valdosta State University
O: 229-333-5950
F: 229-333-7400

From: Robert C Harding
Sent: Tuesday, August 25, 2015 3:05 PM
To: Brian L Gerber
Cc: Karen Marie Shepard; Sharon L Gravett
Subject: Reactivate POLS 4320

Dear Dr. Gerber,

Coming to VSU, one of the main teaching and research areas that I brought to the POLS department was Latin American politics. To that end, I had planned on teaching a course in Latin American Politics in the spring semester. Having been told that the course didn't exist in the catalog, I was going to offer it as a special topics course and then submit paperwork to have it approved for the future as a course in its own right. However, I have just learned that the course did exist as an approved course in the past but was deactivated after the 2004-2005 academic year.

I was told by Karen Shepard in the Registrar's office to contact you to request the course be reactivated as is—no changes at all. I would prefer to offer it as a standing course instead of a special topics course since that would fit better into students' major and reads better in their transcript.

The entry was in https://www.valdosta.edu/academics/catalog/0405/ugrad/documents/catalog_200405_ugrad_361-418.pdf:

POLS 4320 Latin American Politics 3-0-3

A study of the politics and governments of the nation-states of Central and South America. The course focuses on key political institutions and issues in major Latin American countries.

Though I have submitted a draft of the POLS schedule for Spring 2016, I would prefer to change my special topics course to POLS 4320 if possible.

Please let me know if you need any further clarification.

Best,

1

Robert

Robert C. Harding, Ph.D.
Associate Professor and Head
Department of Political Science
Valdosta State University
1500 N. Patterson St.
Valdosta, GA 31698
229-333-5777

117

Request for a Revised Course
Valdosta State University

Date of Submission: 06/15/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Kinesiology & Physical Education	Mike Griffin

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

KSPE 3200 Nutrition for Health and Human Performance

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: KSPE 3200	Course Prefix and Number:
Credit Hours: 03	Credit Hours:
Course Title: Nutrition for Health and Human Performance	Course Title:
Pre-requisites:KSPE 3420 or permission of instructor. Health and physical education majors must have been admitted into the program and passed KSPE 2999.	Pre-requisites:Health and physical education majors must have been admitted into the program and passed KSPE 2999.
Course Description: An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.	Course Description:

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Fall 2016	Once per 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:

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

☒ Other: The KSPE 3420 course is now being offered during the spring semester and is no longer a prerequisite for this fall semester course.

118

Plans for assessing the effectiveness of the course: NA

Approvals:		
College/Division Exec. Comm.: *Lynn C. Minor*	Date: 9-8-15	
Dept. Head: *M. Kryll*	Date: 9-8-15	
Dean/Director: *Lynn C. Minor*	Date: 9-8-15	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: September 8, 2015

120

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: Graduate School Web Page	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: Tier 1 Certification Only in P-12 School Leadership

Present Requirements: Program de-activated and not currently in a catalog.	Proposed Requirements: (highlight changes after printing) See Attached.

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 Tier 1 Certification Only in P-12 School Leadership program is being revised to meet the new Georgia Educational Leadership standards and the changes in the Ga PSC program requirements.
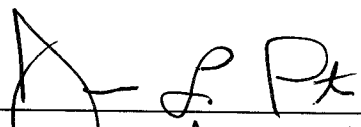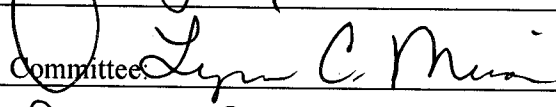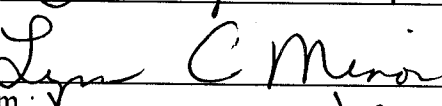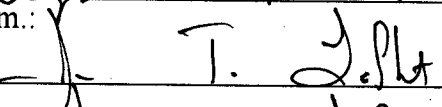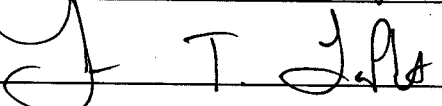
Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Admissions data to the Tier 1 Certification Only P-12 Educational Leadership program.**

121

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.) **Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data**

Approvals:

Department Head: _~£ Pt_	Date:	8/20/15
College/Division Exec. Committee _Lynn C. Minn_	Date:	8-20-15
Dean(s)/Director(s): _Lynn C Minor_	Date:	8-20-15
Graduate Exec. Comm.: (for grad program) _T. Jelt_	Date:	9-2-15
Graduate Dean: (for grad program) _T. Jelt_	Date:	9-2-15
Academic Committee:	Date:	

Form last updated: January 6, 2010

123

ADMISSION REQUIREMENTS TO TIER 1 CERTIFICATION ONLY PROGRAM

To be considered for admission the applicant must hold a bachelor's degree from an accredited or approved college or university. The applicant must have a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades are awarded. Verification is required in the form of official transcripts. All master's degree programs require an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

- GRE - 145 Verbal and 139 Quantitative
- MAT - 380

Applicants must submit a career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials. The career goals statement accounts for no more than 30% of the admissions decision process.

On or after July 1, 2016, all applicants to the Valdosta State University Leadership program must have completed, but need not pass, the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) prior to becoming enrolled. Evidence of completion of the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) must be submitted to the Graduate School, as a part of the application for admission.

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: Graduate School Web Page	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Ed.S. in Performance-Based Leadership

Present Requirements: Specialist Program Admission to the Performance-Based Specialist Degree Program To be considered for admission to the specialist degree program, the applicant must hold a minimum of a master's degree from a regionally accredited institution, have a cumulative graduate grade point average of at least 3.0 on a 4.0 scale (calculated on all work attempted). Verification in the form of official transcripts is required. The Ed.S. program requires applicants to serve in a leadership role as defined by the school system. Candidates must submit a Superintendent's Assurance Form verifying the required leadership role.	**Proposed Requirements:** (highlight changes after printing) See Attached.

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 EDS in Performance-Based Leadership is being revised to meet the new Georgia Educational Leadership standards and the changes in the Ga PSC program requirements.
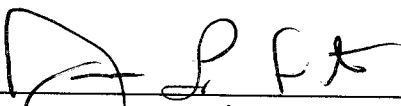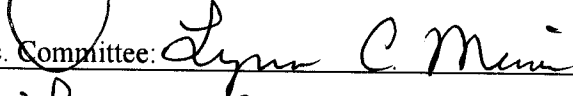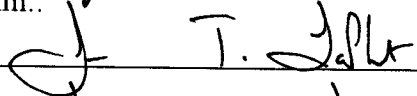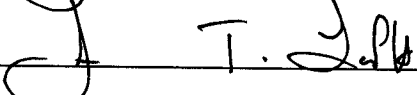
Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Admissions data to the EDS in Performance-Based Leadership.**

125

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.) **Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.**

Approvals:

Department Head: _(signature)_	Date:	8/20/15
College/Division Exec. Committee: _Lynn C. Mini_	Date:	8-20-15
Dean(s)/Director(s): _Lynn C. Mini_	Date:	8-20-15
Graduate Exec. Comm.: (for grad program) _T. Taft_	Date:	9-2-15
Graduate Dean: (for grad program) _T. Taft_	Date:	9-2-15
Academic Committee:	Date:	

Form last updated: January 6, 2010

127

Education Specialist Performance-Based Leadership (Tier 2 Certification)

Admission to the Performance- Based Educational Specialists Program

To be considered for admission to the education specialist degree program, the applicant must hold a minimum of a master's degree from a regionally accredited institution and a Tier I entry certification or hold a grandfathered L or PL certificate in Educational Leadership from the Georgia Professional Standards Commission (GaPSC). The applicant must have cumulative graduate grade point average of at least 3.0 on a 4.0 scale calculated on all work attempted. Verification is required in the form of official transcripts. All education specialist degree programs require a Graduate Record Examination (GRE), or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

- GRE - 146 Verbal and 141 quantitative
- MAT – 390

Candidates must submit an assurance form signed by a system/agency administrator to verify the candidate is serving in a leadership position. The employing system/agency must have an active partnership with Valdosta State to supervise a residency experience for the candidate. Candidates not serving in a leadership position may be admitted if the system/ agency and Valdosta State University establish a formal written agreement specifying the candidate will be released from other responsibilities for a portion of the work week, sufficient in length, to complete the residency.

Applicants must submit a career goal statement which serves as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials. The career goals statement accounts for no more than 30% of the admissions decision process.

128

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: Graduate School Web Page	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015

Degree and Program Name: M.Ed. in P-12 School Leadership

Present Requirements: Program de-activated and not currently in a catalog.	Proposed Requirements: (highlight changes after printing) See Attached.

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 M.Ed. P-12 School Leadership program is being reactivated to meet the new Georgia Educational Leadership standards and the changes in the Ga PSC program requirements.
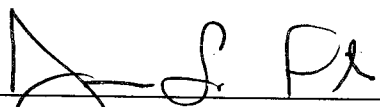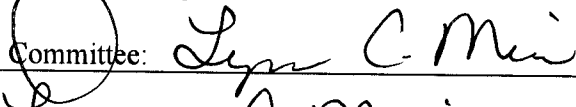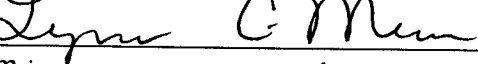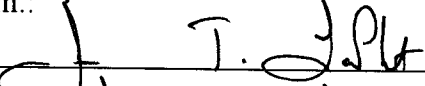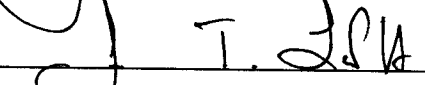
Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Admissions data to the M.Ed. in P-12 Educational Leadership program.**

129

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.) Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data

Approvals:		
Department Head: _S. Pe_	Date:	8/20/15
College/Division Exec. Committee: _Lynn C Min_	Date:	8-20-15
Dean(s)/Director(s): _Lynn C Min_	Date:	8-20-15
Graduate Exec. Comm.: (for grad program) _T. J.Plt_	Date:	9-2-15
Graduate Dean: (for grad program) _T. J.Plt_	Date:	9-2-15
Academic Committee:	Date:	

Form last updated: January 6, 2010

131

ADMISSION REQUIREMENTS TO THE MASTER'S DEGREE PROGRAM

To be considered for admission the applicant must hold a bachelor's degree from an accredited or approved college or university. The applicant must have a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades are awarded. Verification is required in the form of official transcripts. All master's degree programs require an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

- GRE - 145 Verbal and 139 Quantitative
- MAT - 380

Applicants must submit a career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials. The career goals statement accounts for no more than 30% of the admissions decision process.

On or after July 1, 2016, all applicants to the Valdosta State University Leadership program must have completed, but need not pass, the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) prior to becoming enrolled. Evidence of completion of the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) must be submitted to the Graduate School as a part of the application for admission.

132

REQUEST FOR A REVISED CATALOGUE COPY

RECEIVED

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

AUG 20 2015

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: Graduate School Web Page	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Tier 2 Certification Only Performance-Based Leadership

Present Requirements: Certification Only Program Admission to the Performance-Based Certification Only Program To be considered for admission to the certification only program, the applicant must hold a minimum of a master's degree from a regionally accredited institution, have a cumulative graduate grade point average of at least 3.0 on a 4.0 scale (calculated on all work attempted). Verification in the form of official transcripts is required. The certification only program requires applicants to serve in a leadership role as defined by the school system. Candidates must submit a Superintendent's Assurance Form verifying the required leadership role.	**Proposed Requirements:** (highlight changes after printing) See Attached.

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 Tier 2 Certification Only in Performance-Based Leadership is being revised to meet the new Georgia Educational Leadership standards and the changes in the Ga PSC program requirements.
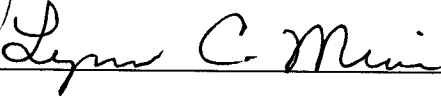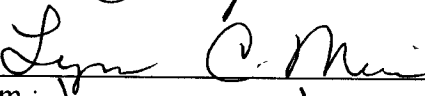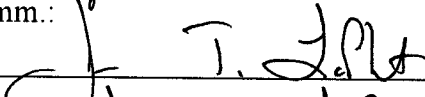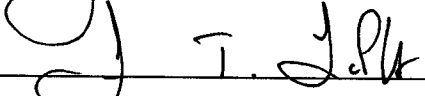
Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Admissions data to the Tier 2 Certification Only in Performance-Based Leadership.**

133

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.) Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.

Approvals:		
Department Head:	~~signature~~	Date: 8/20/15
College/Division Exec. Committee:	Lynn C. Mui	Date: 8-20-15
Dean(s)/Director(s):	Lynn C. Mui	Date: 8-20-15
Graduate Exec. Comm.: (for grad program)	T. Left	Date: 9-2-15
Graduate Dean: (for grad program)	T. Left	Date: 9-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

Certification Only Performance-Based Leadership (Tier 2 Certification)

Admission to the Certification Only Program

To be considered for admission to the certification-only program, the applicant must hold a minimum of an education specialist degree from a regionally accredited institution, be employed in a leadership position, hold Tier I entry certification, or hold the L or PL certificate in Educational Leadership from the Georgia Professional Standards Commission (GaPSC). The applicant must have cumulative graduate grade point average of at least 3.0 on a 4.0 scale calculated on all work attempted. Verification is required in the form of official transcripts. Certification-only programs require a Graduate Record Examination (GRE), or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

GRE - 146 Verbal and 141 quantitative

MAT – 390

Candidates must submit an assurance form signed by a system/agency administrator to verify the candidate is serving in a leadership position. The employing system/agency must have an active partnership with Valdosta State to supervise a residency experience for the candidate. Candidates not serving in a leadership position may be admitted if the system/ agency and Valdosta State University establish a formal written agreement specifying the candidate will be released from other responsibilities for a portion of the work week, sufficient in length, to complete the residency requirements

Applicants must submit a career goal statement which serves as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials. The career goals statement accounts for no more than 30% of the admissions decision process.

M.Ed. in Instructional Technology – New Concentration

The M.Ed. in Instructional Technology currently has two concentration areas: (i) Technology Applications and (ii) Library Media. In both cases, the target audiences are K-12 practitioners. In an initiative that began and has received financial support under then-Dean Gerber in Spring 2015, a new concentration for this program is being developed that focuses on a corporate and higher education audience: M.Ed. in Instructional Technology – Corporate Training Concentration.

In brief, the rationale for this undertaking is that the Georgia K-12 market is saturated with M.Ed. in IT programs and growth of the current program will be slow; conversely, there is a large, virtually untapped market of trainers in corporate and higher education in need of advanced degrees in order to advance their careers. The new M.Ed. concentration is uniquely designed to specifically target this market segment with a curriculum unlike any university programs in the southeastern United States. The white paper accompanying the curriculum approval forms provides details regarding the rationale, curriculum structure, course design, marketing strategies, and program evaluation model. Please note: the white paper was written in January, 2015. Some of the actions that it states need to happen have already occurred while other actions, e.g., obtaining curriculum approval, are underway or will occur in the coming months. The first course offering under the new concentration is scheduled for Fall 2016.

The papers is this curriculum packet include: (i) Request for Curriculum Change, (ii) Request for New Course forms – with accompanying syllabi, (iii) Request for Revised Catalog Copy, and (iv) M.Ed. in Instructional Technology – Corporate Concentration (A White Paper).

Questions regarding any of the forms or the white paper can be directed to Steve Downey, Associate Professor of Curriculum, Leadership, & Technology: sedowney@valdosta.edu.

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): 08/16	Degree & Program Name: (e.g., BFA, Art): M.Ed., Instructional Technology

Present Requirements:

This is a new concentration within the M.Ed. in Instructional Technology program. There are no existing requirements for this new concentration.

Proposed Requirements (Underline changes after printing this form: The following are the requirements for the M.Ed. in Instructional Technology with a concentration in Corporate Training.

This degree/concentration does not result in awarding of teaching certificates, as defined by the Georgia Professional Standards Commission. It does, however, facilitate students' attainment of the following industry certificates: (1) Adobe Certified Associated in Photoshop, (2) Adobe Certified Associate in Premiere, (3) Adobe Certified Associate in Dreamweaver, and (4) Project Management Institute's Certified Associate in Project Management.

ITED 7110..3 hours
ITED 7210..3 hours
ITED 7310..3 hours
ITED 7410..3 hours
ITED 7510..3 hours
ITED 7610..3 hours
ITED 7710..3 hours
ITED 7810..3 hours
ITED 7910..3 hours
Elective...3 hours

Total Hours Required for the
Degree...30 semester hours

138

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: Through strategic planning analysis, economic environment analysis, and production of a programmatic whitepaper, see attached, it was determined that an M.Ed. in Instructional Technology with a Corporate Training concentration had significant growth potential and was a viable way to sustain the M.Ed. in IT program. The proposed M.Ed. in IT (Corporate Training) is modeled after long running, highly successful M.Ed. programs at the University of Illinois in terms of how the programs are conceptualized, structured, and presented. In addition, all of the courses within the program, save the Elective course, will undergo the Quality Matters certification process to ensure the courses are designed and developed in compliance with industry leading standards. Finally, the media-production and projectment management courses are being designed to aid students in the attainment of industry recognized certifications (i.e., Adobe Certified Associate in Photoshop, Premiere, and Dreamweaver) that further document each students' learning outcomes and achievements.

☐ 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. Research on employer expectations and job requirements was conducted. More than 800 job postings were analyzed and 250 corporate and education professionals were surveyed or impanaled. The results formed the basis for defining course requirements as well as the program's operational scope and focus. In addition, research from the Bureau of Labor Statistics on occupational growth of K-12 versus corporate education professional was used to justify the refocusing of the M.Ed. in IT program; in short, over the next five years there will be 75,000 more jobs in corporate settings versus K-12 that are suitable for M.Ed. in IT graduates.

☐ **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. (see description below)
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The proposed M.Ed. in IT program will employ a variety of direct and indirect measures/metrics to evaluate the on-going health of the program. These metrics will examine six operational aspects affecting the program's overall health. These operational aspects are: (1) Student Recruitment & Retention, (2) Student Support Services, (3) Student Learning, (4) Students Satisfaction,

(5) Faculty Satisfaction, and (6) Sustainability. Within each of these areas, direct and indirect measures will be used to monitor the program's health, not unlike physicians using medical 'vital signs' to monitor the health of individuals. This method of program evaluation advocates faster, more precise responses to student, faculty, and system needs than does traditional (e.g., expert review) evaluations.

Approvals:

Department Head:	_signature_	Date: 8/20/15
College/Division Exec. Committee:	_Lynn C. Min_	Date: 8-20-15
Dean(s)/Director(s):	_Lynn C. Min_	Date: 8-20-15
Grad. Exec. Committee: (for graduate course)	_T. Jller_	Date: 9-2-15
Graduate Dean: (for graduate course)	_T. Jller_	Date: 9-2-15
Academic Committee:		Date:

140

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request:	**Faculty Member Requesting:**
Curriculum, Leadership, & Technology	Dr. Steve Downey

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7110	**Proposed New Course Title:** Foundations & Learning Theories **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Foundations & Learning Theories

Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course examines the historical foundations and evolutionary development of the field of Instructional Technology. It investigates philosophical, neurological, and practitioner aspects of prominent learning theories underlying teaching and learning.

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: align outcomes to changing employer requirements

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
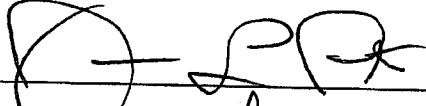
☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

141

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:	
Dept. Head: [signature]	Date: 7/8/15
College/Division Exec. Comm. Lynn C. Mui	Date: 8-20-15
Dean/Director: Lynn C. Mui	Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): T. Plt	Date: 9-2-15
Graduate Dean: (for graduate course): T. Plt	Date: 9-1-15
Academic Committee:	Date:

Form last updated: January 6, 2010

143

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7110
Foundations & Learning Theory
Three (3) Semester Hours, Fall 2016

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

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the
        learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their
        disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among
        multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource
        acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and
        development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course examines the historical foundations and evolutionary development of field of Instructional
Technology. It investigates philosophical, neurological, and practitioner aspects of prominent learning
theories underlying teaching and learning.

144

Required Textbooks & Software

Schunk, D. H. (2010). *Learning Theories: An Educational Perspective.* Boston, MA: Pearson.
ISBN: 978-0137071951
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe the historical development of instructional technology and its influences over the centuries
2. Describe the student, teacher, and educational culture implications of teaching with technology
3. Differentiate the elements and functions of the neuroscience of learning (e.g., brain structures, information processing systems, phases of brain development)
4. Differentiate forms of motivation and how they influence learning
5. Describe how self-regulation affects learning
6. Describe Behaviorism's principles and applications
7. Describe Social Cognitive Theory's principles and applications
8. Describe Constructivism's principles and applications

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Historical Timeline – 10% of Course Grade   [Objective(s): 1]

Create an interactive timeline of historic events that directly affected the evolution and adoption of technologies into education settings.

2. This Is Your Brain ... This Is Your Brain Learning – 15% of Course Grade   [Objective(s): 3]

Create a narrated PowerPoint presenting the brain's elements and functions affecting the neuroscience of learning.

3. Essay on Behaviorism – 15% of Course Grade   [Objective(s): 6]

Compose an essay describing the principles of Behaviorism, its prominent theories, and their impact on learning over the decades.

(continued on next page)

145

4. Essay on Constructivism – 15% of Course Grade

[Objective(s): 7]

Compose an essay describing the principles of Constructivism, its prominent theories and how they differ from Behaviorism, and Constructivism impact on learning over the decades.

5. Essay on Social Cognition – 15% of Course Grade

[Objective(s): 8]

Compose an essay describing the principles of Social Cognition, its prominent theories and how they differ from Behaviorism and Constructivism, and Social Cognition's impact on learning over the decades.

6. Discussion Boards – 25% of Course Grade

[Objective(s): 1-8]

Each module incorporates roundtable discussions focused on topics specifically related to each module's overall focus.

7. Participation – 5% of Course Grade

[Objective(s): 1-8]

Engage in group tasks and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

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

147

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

148

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/8/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7210	**Proposed New Course Title:** Instructional Design Models & Practices **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Instructional Design Models
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course examines the facets and approaches of prominent instructional models to enable instructional designers to select the most appropriate model for their audience and instructional content. Special attention is paid to the ADDIE/ISD model and its use in diverse settings.

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: align outcomes to changing employer requirements

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
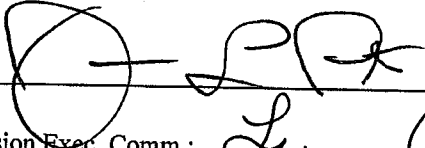
☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

149

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests,
    portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program
    evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of
    these metrics specifically target student learning (e.g., competency profile scores, grade
    distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

150

Approvals:		
Dept. Head:		Date: 7/8/15
College/Division Exec. Comm.: _Lynn C. Mui_		Date: 8-20-15
Dean/Director: _Lynn C. Mui_		Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): _T. Loft_		Date: 9-2-15
Graduate Dean: (for graduate course): _T. Loft_		Date: 9-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

151

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7210
Instructional Design Models & Practices
Three (3) Semester Hours, Fall 2016

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

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course examines the facets and approaches of prominent instructional models to enable instructional designers to select the most appropriate model for their audience and instructional content. Special attention is paid to the ADDIE/ISD model and its use in diverse settings.

Required Textbooks & Softare

Rothwell, W. J., & Kazanas, H. C. (20102). *Mastering the instructional design process: A systematic approach* (4th Edition). San Francisco, CA: Pfeiffer. ISBN: 978-0787996468

Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe principles and philosophical foundations of Merrill's First Principles of Instruction
2. Describe principles and philosophical foundations of Alessi & Trollip's model
3. Describe principles and philosophical foundations of Michael Allen's SAM model
4. Describe principles and philosophical foundations of the ADDIE model
5. Categorize the affordances and limitations of the models being studied with regard to their suitability for promoting effective training/instruction
6. Select appropriate ID theories/models for given instructional problems/settings
7. Produce lesson plans for an instructional unit based upon the ADDIE model and principles
8. Conceptualize how to evaluate the instructional effectiveness of an instructional unit
9. Adapt an ADDIE-based instructional lessons using Alessi & Trollip, SAM, or Merrill's model

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

<u>1. Comparative Analysis Paper – 15% of Course Grade</u>   [Objective(s): 5]

Compare and differentiate the instructional models based upon their nature, approach, structure, suitability for a given audience, instructional content, and purpose.

<u>2. Conduct Instructional Analyses – 15% of Course Grade</u>   [Objective(s): 6]

Conduct Need, Task, Learner, and Environment analyses utilizing the ISD/ADDIE procedures and practices.

<u>3. Design Instructional Intervention – 15% of Course Grade</u>   [Objective(s): 5-7]

Using the results from your instructional analysis, design a series of interventions suitable for face-to-face instructional settings.

(continued on next page)

153

4. Develop Instructional Module Lessons – 20% of Course Grade   [Objective(s): 5-7]

Utilizing feedback from your instructional intervention assignment, build lesson plans comprising a cohesive instructional unit resulting in 10-15 hours of instruction. As part of these plans, you'll provide the information/instructions necessary for another instructor to pick up each of your lesson plans and teach an effective, engaging instructional session.

5. Conceptualize an instructional evaluation plan – 10% of Course Grade   [Objective(s): 8]

Draft an evaluation plan for assessing the learning gains to students receiving instruction from the lesson plans composed in the previous assignment.

6. Discussion Boards – 20% of Course Grade   [Objective(s): 1-9]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

7. Participation – 5% of Course Grade   [Objective(s): 1-9]

Engage in online discussions, group tasks, and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

154

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

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

155

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

156

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7310	**Proposed New Course Title:** Instructional Strategies **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Instructional Strategies
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course trains individuals to select, implement, and evaluate instructional strategies for training room environments based upon the learning goals, nature of the content, abilities of the learners, and affordances of the teaching environment.

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: align outcomes to changing employer requirements

☐ 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. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

157

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

158

Approvals:		
Dept. Head: _[signature]_	Date:	8/20/15
College/Division Exec. Comm.: _Lynn C. Min_	Date:	8-20-15
Dean/Director: _Lynn C. Min_	Date:	8-20-15
Graduate Exec. Comm.: (for graduate course): _[signature] T. LPH_	Date:	9-2-15
Graduate Dean: (for graduate course): _[signature] T. LPH_	Date:	9-2-15
Academic Committee:	Date:	

Form last updated: January 6, 2010

159

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7310
Instructional Strategies
Three (3) Semester Hours, Fall 2016

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

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the
        learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their
        disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among
        multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource
        acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and
        development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course trains individuals to select, implement, and evaluate instructional strategies for training
room environments based upon the learning goals, nature of the content, abilities of the learners, and
affordances of the teaching environment.

160

Required Textbooks & Software

Borich, G. D. (2013). *Effective Teaching Methods: Research-Based Practice* (8th Edition). Upper Saddle
    River, NJ: Pearson. ISBN: 978-0132849609
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft
Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to
the Internet. In addition, you will participate in several online synchronous session requiring the use of
a microphone headset. You are expected to check your VSU email and BlazeView email accounts every
48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Assess the instructional affordances and limitations of a teaching setting (e.g., training room)
2. Build a library of diverse instructional strategies
3. Categorize instructional strategies based upon factors such as level of engagement, content
   appropriateness, suitability for participants' skill levels, technical and logistical requirements, etc.
4. Select instructional strategies based upon factors such as learning goals, nature of the content,
   abilities of the learners, and affordances of the teaching environment
5. Categorize assessment strategies based upon factors such as learning goals, depth of knowledge
   required, technical and logistical requirements, etc.
6. Devise assessment strategies for measuring students' learning, including the development of
   assessment rubrics
7. Produce a 10-hour instructional unit, including lesson plans, instructional strategies, materials (e.g.,
   handouts), and assessments
8. Discuss the ability and challenges of adapting instructional and assessment strategies to online
   environments

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to
which they relate. Additional details for each assignment are provided within the course.

<u>1. Evaluate Common Instructional Strategies – 10% of Course Grade</u>   [Objective(s): 3-4]

Appraise and rank common instructional strategies based upon factors such as level of engagement,
content appropriateness, suitability for participants' skills, technical and logistical requirements, etc.

<u>2. Evaluate Diverse Assessment Strategies – 10% of Course Grade</u>   [Objective(s): 5-6]

Appraise and rank assessment strategies based upon factors such as learning goals, depth of knowledge
required, technical and logistical requirements, etc.

(continued on next page)

3. Build an Assessment – 15% of Course Grade [Objective(s): 6]

Create an assessment from scratch following established assessment writing procedures. Be sure to address factors such as learning goals, depth of knowledge required, etc.

4. Produce a 10-hour Instructional Unit – 30% of Course Grade [Objective(s): 1-7]

Create an instructional unit comprised of 10 hours of instruction, full lesson plans, and assessments.

5. Adapting Strategies to Online Delivery – 10% of Course Grade [Objective(s): 8]

In this paper, describe how you would go about adapting your face-to-face unit for delivery in an online environment. Discuss the affordances and challenges you expect to encounter during the transition.

6. Discussion Boards – 20% of Course Grade [Objective(s): 1-8]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

7. Participation – 5% of Course Grade [Objective(s): 1-8]

Engage in online discussions, group tasks, and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

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

163

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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

164

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7410	**Proposed New Course Title:** Adapting Traditional Instruction to Online Environments
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Adapting Instruction to Online
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course trains educators in techniques for adapting face-to-face instructional content to online delivery platforms (Web and mobile). It utilizes industry standard software for creating, integrating, and publishing the adapted content suitable online. In doing so, it also prepares students to take industry recognized certification exams.

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: align outcomes to changing employer requirements

☐ 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. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

165

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:		
Dept. Head: _D— S P t_	Date: _8/20/15_	
College/Division Exec. Comm.: _Lyn C Min_	Date: _8-20-15_	
Dean/Director: _Lyn C Min_	Date: _8-20-15_	
Graduate Exec. Comm.: (for graduate course): _T. Ish_	Date: _9-2-15_	
Graduate Dean: (for graduate course): _T. Ish_	Date: _9-2-15_	
Academic Committee:	Date:	

Form last updated: January 6, 2010

167

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7410: Adapting Traditional Instruction to Online Environments

Three (3) Semester Hours, Fall 2016

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

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the
          learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their
          disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among
          multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource
          acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and
          development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course trains educators in techniques for adapting face-to-face instructional content to online
delivery platforms (Web and mobile). It utilizes industry standard software for creating, integrating, and
publishing the adapted content suitable online. In doing so, it also prepares students to take an industry
recognized certification exam for Web content production.

Required Textbooks & Software

Adobe (20102). *Dreamweaver Classroom in a Book.* San Jose, CA: Adobe. ISBN: 978-0321822451
    Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Create basic Web pages using only HTML code and plain text editor (no WYSIWYG editors)
2. Incorporate images into Web pages
3. Design effective navigation interfaces (e.g., links) to integrate multiple pages into a coherent site
4. Publish Web pages, including images, to globally accessible Web servers and mobile platforms
5. Convert MS Office documents into HTML, PDF, and other Web-standard media formats
6. Revise instructional strategies used in F2F settings to work effectively in asynchronous (Web and/or mobile) platforms
7. Revise instructional strategies used in F2F setting to work effectively in synchronous (e.g., Blackboard Collaborate) platforms
8. Produce online instructional unit equivalent to 10 hours of F2F instructional time
9. Prepare for successful completion of the Adobe Certified Associate exam

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

<u>1. Instructional Strategy Selection – 10% of Course Grade</u>   [Objective(s): 6-7]

Revisit the instructional unit developed in your *Instructional Design Models and Practices* course (or identify existing instructional content from another source that is similar in nature (e.g., instructional length in hours, depth and complexity of instructional tasks). Re-examine the suitability of instructional strategies prescribed for a face-to-face setting and identify alternative strategies appropriate for use with online delivery, given the location of the learners (i.e., same location versus geographically disbursed), delivery format (i.e., synchronous versus asynchronous), and level of interactivity desired for the individual instructional events.

<u>2. Design a Web Interface – 10% of Course Grade</u>   [Objective(s): 1-5]

Using Dreamweaver, HTML, and CSS, built a prototype interface to eventually house the instructional content you will be adapting for online delivery. Draft a design justification document explaining your design choices and why your proposed design is appropriate for your target audience and content.

3. Prototype an Online Instructional Lesson – 15% of Course Grade   [Objective(s): 1-7]

Migrate the instructional content from one instructional lesson to a Web platform. As necessary, port content from one media type to another (e.g., Microsoft Word document to HTML document) and create new materials in alternative media where porting of content is not possible (e.g., create a mini-lecture or video tutorial to replace a traditional instructor-led lecture).

4. Design a Mobile Interface – 10% of Course Grade   [Objective(s): 3-4]

Built a template for housing instructional content to be delivered via a tablet or smart phone.

(continued on next page)

5. Prototype a Mobile Instructional Lesson – 15% of Course Grade   [Objective(s): 3-6]

Migrate the content from one instructional lesson to a mobile platform. As necessary, port content to new media and/or create new materials in mobile-friend media formats.

6. Adapt an Instructional Module to the Web – 20% of Course Grade   [Objective(s): 1-8]

Assess and provide constructive feedback to peers regarding the design quality and instructional effectiveness of their instructional graphics.

7. Discussion Boards – 15% of Course Grade   [Objective(s): 1-9]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

8. Participation – 5% of Course Grade   [Objective(s): 1-9]

Engage in online discussions, group tasks, and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

170

Policies Affecting This Course

<u>Course Policy on Late Submissions:</u> Late work automatically will drop 10% of the assignment's value for each day it is late.

<u>Course Policy on Participation:</u> Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

171

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

172

REQUEST FOR A NEW COURSE

RECEIVED

Valdosta State University

AUG 2 0 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7510	**Proposed New Course Title:** Digital Learning Environments **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Digital Learning Environments
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course investigates the computer hardware and infrastructure necessary to build, host, deliver, and participate in online learning. Among the topics examined are how computer hardware and software works, evaluating and selecting equipment for acquisition, network infrastructure, and security.

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: align outcomes to changing employer requirements

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
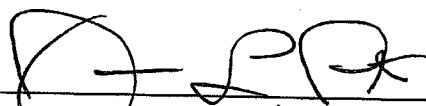
☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

173

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:	
Dept. Head: [signature]	Date: 7/8/15
College/Division Exec. Comm.: [signature] Lyn C. Min	Date: 8-20-15
Dean/Director: [signature] Lyn C. Min	Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): [signature] T. LePot	Date: 9-2-15
Graduate Dean: (for graduate course): [signature] T. LePot	Date: 9-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

175

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7510
Digital Learning Environments
Three (3) Semester Hours, Fall 2016

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

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the
         learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their
         disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among
         multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource
         acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and
         development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course investigates the computer hardware and infrastructure necessary to build, host, deliver, and participate in online learning. Among the topics examined are how computer hardware and software works, evaluating and selecting equipment for acquisition, network infrastructure, and security.

Required Textbooks & Software

White, R. (2014). *How Computers Work (10th Edition).* Indianapolis, IN: Que Publishing. ISBN: 978-
    0789749840
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft
Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to
the Internet. In addition, you will participate in several online synchronous session requiring the use of
a microphone headset. You are expected to check your VSU email and BlazeView email accounts every
48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe the functional parts of a personal computer.
2. Evaluate computers and related technology systems from consumer and end-user perspectives.
3. Conduct an audit of a facility's hardware, software, and infrastructure capacity.
4. Author a business proposal to improve the teaching and learning affordances of a training facility.
5. Explain the basic operations of a network and its use by a given audience.
6. Document a typical building or system network.
7. Evaluate the broadband connectivity of computer networks.

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to
which they relate. Additional details for each assignment are provided within the course.

1. Hard Drives & RAM – 5% of Course Grade   [Objective(s): 1-2]

Quiz to assess students' knowledge of different hard drive and RAM types and their respective
capacities.

2. Audio and Video Cards – 10% of Course Grade   [Objective(s): 1-2]

Evaluate current audio and video cards in order to select the best quality devices given a limited budget.

3. Cables and Connectivity – 5% of Course Grade   [Objective(s): 1-2]

Quiz to assess students' knowledge of common computer cables and their uses.

4. Printers & Projectors – 10% of Course Grade   [Objective(s): 1-2]

Evaluate current printers and projectors in order to select the best quality devices given a limited
budget.

(continued on next page)

5. Troubleshooting – 10% of Course Grade   [Objective(s): 1-2]

Assess students' abilities to diagnose and debug common computer problems through the use of a simulation.

6. Network Documentation – 10% of Course Grade   [Objective(s): 5-6]

Consult with an organization's networking engineer to review and document the structure, function, and capacity of the networking infrastructure.

7. Broadband Connectivity – 5% of Course Grade   [Objective(s): 5]

Evaluate the upload and download speeds of multiple computer networks.

8. Facility Audit – 15% of Course Grade   [Objective(s): 3]

Assess the strengths and weaknesses of an organization's teaching environment, including factors such a size, layout, lighting, ADA compliance, ergonomics, etc.

9. Facility Upgrade Proposal – 20% of Course Grade   [Objective(s): 4]

Produce a business proposal for acquiring or upgrading the hardware, software, and infrastructure in order to produce a high quality training facility.

10. Discussion Boards – 10% of Course Grade   [Objective(s): 1-7]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

178

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

179

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

180

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7610	**Proposed New Course Title:** Instructional Graphics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Instructional Graphics
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course utilizes industry leading software to train educators in techniques for creating, editing, and producing professional quality graphics for use in instructional settings, face-to-face and online. In doing so, it also prepares students to take an industry recognized certification exam in image editing and graphic design.

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: align outcomes to changing employer requirements

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
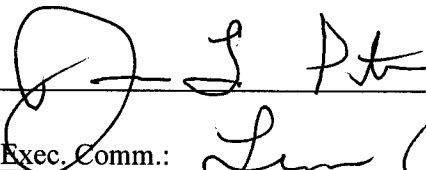
☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

181

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:	
Dept. Head: _[signature]_	Date: 8/20/15
College/Division Exec. Comm.: _[signature]_ Lyn C. Mui	Date: 8-20-15
Dean/Director: _[signature]_ Lyn C. Mui	Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): _[signature]_ T. Plot	Date: 9-2-15
Graduate Dean: (for graduate course): _[signature]_ T. Plot	Date: 9-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

183

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7610
Instructional Graphics
Three (3) Semester Hours, Fall 2016

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

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the
          learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their
          disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among
          multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource
          acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and
          development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course utilizes industry leading software to train corporate trainers in techniques for creating,
editing, and producing professional quality graphics for use in instructional settings, face-to-face and
online. It also prepares students to take an industry recognized certification exam on image editing and
graphic design.

Required Textbooks & Software

Adobe (20102). *Adobe Photoshop Classroom in a Book.* San Jose, CA: Adobe Systems Incorporate.
    ISBN: 978-0321827333
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Differentiate basic design elements in terms of definition, function, and effect on human perception
2. Describe how visual perception and human cognition theories affect the way people perceive, interpret, and learn from visual imagery
3. Properly define project requirements for production of instructional graphics
4. Apply design elements as well as visual perception and cognition theory principles to create effective visually engaging images
5. Effectively utilize Adobe Photoshop image editing tools
6. Critique peers' design work providing feedback to improve the design and instructional effectiveness of their instructional graphics
7. Prepare for successful completion of the Adobe Certified Associate exam

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Photo Capture & Editing #1 – 10% of Course Grade   [Objective(s): 4-7]
Utilize a camera of your choosing, demonstrate basic image composition when capturing photos illustrating the following shot types: full shot/landscape, close-up, extreme close-up, nighttime, and action shot. For each image, document the f-shop, shutter speed, lighting, hand-held vs tripod, etc. Edit the images to create a 'visual tour' using any creative format you wish – photo album, comic book, etc.

2. Photo Capture & Editing #2 – 10% of Course Grade   [Objective(s): 4-7]
As with Photo Capture & Editing #1 assignment, you will demonstrate your image composition abilities by capturing and editing photos with a camera of your choosing. As part of this image editing exercise, you will capture and enhance visual images utilizing Photoshop tools and techniques learned to date.

3. Job Performance Aid #1 – 10% of Course Grade   [Objective(s): 3-7]
Create a job aid to guide the performance of a procedural task (e.g., cooking a dish). The PSD file you create must demonstrate a working knowledge of how to employ the Adobe Photoshop tools studied to date (e.g., layers, text tool). As part of your submission, you will draft 2-page narrative documenting how you employed the design elements, visual theories, and cognitive theories studied to date.

185

4. Job Performance Aid #2 – 15% of Course Grade   [Objective(s): 3-7]
Create a job aid to guide the performance of an interpretative task (e.g., evaluating an employee's work performance). The PSD file you create must demonstrate a working knowledge of how to employ the Adobe Photoshop tools studied to date (e.g., masks). As part of your submission, you will draft 2-page narrative documenting how you employed the design elements, visual theories, and cognitive theories studied to date.

5. Job Performance Aid #3 – 15% of Course Grade   [Objective(s): 3-7]
Create a job aid to help learners understand abstract concepts. In particular, you will produce a job aid accurately illustrating the principles associated with visual interpretation theories studied in this course.

6. Job Performance Aid #4 – 15% of Course Grade   [Objective(s): 3-7]
Create a job aid to help learners understand abstract concepts. In particular, you will produce a job aid accurately illustrating the principles associated with message encoding/decoding theories studied.

7. Effectively Critique Visual Designs – 10% of Course Grade   [Objective(s): 6, 7]
Assess and provide constructive feedback to peers regarding the design quality and instructional effectiveness of their instructional graphics.

8. Discussion Boards – 10% of Course Grade   [Objective(s): 1-7]
Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

9. Participation – 5% of Course Grade   [Objective(s): 1-7]
Engage in online discussions, group tasks, and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

186

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

187

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

188

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/14/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7710	**Proposed New Course Title:** Instructional Video & Audio **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Instructional Video & Audio
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course utilizes industry standard software to train educators in techniques for producing, editing, and rendering products for use in creating professional quality videos for use in instructional settings, both face-to-face and online. In doing so, it also prepares students to take an industry recognized certification exam in video editing and production.

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: align outcomes to changing employer requirements

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
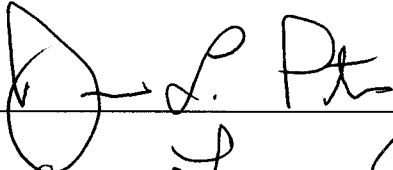
☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

189

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:		
Dept. Head:	_(signature)_ D. L. Pt—	Date: 8/20/15
College/Division Exec. Comm.:	_(signature)_ Lyn C. Mi	Date: 8-20-15
Dean/Director:	_(signature)_ Lyn C Mi	Date: 8-20-15
Graduate Exec. Comm.: (for graduate course):	_(signature)_ T. Sht	Date: 9-2-15
Graduate Dean: (for graduate course):	_(signature)_ T. Sht	Date: 9-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

191

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7710
Instructional Video & Audio
Three (3) Semester Hours, Fall 2016

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

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the
        learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their
        disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among
        multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource
        acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and
        development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course utilizes industry standard software to train educators in techniques for producing, editing,
and rendering products for use in creating professional quality videos for use in instructional settings,
both face-to-face and online. In doing so, it also prepares students to take an industry recognized
certification exam on video editing and production.

192

Required Textbooks & Software

Adobe (2012). *Adobe Premiere Classroom in a Book*. San Jose, CA: Adobe. ISBN: 978-0321822475
    Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Differentiate visual shot types and audio recording types in terms of definition, function, and effect on human perception
2. Describe how human perception and cognition theories affect the way people perceive, are motivated by, and learn from video imagery
3. Properly define project requirements for production of instructional videos
4. Plan shot sequences (including lighting, audio, special effects, etc.) necessary for producing instructional videos and DVDs
5. Effectively utilize Adobe Premiere video editing tools
6. Effectively utilize Adobe Audition audio editing tools
7. Render video products in multiple formats for face-to-face and online delivery
8. Critique peers' design work providing feedback to improve the design and instructional effectiveness of their instructional videos
9. Prepare for successful completion of the Adobe Certified Associate exam

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Reverse Storyboarding – 10% of Course Grade   [Objective(s): 3]

Given a completed video sequence, breakdown the individual shots and storyboard the shot types, lighting, effects, and other production elements necessary to render the sequence in its final form.

2. Treatment Writing – 5% of Course Grade   [Objective(s): 3]

Author a video treatment for the video you plan to produce as part of your Instructional DVD assignment.

3. "Interview" Video – 15% of Course Grade   [Objective(s): 1, 3-7, 8-9]

Shoot and edit a two minute video in which you interview one or more subjects about a given topic. The final product will be an informational video aiding viewers in learning more about the given topic.

193

<u>4. "Demonstration" Video – 15% of Course Grade</u>   [Objective(s): 1, 3-7, 8]

Shoot and edit a two minute instructional video in which you demonstrate how to cook a dish of your choosing.

<u>5. Instructional DVD – 30% of Course Grade</u>   [Objective(s): 1, 3-7]

Storyboard, script, light, shoot, edit, and render a 5-7 minute DVD video for an educational lesson or project. You will create this project while working for an external client.

<u>6. Graphics Utilization – 10% of Course Grade</u>   [Objective(s): 5, 7]

Using image editing skills learned in your Instructional Graphics course, create graphics for use with your Instructional DVD video – DVD jacket insert, disc label, graphic overlays, etc.

<u>7. Audio Editing – 5% of Course Grade</u>   [Objective(s): 5, 6, 7]

Assemble, edit, and render a multitrack audio recording suitable for voiceover use in an instructional multimedia product.

<u>8. Discussion Boards – 10% of Course Grade</u>   [Objective(s): 1-9]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

194

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

196

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/8/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7810	**Proposed New Course Title:** Project Management **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Project Management
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course examines prominent factors and processes affecting project management. In doing so, learners gain the skills and knowledge necessary to prepare for Certified Associate in Project Management (CAPM) exam.

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: align outcomes to changing employer requirements

☐ 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. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (US Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
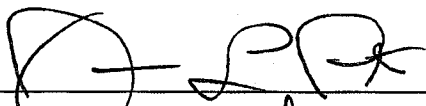
197

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:	
Dept. Head: [signature]	Date: 7/8/15
College/Division Exec. Comm.: Lyn C. Mi	Date: 8-20-15
Dean/Director: Lyn C. Mi	Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): T. Lot	Date: 9-2-15
Graduate Dean: (for graduate course): T. Lota	Date: 9-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7810
Project Management
Three (3) Semester Hours, Fall 2016

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

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the
        learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to and assume responsibility for the future of their
        disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among
        multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource
        acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and
        development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course examines prominent factors and processes affecting project management. In doing so,
learners gain the skills and knowledge necessary to prepare for Certified Associate in Project
Management (CAPM) exam.

200

Required Textbooks & Software

Project Management Institute (2013). *A Guide to the Project Management Body of Knowledge*.
Newtown Square, PA: PMI, Inc. ISBN: 978-1935589679
Project Management Institute (2014). *Certified Associate in Project Management (CAPM) Handbook*.
Online: http://www.pmi.org/Certification/~/media/PDF/Certifications/pdc_capmhandbook.ashx
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe organizational factors affecting project management and their influence on the process
2. Differentiate the various project management process groups
3. Identify the project's stakeholders, their expectations and levels of engagement
4. Describe project management plan components, e.g., inputs, tools, techniques, and outputs
5. Produce a work breakdown structure compliant with project requirements and scope
6. Produce a project schedule, including sequencing activities and estimating requirement resources
7. Produce a project budget detailing cost estimation process and cost control components
8. Describe the skills and requirements of the human resource team needed for carrying out the proposed project
9. Perform qualitative and quantitative risk analyses

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Project Management Prospectus – 10% of Course Grade   [Objective(s): 1-3]

Develop a prospectus for a project suitable for application of project management principles and processes

2. Work Breakdown Structure (WBS) – 15% of Course Grade   [Objective(s): 5]

Produce a work breakdown structure, i.e., inputs, tools, techniques, and outputs for the proposed project.

3. Produce a Project Schedule – 15% of Course Grade   [Objective(s): 5, 6]

Using your refined work breakdown structure, identify the activity requirements and sequence the activities associated with proposed project.

<u>4. Project Budget – 15% of Course Grade</u>   [Objective(s): 5, 6, 7]

Produce a project budget detailing cost estimation process and cost control components.

<u>5. Project Management & Human Resources – 10% of Course Grade</u>   [Objective(s): 5, 8]

Compose a team specification paper describing the skills and requirements of the human resource team needed for carrying out the project.

<u>6. Risk Analysis – 15% of Course Grade</u>   [Objective(s): 6, 9]

Perform qualitative and quantitative risk analyses. Then, compose a risk management paper identifying the project's threats, processes used to derive them, and the strategies mitigating them.

<u>7. Discussion Boards – 15% of Course Grade</u>   [Objective(s): 1-9]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus.

<u>8. Participation – 5% of Course Grade</u>   [Objective(s): 1-9]

Engage in online discussions, group tasks, and peer feedback in a professional and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

202

Policies Affecting This Course

Course Policy on Late Submissions: Late work automatically will drop 10% of the assignment's value for each day it is late.

Course Policy on Participation: Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

204

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 07/8/2015 (mm/dd/yyyy)

Department Initiating Request: Curriculum, Leadership, & Technology	**Faculty Member Requesting:** Dr. Steve Downey
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITED 7910	**Proposed New Course Title:** Program Evaluation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Program Evaluation
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Twice per academic year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course examines five different approaches for conducting evaluations of educational/training programs. This course addresses political, ethical, and practical issues related to program evaluation as well as the necessary steps and strategies for planning a program evaluation.

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

☒ Improving student learning outcomes: align outcomes to changing employer requirements

☐ 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. In GA/FL, there are 75,000 more jobs for Instructional Technologists in non-K12 settings versus jobs within K12 schools (Bureau of Labor Statistics, 2014). In addition, research surveying 250 IT professionals and analyzing more than 800 IT job announcements over the last six years has defined skills to which the new course curriculum objectives are aligned.

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

205

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. (see next item)

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) As part of the M.Ed. in IT continuous program evaluation, more than 20 metrics will be tracked to ensure program quality. Seven of these metrics specifically target student learning (e.g., competency profile scores, grade distribution, faculty peer reviews, Quality Matters certification, and SOIs).

☐ Other:

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

Approvals:		
Dept. Head:		Date: 7/8/15
College/Division Exec. Comm.: *Lynn C. Mui*		Date: 8-20-15
Dean/Director: *Lynn C. Mui*		Date: 8-20-15
Graduate Exec. Comm.: (for graduate course): *T. Tabb*		Date: 9-2-15
Graduate Dean: (for graduate course): *T. Tabb*		Date: 9-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

207

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7910
Program Evaluation
Three (3) Semester Hours, Fall 2016

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

<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the
        learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their
        disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among
        multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource
        acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and
        development.

Instructor

Name: TBD
Telephone: TBD
Email: TBD
Office: TBD
Hours: TBD

Course Description

This course examines five different approaches for conducting evaluations of educational/training
programs. This course addresses political, ethical, and practical issues related to program evaluation as
well as the necessary steps and strategies for planning a program evaluation.

208

Required Textbooks & Software

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2010). *Program Evaluation: Alternative Approaches and Practical Guidelines* (4th Edition). Boston: Pearson. ISBN: 978-0205579358
Additional, typically free, online readings may be designated by the instructor.

This course requires you to have equipment and skills allowing ready and constant access to Microsoft Office, Adobe Creative Suite, Google Chrome and/or Mozilla's Firefox, and broadband connectivity to the Internet. In addition, you will participate in several online synchronous session requiring the use of a microphone headset. You are expected to check your VSU email and BlazeView email accounts every 48 hours to ensure you're up to date on important class and program communiques.

Course Objectives

1. Describe foundational concepts in program evaluation, including uses, stakeholders, evaluator roles, formal versus informal evaluation, etc.
2. Describe historical and current trends in educational program evaluation
3. Describe ethical, political, and practical considerations in educational program evaluation
4. Differentiate common approaches to evaluating educational programs based upon their purpose, focus, and procedures used
5. Articulate the steps of educational program evaluation necessary to plan, implement, and disseminate findings from an evaluation
6. Write evaluation questions suitable for evaluating a program, given the evaluation's purpose and nature (i.e., formative versus summative)
7. Select an appropriate evaluation approach and corresponding methods for use in evaluating an education/training program within an organization
8. Develop a formal plan for evaluating an educational program, including defining the evaluation's purpose, nature, stakeholders, data sources, data collection and analysis procedures, and method for presenting recommendations

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course.

1. Program Identification & Description – 10% of Course Grade   [Objective(s): 1]

Identify an education/training program suitable for evaluation. Describe the program's purpose, stakeholders, the nature of the evaluation, the client for whom the evaluation would be conducted, etc.

2. Define an Evaluation's Purpose & Guiding Questions – 10% of Course Grade [Objective(s): 1, 2, 6]

Working with your client, define the primary purpose and key questions guiding the program evaluation process. Be sure to describe the process used to reach the agreed upon purpose and key questions.

3. Political, Ethical, and Logistical Issues – 10% of Course Grade [Objective(s): 3]

Given the proposed evaluation's purpose and guiding evaluation questions, identify likely political, ethical, and logistical issues that would need to be addressed in order to conduct an evaluation. Once identified, state the individual issues would addressed by you in order to minimize their influence on the evaluation.

4. Logistical Model – 15% of Course Grade [Objective(s): 3, 4, 5, 7]

Create a logistical model of the evaluation's stakeholders, evaluation questions, data sources, types of data, analysis methods, and projected outcomes. Using the model, describe how the individual elements are tied together to ensure you generate inputs from all the appropriate sources and the data generated is sufficient and appropriate for addressing the evaluation's guiding questions.
(continued on next page)

5. Evaluation Plan – 30% of Course Grade [Objective(s): 3, 4, 6-8]

Develop a formal plan for evaluating an educational program, including defining the evaluation's purpose, nature, stakeholders, data sources, data collection and analysis procedures, and method for presenting recommendations.

6. Critique an Evaluation Report – 10% of Course Grade [Objective(s): 1, 4, 7]

Evaluate the quality of a professionally written evaluation report. Critique the degree to which the data collection procedures conformed to one or more of the evaluation approaches studied in the course. State how the evaluation or the reported recommendations could have been improved.

7. Discussion Boards – 10% of Course Grade [Objective(s): 1-7]

Each module incorporates class discussions focused on topics specifically related to each module's overall focus

8. Participation – 5% of Course Grade [Objective(s): 1-8]

Engage in online discussions, group tasks, and peer feedback in a timely, professional, and constructive manner.

Course Evaluation - Grading Scale

A   Excellent work - among the best work at the graduate level (90%+ of possible points)
B   Satisfactory work - better than average work at the graduate level (80% - 89%)
C   Honest attempt - needs moderate to major revisions to be satisfactory (70% - 79%)
D   Unsatisfactory, perfunctory, or missing work (60% - 69%)
F   Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

210

Policies Affecting This Course

<u>Course Policy on Late Submissions:</u> Late work automatically will drop 10% of the assignment's value for each day it is late.

<u>Course Policy on Participation:</u> Online interactions primarily occur in the form of discussion board postings. As such, timeliness is critical to having lively, engaging, and thought-provoking class discussions. Students are expected to get the most of these discussions by posting early and posting often. Waiting until the final day/hour to post is akin to sitting in a silent classroom for an entire class session and then everyone talking in the final minute. You cannot have productive learning experiences using this approach; you must engage early and often.

Similarly for synchronous discussions, students are to engage and respond quickly. Being a passive listener is not an effective strategy for learning. Poor participation can affect grades for individual assignments as well as the overall course grade.

Professionalism

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

Dewar College of Education & Human Services Policy on Plagiarism

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Attendance Policy

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Accessibility Statement

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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.

212

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:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Aug, 2016

Degree and Program Name: Master of Education in Instructional Technology - Corporate Training Concentration

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
This is a new concentration within the M.Ed. in Instructional Technology program. There are no existing requirements for this concentration.	SELECTED EDUCATIONAL OUTCOMES 1. Candidates will create multimedia products (e.g., video, audio, photos/graphics) suitable for use in corporate training materials and programs. 2. Candidates will employ appropriate instructional design models to development online and face-to-face instructional materials. 3. Candidates will perform managerial tasks essential for operating instructional programs (e.g., program evaluation, project management). EXAMPLES OF OUTCOME ASSESSMENTS 1. Candidates will conceive, shoot, edit, and render professional quality instructional videos suitable for use in a corporate training program. 2. Candidates will produce complete instructional units suitable for delivery in corporate training programs in both traditional online formats. 3. Candidates will conduct holistic evaluations of established corporate training programs and generate recommendations for improving operations. REQUIREMENTS FOR THE M.Ed. IN INSTRUCTIONAL TECHNOLOGY WITH A CORPORATE TRAINING CONCENTRATION ITED 7110...3 hours ITED 7210...3 hours ITED 7310...3 hours ITED 7410...3 hours ITED 7510...3 hours ITED 7610...3 hours ITED 7710...3 hours

213

	ITED 7810..3 hours
	ITED 7910..3 hours
	Elective..3 hours
	Total Hours Required for the
	Degree...30 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.)

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field Through strategic planning analysis, economic environment analysis, and production of a programmatic whitepaper, see attached, it was determined that an M.Ed. in Instructional Technology with a Corporate Training concentration had significant growth potential and was a viable way to sustain the M.Ed. in IT program. The proposed M.Ed. in IT (Corporate Training) is modeled after long running, highly successful M.Ed. programs at the University of Illinois in terms of how the programs are conceptualized, structured, and presented. In addition, all of the courses within the program, save the Elective course, will undergo the Quality Matters certification process to ensure the courses are designed and developed in compliance with industry leading standards. Finally, the media-production and projectment management courses are being designed to aid students in the attainment of industry recognized certifications (i.e., Adobe Certified Associate in Photoshop, Premiere, and Dreamweaver) that further document each students' learning outcomes and achievements.

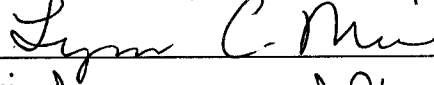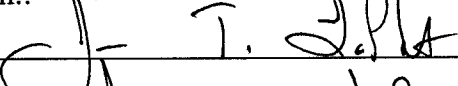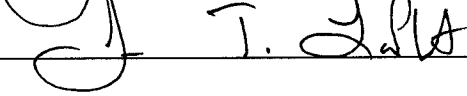☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Research on employer expectations and job requirements was conducted. More than 800 job postings were analyzed and 250 corporate and education professionals were surveyed or impaneled. The results formed the basis for defining course requirements as well as the program's operational scope and focus. In addition, research from the Bureau of Labor Statistics on occupational growth of K-12 versus corporate education professional was used to justify the refocusing of the M.Ed. in IT program; in short, over the next five years there will be 75,000 more jobs in corporate settings versus K-12 that are suitable for M.Ed. in IT graduates.

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

214

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. **(see below)**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **The proposed M.Ed. in IT program will employ a variety of direct and indirect measures/metrics to evaluate the on-going health of the program. These metrics will examine six operational aspects affecting the program's overall health. These operational aspects are: (1) Student Recruitment & Retention, (2) Student Support Services, (3) Student Learning, (4) Students Satisfaction, (5) Faculty Satisfaction, and (6) Sustainability. Of these, Student Learning and Student Satisfaction will collect direct measures of students' performance on learning outcomes. Examples of these measures are provided on the Proposed Requirements field, page 1, of this form.**

215

Approvals:	
Department Head: _~~(signature)~~ S. Dk_	Date: 8/20/15
College/Division Exec. Committee: _Lynn C. Mun_	Date: 8-20-15
Dean(s)/Director(s): _Lynn C. Mui_	Date: 8-20-15
Graduate Exec. Comm.: (for grad program) _T. Llf_	Date: 9-2-15
Graduate Dean: (for grad program) _T. Llf_	Date: 9-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

216

Steve Downey, Ph.D.
January 25, 2015

M.Ed. in Instructional Technology - Corporate Concentration
(A White Paper)

The idea of an M.Ed. in IT with a non P-12 (corporate) focus has been floated within CLT for more than a year. This white paper examines environmental, systemic, and pedagogical factors affecting a possible shift in the M.Ed. in IT's target audience. This paper is not meant to be the end of a conversation but the beginning of one. For success in the proposed transition to occur, buy-in and participation must occur at several levels. As such, the content, scope, and viability of the ideas put forth in this document may change in the coming months. Should the ideas in this document be accepted, it is proposed that the rollout of a refocused M.Ed. program would occur by Fall 2016.

Suppliers of Instructional Programs

As of January 2015, there are seven institutions approved by the Georgia Professional Standards Commission to offer programs leading to certification in Instructional Technology, see table below. VSU is active in two of the certification programs – M.Ed. and Ed.S. All six of the other approved institutions also offer a masters degree leading to certification; and four of the six also offer a specialist degree leading to certification. With six immediate competitors, the marketplace isn't saturated with program suppliers but there is palpable pressure from some of these established programs.

	Cert Only	Bac.	Master	Specialist	Doctorate
GEORGIA COLLEGE AND STATE UNIVERSITY	Yes	Yes	Yes	No	No
GEORGIA SOUTHERN UNIVERSITY	Yes	Yes	Yes	Yes	No
KENNESAW STATE UNIVERSITY	Yes	No	Yes	Yes	Yes
PIEDMONT COLLEGE	No	No	Yes	No	No
UNIVERSITY OF GEORGIA	Yes	No	Yes	Yes	No
UNIVERSITY OF WEST GEORGIA	Yes	No	Yes	Yes	No
VALDOSTA STATE UNIVERSITY	No	No	Yes	Yes	No

In the state of Florida, there are four notable Instructional Technology programs – Florida State, University of Florida, University of Central Florida, and the University of South Florida. None of them are certificate affiliated and most of them cross-target educators in P-12 and corporate settings.

In addition to Instructional Technology programs, a review of Human Resource Development programs also was done. The reason for reviewing HRD programs is that HRD programs overlap many of the same content areas as IT (e.g., instructional design, web-based course development, learning theory, etc.). In addition, many graduates of IT programs enter training and development positions in corporate and higher education settings and many HRD graduates enter instructional technology positions. Bearing this in mind, suppliers of both IT and HRD programs were identified for review.

The Academy of Human Resource Development is a professional society focused on the field of human resource development. AHRD's newest (2013) *Directory of Programs* lists only two Georgia institutions offering programs targeting corporate trainers (e.g., Human Resource Development, Adult Education). Those institutions are the University of Georgia and Valdosta State. VSU offers a Master and Doctorate in Adult Education. UGA offers M.Ed. in Human Resource & Organizational Development, M.Ed. and M.S. in Adult Education, and Ph.D. in Adult Education.

217

Demand – Jobs & Growth Forecasts

In terms of market demand, the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook (2014 Edition) is forecasting a nine percent (9%) national growth rate in education-related occupations through the year 2020, with a 1.1% increase in Georgia. The Bureau of Labor Statistics does not report data specifically for Instructional Technologists; the closest occupations are Instructional Coordinators and Training & Development Specialists. Demand for Instructional Coordinators is expected to see a 13% increase nationally (4.0% increase in Georgia) and demand for Training & Development Specialists is projected to grow 15.0% nationally (3.4% in Georgia) through 2020.

As of 2013, there were 257,600 'Education, Training, and Library' jobs in Georgia. Of those, 5,380 were library-related jobs and 4,030 Instructional Coordinator jobs (i.e., Instructional Designers). Conversely there are 7,550 Training & Development Specialists, plus 910 T&D Managers, 13,460 Human Resource Specialists, 3,420 HR Managers, and 4,480 HR Assistants in Georgia (29,820 total). In addition, within Florida there are 8,680 Instructional Coordinators, 12,430 T&D Specialists, 1,000 T&D Managers, 24,090 HR Specialists, 7,200 HR Assistants, and 3,560 HR Managers (56,960 total). By comparison, there are approximately 10,000 ID/Library jobs in Georgia for graduates of our current program versus 86,780 ID/HR jobs in Georgia and Florida for graduates of a corporate-focused M.Ed. in IT.

Job Requirements

To define employers' expectations regarding the knowledge and skills of individuals entering instructional technology jobs in corporate as well as educational settings, research was gathered from multiple sources (IT and HRD job announcements), locales (US and European jobs), and time periods (2009-2012 job postings as well as AECT historical standards from 2005). In total, more 800 job postings were analyzed and 250 corporate and education professionals were surveyed or impaneled. The results are organized into five categories: (i) Multimedia Production, (ii) Instructional Design, (iii) Hardware, (iv) Project Management, and (v) Interpersonal Communications. Within each of these categories, a variety of knowledge and skills is identified.

Multimedia Production
Graphics (Photoshop & Illustrator)
Video (Premiere)
LMS/Web Authoring (e.g., HTML, Blackboard)
Audio (Audacity)
Misc (Camtasia/Captivate, Flash, Acrobat)

Instructional Design
Cognition & Learning Theories
Instructional Strategies (for F2F and online)
Instructional Design Principles (ADDIE/ISD)

Hardware
Selecting Appropriate Technologies
Troubleshooting (Hardware, Software, Network)

Project/Program Related
Project Management
Program Evaluation

Interpersonal Communications
Team Building
Diversity Management
Writing Skills

Working from the premise that the above breakdown of knowledge and skills represents the majority — albeit not all — of the content that should appear in a corporate-focused M.Ed. in IT program, a review of current M.Ed. course offerings was conducted and mapped back to the above list. This was done to determine the scope and make-up of any reforms to the existing M.Ed. program in order to fulfill employer expectations by graduates of the revised program.

Mapping of Current Course Objectives to Employer Expectations

The syllabi from the courses offered as part of the current M.Ed. in IT program were reviewed to identify those areas of employer expectations that are being addressed and those areas where gaps still exist. NOTE: not every current course objective is included is the breakdown, below; objectives such as "Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities" were viewed as too generic to map back to a specific topic.

Hardware
Selecting Appropriate Technologies
ITED 7100 - Critically examine organizations as environments for incorporating technology for learning.
ITED 7400 - Apply basic facility planning guidelines.
ITED 7400 - Evaluate computers and related technology systems from end-users' perspectives.

Troubleshooting (Hardware, Software, & Net)
ITED 7400 - Describe functional parts of a personal computer.
ITED 7400 - Apply safety rules when working around computers.
ITED 7400 - Correctly and safely install computer components, connections and devices.
ITED 7400 - Apply troubleshooting techniques for computer components.
ITED 7400 - Document a typical building or system network.

Project/Program Related
Project Management
ITED 7070 - Develop and implement a plan for evaluating a training or education program which incorporates effective strategies, techniques, and tools.
ITED 7070 - Use a variety of research tools, including electronic resources, to investigate possible evaluation approaches, data gathering instruments, and methods of data analysis.
ITED 7500 - Evaluate the design, development, and implementation of strategic plans related to technology integration in a variety of environments.
ITED 7500 - Describe and analyze processes for planning, implementing, managing, and evaluating the change process in instructional technology programs.
ITED 7500 - Use technology to manage project activities.

Evaluation
ITED 7070 - Create an evaluation report for a training or education program.

Multimedia Production
LMS/Web Authoring (e.g., Blackboard, Moodle)
ITED 7200 - Design and develop Web pages that incorporate Internet resources for meaningful learning.

Graphics (Photoshop & Illustrator)
Video (Premiere)
Audio (Audacity)
Misc (Camtasia/Captivate, Flash, Acrobat)
> No courses addressed any of these four elements in depth

219

Instructional Design
Cognition & Learning Theories
ITED 7100 - Define, discuss and analyze the application of learning and instructional theory, systems theory, communications theory and information theory to research and practice in instructional technology.

Instructional Strategies (for F2F and online)
ITED 7300 - Model and facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards.

ITED 7300 - Model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students. *((also works towards diversity management))*

ITED 7300 - Model and facilitate the use of digital tools and resources to engage students in authentic learning experiences.

ITED 7300 - Model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind.

ITED 7300 - Model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. *((also works towards diversity management))*

ITED 7300 - Model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.

ITED 7300 - Model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.

ITED 7300 - Model and facilitate the effective use of digital tools & resources to systematically collect & analyze student achievement data, interpret results, communicate findings, & implement appropriate interventions to improve instructional practice and maximize student learning.

ITED 7300 - Model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources.

ITED 7300 - Effectively manage digital tools and resources within the context of student learning experiences.

ITED 7600 - Evaluate exemplary curricular and instructional practices described in the professional literature.

Instructional Design Theories & Procedures (ADDIE vs Dick & Carey)
ITED 7070 - Identify and apply problem analysis and needs assessment skills in appropriate IT contexts.

Interpersonal Communications

Team Building

ITED 7100 - Collaborate in group problem-solving and communication of solutions.

ITED 7500 - Work effectively and efficiently both as a leader and member of a group.

Writing Skills

ITED XXXX - Demonstrate clear competence in oral, graphic and written communication and comprehension. (This objective is listed in virtually every course)

Diversity Management

ITED 7100 - Identify ethnic, gender, age, ability, and motivational similarities and differences in organizations and analyze their impact on technology access and use.

Foundational/Historical knowledge of IT/ID and Cognition

(NOTE: Non-employer define knowledge/skills)

ITED 7100 - Describe important developments in the history and evolution of instructional technology.

ITED 7100 - Summarize major areas of instructional technology research.

ITED 7100 - Identify trends in instructional technology and predict future issues and implications.

ITED 7100 - Describe the characteristics of and interrelationships among the domains of instructional technology.

ITED 7100 - Describe professional careers and areas of specialization in instructional technology.

ITED 7100 - Identify and efficiently utilize information resources in instructional technology to find professional and academic information.

ITED 7100 - Define instructional technology as the design, development, utilization, management and evaluation of the processes and resources for learning.

Course Design Recommendations

Based upon the mapping breakdown of course objectives to employer needs, as shown above, several areas of strength and weaknesses are readily apparent. ITED 7300 and 7500 appear to sufficiently address employer expectations regarding (i) the selection of instructional strategies, and (ii) planning and managing instructional projects. Other courses partially meet the needs expressed by employers but still require some revisions to provide greater depth and necessary rigor. Finally, three courses currently are targeting content areas of little value in corporate environments, based upon the findings expressed in the research. They should be phased out and replaced with new courses. Proposed objectives for the new courses are provided to help define the nature and scope of those courses.

Keep Largely "As Is"

ITED 7300: Instructional Technology for Teaching, Learning, and Assessment

This course focuses on the teaching strategies while another [new] course should focus on instructional design theory and procedures

ITED 7500: Vision and Planning for Instructional Technology

This course addresses the project management needs.

Refocus 1/3-to-1/2 of the Course

ITED 7070: Decision-Oriented Research, Evaluation, and Professional Learning
Refocus to emphasize evaluation theory and application; reduce research elements

ITED 7100: Foundational Theories in Instructional Technology
Keep the core elements (history, areas of research, trends, interrelationships among domains); incorporate foundations of learning theory & cognition

ITED 7400: Digital Learning Environments
Refocus to go deeper into hardware functionality and network structures; consider shifting the technology selection process to ITED 7500.

Phase Out

ITED 7200: Information Sources and Uses
Phase out and replace with a media production course under a new course number

ITED 7399: Internship in Technology Applications
Phase out and replace with a media production course under a new course number

ITED 7600: Introduction to Discipline-Based Best Practices Literature
Phase out and replace with a media production course under a new course number

Create New Courses

ITED XXXX: Instructional Graphics
Use Adobe Photoshop and, possibly, Illustrator and InDesign to create a variety of instructional materials
Objectives possibly include but are not limited to:
- Describe cognitive principles underlying image interpretation and understanding
- Describe the design elements of instructional graphics
- Analyze human performance problems to facilitate design of appropriate instructional graphics
- Design instructional graphics solutions to address the human performance problems
- Create and edit digital images/photos
- Create and edit job aids comprised of images/photos and text
- Create and edit instructional booklets
- Create and edit graphical web interfaces

ITED XXXX: Instructional Video and Audio
Use Adobe Premiere and Audacity to produce, shoot, and edit instructional videos
Objectives possibly include but are not limited to:
- Develop a storyboard reflecting the action appearing a video.
- Describe the implications and barriers associated with intellectual property use in videos.
- Employ effective lighting techniques for shooting a digital video.
- Select and set up appropriate microphones for recording high quality audio tracks with video.
- Effectively use digital video cameras for shooting footage.
- Edit sound tracks for incorporation into a digital video.
- Incorporate the use of effective editing techniques for content and story.

ITED XXXX: Instructional Design Theories & Procedures
Compare and assess prominent ID approaches; apply ADDIE model to design a unit for F2F delivery
Objectives possibly include but are not limited to:
- Differentiate the approaches to instructional design advocated by prominent ID theories/models (e.g., ADDIE vs Alessi & Trollip, etc.) based upon their principles and philosophies.
- Select appropriate ID theories/models for given instructional problems/settings.
- Development an instructional unit for a face-to-face setting by employing the ADDIE model to:
  - Conduct the following forms of analyses: Job, Needs, Learner, & Environment
  - Produce design parameters based of results of analyses
  - Develop instructional materials (e.g., readings, lesson plans, assessments) for use in delivering 10 hours of instructional content
  - Devise meaningful evaluation strategies to determine strengths, weaknesses of content

ITED XXXX: Adapting Traditional Instruction to Online Environments
Address techniques for authoring HTML and adapting F2F materials to online (LMS) environments
Objectives possibly include but are not limited to:
- Create basic Web pages using only HTML code and plain text editor (no WYSIWYG editors)
- Incorporate images into Web pages
- Design effective navigation interfaces (e.g., links) to integrate multiple pages into a coherent site
- Publish Web pages, including images, to globally accessible Web servers
- Convert MS Office documents into HTML, PDF, and other Web-standard media formats
- Revise instructional strategies used in F2F settings to work effectively in asynchronous (Web) environments
- Produce online instructional unit equivalent to 10 hours of F2F instructional time

Course Sequencing Recommendations (30 Hours)

Assuming only Fall and Spring admissions to the program, the following sequences ensure everyone can finish in five semesters or less. Also, each course is taught in two different semesters (in case someone drops a course and, later, needs to pick it up quickly). The workload for the two courses offered in the same semester is balanced against each other. Finally, the content from one course is logically sequenced with those in the preceding and following semesters to ensure instructors know what content/objectives were taught previously and to minimize students' practices of "washing out" what was learned one semester before the next semester begins.

<u>**Fall Admission Sequence**</u>
Semester 1 (Fall):
ITED 7100: Foundational Theories in Instructional Technology
ITED XXXX: Instructional Graphics

Semester 2 (Spring):
ITED XXXX: Instructional Design Theories & Procedures
ITED 7400: Digital Learning Environments

223

Semester 3 (Summer):
ITED 7300: Instructional Technology for Teaching, Learning, and Assessment
Elective ((suggested: Organizational Development or HRD course))

Semester 4 (Fall):
ITED 7500: Vision and Planning for Instructional Technology
ITED XXXX: Adapting Traditional Instruction to Online Environments

Semester 5 (Spring):
ITED 7070: Decision-Oriented Research, Evaluation, and Professional Learning
ITED XXXX: Instructional Video and Audio

Spring Admission Sequence
Semester 1 (Spring):
ITED 7500: Vision and Planning for Instructional Technology
ITED XXXX: Instructional Graphics

Semester 2 (Summer):
ITED 7100: Foundational Theories in Instructional Technology
ITED 7400: Digital Learning Environments

Semester 3 (Fall):
ITED XXXX: Instructional Design Theories & Procedures
ITED XXXX: Instructional Video and Audio

Semester 4 (Spring):
ITED 7300: Instructional Technology for Teaching, Learning, and Assessment
Elective ((suggested: Organizational Development or HRD course))

Semester 5 (Summer):
ITED XXXX: Adapting Traditional Instruction to Online Environments
ITED 7070: Decision-Oriented Research, Evaluation, and Professional Learning

Strengths of Proposed M.Ed. Program

The proposed M.Ed. program offers several strengths that the current program does not. They are
enumerated in the list below:
- Targets an audience (corporate educators) with occupational growth rates higher than those
  forecasted for educators in P-12 settings
- Tuition premiums could be charged to non P-12 audience resulting in money being returned to
  the department for faculty use
- Content is tied to employers' needs and grounded in research using national, international, and
  historical data
- It is not subject to ever-changing standards and expectations from state bureaucrats and
  national accreditation agencies

When compared to other M.Ed. in IT programs in Georgia and Florida, the new program is:
- Shorter in hours than other Masters programs; and thus, less costly in time and money
  - Florida: UF 36 hours, FSU 36 hours, UNF 39 hours, UCF 39 hours, USF 33 hours
  - Georgia: UGA 36 hours, UWG 36 hours, Ga Southern 36 hours, Kinnesaw 36 hours, Piedmont 36 hours, Ga College = unknown, doesn't list their curriculum online
- Teaches advanced skills in industry-standard media software (e.g., Adobe Creative Suite)
  - VSU students can acquire Adobe Creative Suite (Master Collection) for $10/yr versus paying $2,600 retail
- Teaches managerial/leadership skills (including program evaluation, project management) that other programs do not
- Maps all of its curricula to a competency profile that graduates can provide to current and prospective employers illustrating their skills
- Employs a project-based curricula resulting in the creation of an e-portfolio demonstrating students' skills and abilities

Other potential benefits could include (depending on CL T faculty willingness and COEHS money):
- Media courses will be taught by Adobe Certified Experts (Instructional Graphics and Instructional Video and Audio)
- Upon completion of Instructional Graphics and Instructional Video and Audio courses, students could potentially sit for the Adobe Certified Expert exam
- All courses will undergo Quality Matters internal and external reviews for QM certification
- All courses utilize four or more Collaborate/Wimba sessions to increase connectivity with faculty and peers thereby reducing learner isolation

Challenges to Proposed M.Ed. Program

If it was easy to build a program with all of these strengths, universities would have done it by now. Foreseeable challenges to building, deploying, and sustaining the proposed M.Ed. program include:
- Faculty buy-in regarding the shift away from P-12 to corporate/higher education settings
- COEHS administration's support regarding the shift away from the P-12 sector
- VSU/COEHS administration's support regarding processing of tuition premiums
- Faculty agreement regarding the content areas to include in the program
- Faculty buy-in regarding phasing out, redesigning, and creating of courses in the program
- Faculty buy-in regarding adoption of Quality Matters protocols for course design
- Faculty buy-in regarding willingness to attain Adobe Certified Expert status
- COEHS administration's support regarding costs (current and future) associated with Quality Matters reviews and Adobe Certified Expert exams

Assuming the above can be resolved, the following issues still remain:
- How to best market the program to corporate clientele in Atlanta (9th largest U.S. metro area, 5.5 million as of 7/1/13), Tampa (18th largest, 2.8 million), Orlando (26th largest, 2.3 million), and Jacksonville (40th largest, 1.4 million)
- How much money will be available to spend on marketing
- How fast will the new program need to become self-sustaining

Formulation

The following passages are based upon the premise that the proposed shift in the M.Ed. in IT program, described above, is agreeable to the IT faculty. Assuming it is, the next level of program development is the formulation of the program in terms of Pricing, Branding, Key Operational Practices (e.g., Admissions, Advising), and Standardization of Course Structure and Delivery, and Program Evaluation.

Pricing

The behaviors and expectations of corporate clients are more discriminating than P-12 clients. They are willing to pay a premium if they feel the product they're receiving is premium as well. The previous pages delineate a program that differentiates itself from its competitors along several lines (e.g., shorter time, Adobe certified individuals for media courses, employer-driven curriculum, all courses are Quality Matters certified). These features will help draw clients to the program but they, alone, will not retain them.

Because it is designed to compete at an elite level, the proposed program will charge a tuition premium, in the form of an "enhanced program" fee. The price point for the per-credit-hour-fee will be based upon cost comparison with regional competitors. The following table presents the in-state and out-of-state tuition (on a per credit hour basis, excluding fees) for regional universities offering masters degrees in IT and/or HRD.

Institution	In-State	Out-of-State
Valdosta State (standard rate)	$236	$ 850
Valdosta State (e-tuition)	293	N/A
Valdosta State (GOML)	385	N/A
Valdosta State (MBA Healthcare)	385	N/A
University of Georgia	384	1,007
University of Florida	449	690
Florida State University	479	1,111
University of North Florida	493	1,044
University of Central Florida	288	1,073
University of South Florida	431	877

Based upon market values by prominent schools in the region, tuition + "enhanced program" fee for the proposed M.Ed. program reasonably could range from $490 ($293 tuition + $197 fee) to $697 ($293 tuition + $404 fee) per credit hour. At $440/hr, VSU could gross an extra $23,640 per semester from the "enhanced program" fee, assuming 20 students are enrolled for 6 credit hours. At $697/hr, VSU could gross an extra $48,480 per semester. To better position ourselves in the Florida market, the same in-state tuition rate + "enhanced program" fee would be charged to in-state and out-of-state students.

Assuming the net fees returned to the department is sufficient to entice the faculty to undertake the wholesale programmatic change proposed in this white paper, additional operational elements would need to be installed to warrant the premium rates in the eyes of prospective students. These features include: (i) consistent and ubiquitous branding, (ii) increase in non-course communication, and (iii) standardized course structures.

Branding

As stated previously, the proposed program is designed to be elite. It can compete effectively with any instructional technology program offered anywhere in world. ((This isn't a delusion of grandeur. I helped to build Illinois' Master of Human Resource Education program from the ground up. I've reviewed online instructional programs and services offered at premiere institutions, e.g., Penn State, Arizona State, Virginia Tech, etc., and they teach the same instructional content, theories, and best practices that we can. Their on-campus programs offer affordances that we cannot match – access to high-end research facilities, exceptional students working fulltime with faculty on research – but their online offerings target the same fulltime workers, part time students as we serve and we can compete effectively against them.))

As with any elite product, branding is key to the product's recognizability and perceived value. Bearing this in mind, the program's visual presence will have a consistent recurring theme. Simply stated, every Web page, PowerPoint lecture slide, email correspondence, postal mail, etc. issued as part of the proposed M.Ed. program needs to bear its brand. Most of these items are easily achieved through Web page and PowerPoint templates, email signature files, letterhead stationery, etc. By creating and sustaining a consistent and ubiquitous appearance, we generate recognition for our program and increase its presence in the marketplace.

In addition to visual branding, courses will employ a standardized course structure and will undergo Quality Matters reviews to ensure high quality controls are met. Further, Adobe Certified Educators will teach all of the media courses (a quality feature that virtually no programs offer).

Key Operational Practices - Admissions

The current M.Ed. in IT requires an undergraduate GPA of 2.75 or higher. The proposed plan would have a 3.00 GPA floor. GRE exam scores would be required. Suggested minimums are 60th percentile or higher for Verbal Reasoning and Quantitative Reasoning and 56th percentile or higher for Analytical Writing. Based upon the 2014-15 GRE scales, these rankings equate to the following scores: 153 for Verbal Reasoning, 155 for Quantitative Reasoning, and 4.0 for Analytical Writing. In addition to GRE scores, a 'goals statement' one-page, single-spaced, write-up also would be required. Admissions would be competitively-based with a cap of 20 students per semester. Students would be admitted in Fall and Spring semesters only.

Key Operational Practices - Advising

On big ticket purchases (e.g., homes, tuition), purchasers can feel "buyer's remorse" more quickly and more intensely than with cheap, disposable items. With an estimated ticket price in excess of $13,000, we want purchasers of the proposed M.Ed. degree to feel like a "member" of a community immediately upon acceptance into the program. Therefore, in addition to the standard 'welcome to the program' email we send to students, we need to follow-up with additional materials (e.g., suggestions for success, tutorials for acquiring discounted software, reminders to acquire books prior to the start of the semester, etc.). These additional communiques can, and should, be standardized so they're not an excessive burden on the current faculty. That being said, we need the students to 'belong' the program and be highly satisfied with their experience; in doing so, they will become part of our marketing campaign to sustain the program.

227

Standardization of Course Structure and Delivery

As part of program branding, courses will have similar structures and elements. This already is encouraged, in part, by the way that BlazeView organizes the "Content Browser" frame on course home pages into 'modules'. Building on this affordance, the model presented in the figure below illustrates the core 'instructional' elements and organizational structure to be used in the courses:

```
Module  (folders within BlazeView's Content Browser frame)
    +---- Lessons (individual pages within the module)
            +---- Overview  (what is it; why is it important to know)
            +---- Mini-Lecture (8-12 minute streaming PowerPoint-voiceover)
            +---- Assigned Readings  (seminal books, pubs)
            +---- Assigned Activities  (small activities; not every lesson will have an activity)
    +---- Module Activity/Assessment  (larger activities)
```

This is the model used in the University of Illinois' M.Ed. in Human Resource Education and currently is used in RSCH 9800. Chunking of the content into modules/lessons facilitates the assimilation of knowledge (a la, Piaget) and retention of information (see Miller's Information Processing Theory). In addition, students grow to rely upon the consistent structure; and, it has the added benefit of making it easy for faculty to move content around and add/remove content simply by added the desired module/lesson.

The mini-lectures are designed to balance students' average attention span of 10-15 minutes (Johnstone & Percival) with key elements of that lesson's readings/content. Typically they're 5-6 PowerPoint slides in length and are not simply intended to highlight key elements in the readings. They should tie the readings back to real-world applications/problems in the workplace. Since they employ both visual and auditory senses, they utilize Mayer's Cognitive Load Theory to increase students' acquisition of knowledge. Finally, these mini-lectures would be closed-captioned by the VSU Student Access office to ensure compliance with Federal Section 508 regulations (as well as to increase program marketability).

The assigned readings are self-explanatory; however, the one recommendation applicable to this section is to increase our use of seminal texts in our readings. Instead of using free Web readings or less expensive texts, as we might use with P-12 teachers who don't have a lot of money, we should utilized texts viewed as "industry standards". For example, instead of using Smith and Ragan's Instructional Design book which doesn't delve into the instructional design process very deeply; use Rothwell and Kazanas' text, which is targeted towards corporate trainers and examines the ADDIE/ISD process deeper than most books on the market.

Lesson Activities typically are small activities and/or discussions requiring 30-minute or less to complete. They are intended as knowledge checks 'to see if the learner is getting it'. Not every lesson will have an activity but most will. It is through these activities that students having difficulties can be directed to remedial materials.

Module Activities are larger, more time consuming endeavors intended to assess if a learner can apply what was addressed in the module. These could be small, singular, artifacts or they might be part of a semester-long project. It is through these activities that we can ascertain if learners are meeting their course objectives. The artifacts from these activities, in turn, will be used in students' portfolios.

The final standardized course element is regular (i.e., once a month) synchronous sessions. These will be one-hour Collaborate sessions (longer if the instructor wishes) in which course instructors review previous content, address student questions, and introduce upcoming modules. In addition to their instructional content, these sessions should serve as a means for students to become connected to the instructor and to their peers. Students will be required to use headsets with built-in microphones (to prevent echo feedback during sessions) and to facilitate communicate time during the sessions – it's faster to speak/hear questions than it is to type them out and wait for responses.

Program Evaluation

The program's continual improvement will be monitored through a "vital signs" paradigm that scores and tracks the program performance on key factors critical to the program's overall health. This approach was prototyped in the 1990s with the mainstreaming of online (Web) instructional programs and has been reformulated over the years, notably at the Online Learning Consortium's Quality Scorecard. The factors to be monitored by the proposed program include the following vital sign categories: (i) Student Recruitment & Retention, (ii) Student Support Services, (iii) Student Learning, (iv), (v) Student Satisfaction, (vi) Faculty Satisfaction, and (vii) Sustainability. Within each of the categories are a variety of metrics presenting indicators regarding the program's health for that vital sign.

> Student Recruitment & Retention
>> Application Rates
>> Average GRE Scores of Applicants
>> Acceptance Rates
>> Average GRE Scores of Accepted Students
>> Activation Rates (% of accepted students who actually enroll upon acceptance)
>> Retention Rates
>>> % of students in cohort who return from each semester
>>> % of students who complete the degree
>>> Average time to complete the degree (in semesters or months)

> Student Support Services
>> BlazeView Tracking Data for online tutorials (e.g., How to Succeed)
>> Volume of tickets submitted to VSU Help Desk, if available
>> Survey of students regarding use of Library, Financial Aid, Online Training Sessions, etc.
>> BlazeView's "down time" for maintenance, if available

> Student Learning
>> SOI scores for key items (e.g., quality of feedback)
>> Grade breakdown (GPA) of students enrolling in courses
>> Competency profile performances
>> Support for students' peer/professional networking (outside of courses)
>> Peer evaluation of course rigor
>> Utilization of Quality Matters design elements
>> Degree to which faculty are meeting agreed upon standards for engagement/timeliness

> Student Satisfaction
>> Degree to which value is being fulfilled
>> Identification of chronic problems

Recommendations for support services
Effectiveness of learning elements within courses
Degree to which they (i) engaged in, and (ii) benefitted from socialization with peers
Willingness to recommend the program to their peers

Faculty Satisfaction
Faculty receive professional development for effective use of technologies/strategies
Degree to which faculty feel they're being supported while designing courses
Degree to which faculty feel they're being supported while delivering courses
Faculty retention (willingness to teach future offerings)

Sustainability
Revenue growth
Cost breakeven analysis
Applicant referral rates from current/past students

By monitoring the metrics within the seven "vital signs", programmatic factors can be individually targeted and fine-tuned to improve the program's overall performance.

230

Program Development

In order to develop and deploy the proposed program, a series of administrative and logistical hoops must be jumped. The following is ever emerging list of foreseeable tasks that need to be addressed in order for the program to be successfully launched and sustained.

Task	Milestone Date	
Gain approval from COEHS administration	Feb 2015	✓
Acquire financial support from COEHS administration (e.g., certification of faculty, course releases)	Apr 2015	✓
Acquire financial support from Grad School / VSU Admin (e.g., clearly define how monies are returned to the department, marketing costs and efforts, fees for doing business in Florida)	Apr 2015	✓
Begin coordinating Quality Matters specs into course design templates	Apr 2015	✓
Scope and sequence content within each course (including: competency profiles, redo syllabi, select texts, Grad Catalog)	July 2015	
Gain approval from Graduate School / Provost / Other Admin Overseers	Aug 2015	
Devise marketing plan Define primary/secondary/fringe markets, set pricing, enumerate marketing features, target ATL, JAX, ORL, and TPA; print brochures	Aug 2015	
Update program web pages to reflect new program focus, cost, & requirements	Aug 2015	
Open application process for new students	Dec 2015	
Implement metro-based marking plan	Sep 2015	

Develop first set of four courses in sequence
       ITED 7100 (full); Instructional Graphics (full);
       ITED 7400 (partial); ITED 7500 (partial)
	Aug 2015 -
	Nov 2015
	(Jun-Jul 15)	

IT faculty agree upon parameters for email and grading timeliness (e.g., emails – 24 hours during the week 48 hours on weekends; grading one week turnaround, except for very long essays which may take longer)	Sep 2015	
Establish Application Review Procedures (i.e.,, how to score/rank GRE/GPA/Goals Statement to determine who gets in and who doesn't)	Sep 2015	
Create tutorials (e.g., How to Succeed, How to get Tech Support, Taking Notes)	Oct 2015	
Develop Standardized Advising Communiqués (e.g., welcome to the program, tech requirements, steps to get software)	Oct 2015	
Populate "student commons" area within BlazeView with tutorials, peer socialization spaces, necessary advising forms/paperwork, etc.	Nov 2015	

Develop second set of courses in sequence:
       Instructional Design Theories (full); Elective (full)
       ITED 7300 (partial); Adapting Instruction to Web (full)
	Jan 2016 -
	Apr 2016
	(Jun-Jul 15)	

Review applicants and admit first cohort	Apr 2016	
Send advising emails & provide access to "student commons" in BlazeView	Apr-Aug 16	
Begin teaching first cohort	Aug 2016	
Develop final courses: ITED 7070 (full) & Instructional Video (full)	Aug-Nov16	

231

REQUEST FOR A REVISED CATALOGUE COPY RECEIVED
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

MAY 05 2015

Area of Change: ☐ Core ☒ Senior ☐ Graduate	
Current Catalogue Page Number: see below	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2015

Degree and Program Name: Speech Communication

Present Requirements: Change degree name from Speech Communication to Communication. Speech Communication appears on the following pages 6, 60, 88, 234(1), 234(1), 235(6), 236(4), 237(2), 242, 305(4), 306(3), 307(6), 308, 494 If Speech Communication occurs more than once on a page the () is used to indicate the number of times it occurs.	**Proposed Requirements:** (highlight changes after printing) Communication.

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 : Common name for discipline is Communication

☐ 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. **Alumni data and employer surveys shows Speech Communication does not effectively communicate program structure and outcomes -- impacting students' employment opportunities upon graduation.**
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

232

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. **alumni and employee surveys, employment rates in prefered positions, time to employment after graduation.**
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Department Head:		Date: 4-28-15
College/Division Exec. Committee:		Date: 4/30/15
Dean(s)/Director(s):		Date: 5-1-15
Graduate Exec. Comm.: (for grad program)		Date:
Graduate Dean: (for grad program)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

234

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: 125-127	Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2016	Degree & Program Name: (e.g., BFA, Art): MA

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Requirements for the master of arts in communication degree	Requirements for the master of arts in communication degree
Core Courses......................... 12 hours COMM 5000, COMM 7100, COMM 7200, MDIA 5000	Core Courses......................... 12 hours MAIC 5000, MAIC 5050, MAIC 7100, MAIC 7200
Emphasis Courses.............................12 hours Any COMM or MDIA 6000- or 7000-level	Emphasis Courses.............................12 hours Any COMM or MDIA 6000- or 7000-level
Guided Electives at the graduate level. . . 6 hours	Guided Electives at the graduate level. . . 6 hours
Thesis/Project Option . . . . 6 hours COMM 7999 or MDIA 7999 or	Thesis/Project Option . . . . 6 hours MAIC 7999 or
Non-thesis option . . . . 6 hours COMM 7000 or MDIA 7700 or electives outside the department, selected with approval of advisor. Requires written and oral examinations over all courses in the degree.	Non-thesis option . . . . 6 hours MAIC 7400 or electives outside the department, selected with approval of advisor. Requires written and oral examinations over all courses in the degree.
Total hours required for the degree .... 36 semester hours	Total hours required for the degree .... 36 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:

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

Source of Data to Support Suggested Change:

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

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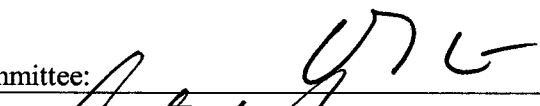
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).
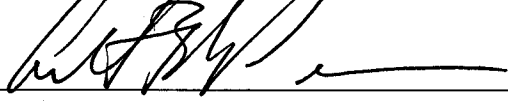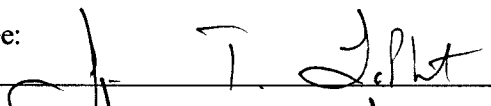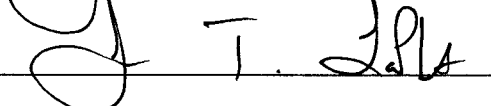
Data Sources:

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

Approvals:		
Department Head:		Date: 4-28-15
College/Division Exec. Committee:		Date: 4/30/15
Dean(s)/Director(s):		Date: 5/1/15
Grad. Exec. Committee: (for graduate course)	T. Split	Date: 8-2-15
Graduate Dean: (for graduate course)	T. Split	Date: 8-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

236

REQUEST FOR A NEW COURSE

RECEIVED

Valdosta State University

MAY 05 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** David Nelson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAIC 6000	**Proposed New Course Title:** Integrated Marketing Communication **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Integrated Marketing Comm
Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Biannually

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.) A study of the evolving marketplace and how to develop advertising/public relations/marketing plans for target audiences, including the use of analytics and other methods to measure the impact of Integrated Communication programs. This course includes mass and social media's role in Integrated Communication.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

237

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. Student feedback.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

Approvals:	
Dept. Head: *[signature]*	Date: 4-28-15
College/Division Exec. Comm.: *[signature]*	Date: 4/30/15
Dean/Director: *[signature]*	Date: 5/1/15
Graduate Exec. Comm.: (for graduate course): *[signature]*	Date: 8-2-15
Graduate Dean: (for graduate course): *[signature]*	Date: 8-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

239

MAIC 6000   Integrated Marketing Communication   3-0-3

CATALOG DESCRIPTION: A study of the evolving marketplace and how to develop advertising/public relations/marketing plans for target audiences, including the use of analytics and other methods to measure the impact of Integrated Communication programs. This course includes mass and social media's role in Integrated Communication.

RATIONALE: This course is an elective for MAC majors.

TEXTS:

Scott, D. M. (2013). *The New Rules of Marketing & PR*. 4th Ed. Wiley, John & Sons, Incorporated.

Clow, K. E. and Baack, D. E. (2016). *Integrated Advertising, Promotion, and Marketing Communications*. 7th Ed. Prentice Hall.

Also incorporating readings from various scholarly journals.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of the theoretical principles impacting integrated communication.

2. Demonstrate the ability to construct an integrated communication plan.

3. Demonstrate the ability to critically analyze and assess the effectiveness of integrated communication campaigns through analytics and other measurement tools.

4. Demonstrate the ability to engage in scholarly research concerning integrated communication.

DEPARTMENTAL OUTCOMES: This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline-appropriate research.

2. Formulate and participate in professional activities appropriate to the discipline.

3. Adapt messages to diverse audiences.

EVALUATION: Evaluation will be based on written exams, assignments, and a research project. Attendance will be required in keeping with college and departmental policy.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** David Nelson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAIC 6100	**Proposed New Course Title:** Media Process Management **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Media Process Management
Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Biannually

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.) A study of the financial aspects of project development, including grant writing, research project recruitment and execution, crowd sourcing, and entrepreneurship. Other topics include management of human resources and legal/regulatory concerns relevant to the production and distribution of media projects in a global environment.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

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. student surveys.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

Approvals:	
Dept. Head: _[signature]_	Date: 4-28-15
College/Division Exec. Comm.: _[signature]_	Date: 4/30/15
Dean/Director: _[signature]_	Date: 5-1-15
Graduate Exec. Comm.: (for graduate course): _[signature] T. Split_	Date: 8-2-15
Graduate Dean: (for graduate course): _[signature] T. Split_	Date: 8-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

243

Course Description
A study of the financial aspects of project development, including grant writing, research project recruitment and execution, crowd sourcing, and entrepreneurship. Other topics include management of human resources and legal/regulatory concerns relevant to the production and distribution of media projects in a global environment

Rationale
This course is an elective for MAIC majors.

Required Text
Project Management Body of Knowledge 5th Edition. Project Management Institute. ISBN – 978-1935589679

Course Objectives
The course objective is an understanding of the key principles of project management and its impact on media and communication organizations. Upon completion of the course, students will have an understanding of:
1. The key knowledge areas of Project Management
2. Tools available for successful Project Management
3. Techniques toward proper project management

Departmental Outcomes
This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline-appropriate research.
2. Formulate and participate in professional activities appropriate to the discipline.
3. Adapt messages to diverse audiences.

Instructor reserves the right to make changes to this syllabus and schedule throughout the semester Tests and reviews will be conducted at the instructor's discretion.

Grading
Students should expect to acquire points throughout the semester to achieve whatever level of success they wish to attain. Students begin the class with a clean slate.

		Grade Scale
Weekly Discussion Posts	300 pts	Grade Scale
Case Study Presentations	200 pts	A = 900-1000
Group Project	100 pts	B = 800-899
Take-Home Assignments	100 pts	C = 700-799
Individual Project	300 pts	D = 600-699
TOTAL 1000 pts		F = 0-599

While exams have clearer definitions of success, some students may question how projects, presentations or written assignments receive their grade. Students will be graded as A= **ABOVE EXPECTATIONS**, B= **Met Expectations**, C=Met Most Expectations, D=Met Few Expectations, F=did not meet expectations.

Course Guidelines
Students are responsible for reading the course text BEFORE the assigned dates for review and discussion during the noted class period. In review of the text and classroom discussions, tests and assignments will be given at the discretion of the instructor. Assignments will cover a variety of topics from the book, articles, case studies and class discussions. The class will include projects involving research, analysis and creative work regarding economics in the media field. A comprehensive final exam will cover the text, lectures, assignments, and class discussions. All materials must be original student work.

Participation & Attendance
Consider the importance of both attending the limited number of classes and making the most of the time in those classes. This class demonstrates the need to work well in groups interdependently through discussions, projects and activities. You need to learn how to tolerate disagreement and make the most out of challenges.

Full attendance is expected. Approved university-related activities are excused if specified dates are presented to the instructor by the THIRD WEEK of class with the proper paperwork. All other absences are UNEXCUSED. Students leaving <u>early</u> or arriving <u>late</u> are considered absent. Along with the required texts, students must also access their VSU email account and BlazeView for relevant course information.

All assignments and submissions for this course must be typed. Presentation of all work will be judged. Late assignments and missed deadlines will not be accepted. Assignments are expected on the assigned due dates.

<u>Weekly Discussions</u>
To reinforce the weekly readings and encourage students active engagement with the media industry, students will be asked to post a link each week from one of the media trade publications on the BlazeView discussion boards and discussion its relevance to that week's topic. Students are then required to respond to their classmate's post each week.

<u>Case Study Presentations</u>
Students will be given an article and be required to present to the class a case study of that issue. The case study should incorporate additional outside materials and put the week's topic in context. A written analysis of the case must be submitted by e-mail the day prior to your presentation. It must be typed and must be substantive. Any grammar errors or misspellings will result in a loss of points. Presentation dates will be scheduled by the instructor.

<u>Group Project Assignment</u>
Students will be asked to apply some of the concepts and techniques of the key project management knowledge areas toward a simple project. Students will be asked to create deliverables, optimize measurement tools, and define clear communication processes. Completion and success of the project will also be judged.

<u>Take Home Assignment</u>
Students will be given a project RFP which they will need to analyze and development management plans.

<u>Individual Project Presentations</u>
Students will be asked to create various project management artifacts for a potential media project. Students will be judged on the quality of their presentation, their ability to address possible questions regarding execution of the project. Outside professionals will participate in evaluating projects.

MAIC 6100 Project Management
Schedules are tentative and subject to change by the instructor. Chapters need to be read **BEFORE** class starts.

Week	Dates	Readings	Presentations	Topics	Notes
1	Jan. 15	Course Overview / Syllabus		Discuss Final Project Plans	
2	Jan. 22	Chapters		Group Project	
3	Jan. 29	Chapter readings			
4	Feb. 5	Chapter readings	Group Projects		
5	Feb. 12	Chapter readings	Case Study 1		
6	Feb. 19	Chapter readings	Case Study 2		
7	Feb. 26	Chapter readings	Case Study 3		
8	March 5	Chapter readings		Take Home	

				Projects	
9	March 12	Chapter readings	Case Study 4		
10	March 19	Chapter readings			
11	March 26	Chapter readings			
12	April 2	Chapter readings			
13	April 9	Chapter readings			
14	April 16	Chapter readings			
15	April 23	Chapter readings			Final Projects must be posted by April 24
16	April 30	Final Project Presentations			

246

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request:	Faculty Member Requesting:
Communication Arts	David Nelson

Proposed New Course Prefix & Number:	Proposed New Course Title:
(See course description abbreviations in the catalog for approved prefixes) MAIC 6300	Crisis Communication **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Crisis Communication

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Spring 2016	Biannually

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.) An examination of crisis communication management, communication tactics, and historical antecedents of current crises.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

247

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. student surveys.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

Approvals:	
Dept. Head: *~signature~*	Date: 4-28-15
College/Division Exec. Comm.: *~signature~*	Date: 4/30/15
Dean/Director: *~signature~*	Date: 5-1-15
Graduate Exec. Comm.: (for graduate course): *~signature~* T. *~signature~*	Date: 8-2-15
Graduate Dean: (for graduate course): *~signature~* T. *~signature~*	Date: 8-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

249

CATALOG DESCRIPTION: An examination of crisis communication management, communication tactics, and historical antecedents of current crises.

RATIONALE: This course is an elective for MAC majors.

TEXTS: *Crisis Communications: A Casebook Approach,* second edition, by Kathleen Fearn-Banks, 2002. Other similar texts may be used or added to this course.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of the theoretical principles defining issues, risk, relationship management, and crisis planning.
2. Demonstrate the ability to construct a crisis management plan.
3. Demonstrate the ability to critically analyze and assess the resources needed to manage communication in multiple crisis events.

DEPARTMENTAL OUTCOMES: This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline-appropriate research.
2. Formulate and participate in professional activities appropriate to the discipline.
3. Adapt messages to diverse audiences.

EVALUATION: Evaluation will be based on written exams, assignments, and a research project. Attendance will be required in keeping with college and departmental policy.

250

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** David Nelson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAIC 6450	**Proposed New Course Title:** Rhetorical Criticism and Theory **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Rhet Crit and Theory
Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Biannually

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.) A history of public discourse in media.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings

251

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. student surveys.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

252

Approvals:		
Dept. Head:	*[signature]*	Date: 4-28-15
College/Division Exec. Comm.:	*[signature]*	Date: 4/30/15
Dean/Director:	*[signature]*	Date: 5-1-15
Graduate Exec. Comm.: (for graduate course):	*[signature]* T. Taft	Date: 8-2-15
Graduate Dean: (for graduate course):	*[signature]* T. Taft	Date: 8-2-15
Academic Committee:		Date:

Form last updated: January 6, 2010

CATALOG DESCRIPTION: A history of public discourse in media.

RATIONALE: This course is an elective for MAIC majors.

TEXTS:

Foss, Sonja K. (2009). *Rhetorical Criticism: Exploration and Practice, 4th edition.* Long Grove, IL: Waveland Press.

Foss, Sonja K. and Karen A. Foss. (2014). *Contemporary Perspectives on Rhetoric, 30th Anniversary Edition.* Long Grove, IL: Waveland Press.

Lucaites, John L., Celeste Condit, and Sally Caudill (1999). *Contemporary Rhetorical Theory: A Reader.* New York: Guilford Press.

Burgchardt, Carl R. (2000). *Readings in Rhetorical Criticism, 2nd edition.* State College, PA: Strata Publishing.

Brummett, Barry. (2000). *Reading Rhetorical Theory.* New York: Harcourt.

Smith, Craig R. (2013). *Rhetoric and Human Consciousness: A History.* Long Grove, IL: Waveland Press.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of the theories of rhetoric and their evolution from classical to contemporary and an appreciation of the role of history in that evolution.
2. Develop research questions appropriate to the method of criticism selected.
3. Complete original research using the methods of rhetorical criticism.
4. Write a conference-level paper reporting their research.
5. Present research professionally to interested audience.

DEPARTMENTAL OUTCOMES: This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline-appropriate research.
2. Formulate and participate in professional activities appropriate to the discipline.
3. Adapt messages to diverse audiences.

EVALUATION: Evaluation will be based on written exams, assignments, and a research project. Attendance will be required in keeping with college and departmental policy.

254

REQUEST FOR A NEW COURSE

RECEIVED

Valdosta State University

MAY 05 2015

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** David Nelson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAIC 6500	**Proposed New Course Title:** College Pedagogy and Instruction **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) College Pedagogy
Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Every Summer

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.) An introduction to teaching at the college level. Students will engage in inquiry, dialogue, reflection on pedagogical theory, active learning strategies, teaching goals, student learning outcomes, assessment, and developing a personal teaching philosophy.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

255

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. student surveys.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

Approvals:	
Dept. Head: *[signature]*	Date: 4-28-15
College/Division Exec. Comm.: *[signature]*	Date: 4/30/15
Dean/Director: *[signature]*	Date: 5-1-15
Graduate Exec. Comm.: (for graduate course): *[signature]* T. *[signature]*	Date: 8-2-15
Graduate Dean: (for graduate course): *[signature]* T. *[signature]*	Date: 8-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

MAIC 6500   **College Pedagogy and Instruction**   3-0-3

Course Description: An introduction to teaching at the college level. Students will engage in inquiry, dialogue, reflection on pedagogical theory, active learning strategies, teaching goals, student learning outcomes, assessment, and developing a personal teaching philosophy.

Prerequisites: None.   **Credit Hours:** 3

Required Texts: McKeachie, W. and Svinicki, M. (2013). McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers. 14th Ed. Wadsworth Cengage Learning. ISBN-10: **1133936792**
Other scholarly and popular articles will be offered as well.

Course Policies

Attendance
- If you miss class, you are still responsible for what happens.
- If you miss any major graded element of this course, such as an exam or presentation, you must provide adequate proof of the absence (*see the instructor concerning this*).
- If you wish to do other homework, text on your phone, or play on a laptop, please leave the room to do so. These activities are not allowed as it makes you less than a full participant. If the instructor sees you engaging in these activities, it will affect your grade negatively. At least one point per incident will be deducted from your final grade. The instructor may or may not alert you to this deduction at the time of each infraction.
- If you are seriously ill, *make the choice to miss class*. This means if you are running a fever or are experiencing serious intestinal upset, do not even think of coming and spreading your illness to the rest of us. If you do, you will be destroyed with great ceremony.
- When possible, let me know about absences ahead of time so we can make arrangements.
- **Tardiness:** Your participation is crucial to the success of this class. If you are late, please diminish your entrance as much as possible.

Access Office Statement
- Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Also, please discuss this need with the instructor at the time of the first class.

Student Integrity/Honesty Statement
- The work you produce in COMM 4130 must be original. Plagiarism (the use of someone else's work, ideas, quotes, etc. without due credit) is not tolerated. The penalty for plagiarism or cheating will be (at the very least) failing the assignment. By taking this course, you also agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (http://www.valdosta.edu/academic/SafeAssignforStudents.shtml).

Technology

- Turn off all laptop computers, phones, etc. during class. Tell me about emergency calls. If you choose to use your tech, I will ask you to leave so you may concentrate on your extracurricular endeavors. If you continue to use your technology in class, it will affect your grade. Remember, you are still responsible for what happens in class. To reiterate, if you choose to do other homework, text on your phone, or play on a laptop and the instructor sees you engaging in these activities, it will affect your grade negatively. At least one point per incident will be deducted from your final grade. The instructor may or may not alert you to this deduction at the time of each infraction.

Grade Appeals

- Please see me privately in my office for a clear, rational discussion of the grade.

Policy on Missed or Late Work

- If your absence is excused, your grade will suffer no penalty except for activities in class, these activities cannot be made up. *If your absence is not excused, 20% of that grade is automatically deducted from the total and shall not be recovered.* Should the instructor and student disagree over the validity of a reason for an absence, the student has the right to appeal the instructor's decision first to the instructor, then to the area head.

Out-of-Class Activities

- You may be asked to interact with other humans.

Student Opinion of Instruction

- These reports will be available online. Please watch your VSU e-mail for updates about when to access the SOI. I will try to remember to remind you of this as well.

A note about my expectations:

- In this class, if you do what is expected of you and you do an adequate job at it, expect a B. If you do above average work, meaning that you do what is expected of you, are very good at it, and even go a little above and beyond, expect a B. If you do consistently stellar work, do what is expected of you, and go way above and beyond, expect an A (meaning that you impress me with your knowledge and insight and capacity to produce excellent work). My expectations for you are high and as Communication masters students, I expect you to be able to impart examples of what we are talking about, to connect what we are talking about to previously learned material, and to assess the quality of the material that we will discuss. It is okay to disagree and to argue for a different point of view. It is great for you to actually reject material if you have sufficient reasoning to do so. The more you dig into the material, the more intellectually rewarding this course will be. Be sure to ask questions if you don't understand something.

Proper Care and Feeding of Your Instructor

1. Participate meaningfully in class.
2. Don't come to class late.
3. Be a self-sufficient student.
4. Don't distract your instructor or fellow students with side conversations and technological fumblings.
5. If you are confused or are having a problem with an assignment or course material, seek out your instructor for an office meeting. Your instructor gets great joy out of seeing you understand new ideas.
6. **Type every assignment except in-class work.** The default is 1" margins all around, 12-point Times New Roman typeface, and double spacing, unless otherwise instructed. Do not allow your word processor to add a space after or before each paragraph. Please staple your work. Please supply your name and the

259

name of the assignment (use your best judgment on what to name the assignment). No other information is needed. For example, at the top of the page, do the following: Joe Mitchell – Case Study 1.1 and 1.2.

7. Warning: Your instructor comes with a quirky, dry, and sarcastic sense of humor (please note this this instructor was raised in the Midwest and is not as familiar with Southern culture as you might imagine).

8. This intructor cannot meet all of your expectations for what you believe a professor should be. Occasionally this instructor may say the wrong thing. In these dire situations, it is encouraged that the student copes as best as he or she might under the inevitable human foibles this instructor exhibits.

9. Never tell the instructor that you need a certain grade in order to keep your scholarship, get into your major of choice, or any other reason. Your grade is your responsibility, not your instructor's. Should you make the mistake of trying to assign blame to the instructor, you may activate the instructor's *Destroy Student* function. You do not want to do this.

10. Watch the instructor for warning signs before class begins that might indicate the instructor is in the process of uploading materials for the class. Distracting the instructor at this time may activate the instructor's *Sarcastic Admonishment Protocol*. Signs include, but are not limited to, the instructor looking down at reading material or looking intently at the computer screen. It is safest for the student waits until the instructor has completed uploading data before approaching.

11. This instructor does not require any kissing-up behaviors. Should you feel the need to kiss-up to this instructor, the instructor has the option of sending his army of cephalophores after you.

12. Once class has started, do not pop in and out to go to the restroom. Please take care of your personal needs before and then after class. It distracts the instructor and may cause him to initiate an annoyance protocol.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of the theories of rhetoric and their evolution from classical to contemporary and an appreciation of the role of history in that evolution.
2. Develop research questions appropriate to the method of criticism selected.
3. Complete original research using the methods of rhetorical criticism.
4. Write a conference-level paper reporting their research.
5. Present research professionally to interested audience.

DEPARTMENTAL OUTCOMES: This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline-appropriate research.
2. Formulate and participate in professional activities appropriate to the discipline.
3. Adapt messages to diverse audiences.

Evaluation: Course evaluation will be based on written and/or oral group and/or individual projects and presentations, written examinations, and participation. Attendance is required in keeping with college and departmental policy.

Major grade categories

Observation of professors in action 10%
Each student will observe one professor teaching an undergraduate course and will evaluate that professor's teaching style.

Syllabus 10%
Each student will create a syllabus for a class they are, or will/might be teaching.

One page lesson summaries 10%

These short assignments will provide a description of an exercise, lesson idea, teaching strategy, or an approach to teaching a particular lesson, which the student has done or planned to do. These descriptions should include learning objectives and a detailed enough description so that others can use it in their classes.

Micro-Teaching 20%

Each student will present a 20 minute lesson to peers who will assume the role of students. After each lesson, peers will offer feedback. Please make copies of your lesson for all students and the instructor.

Teaching and Reading Discussions 10%

At each meeting, we will spend some time sharing our teaching stories and questions. What happened this week that was great, challenging, problematic, confusing, inspiring, and etc.? Each meeting will include time to reflect on the assigned readings. Come to class prepared with quemments (questions and comments).

Reading Quizzes 10%

Just to keep everyone honest, there will be quizzes to help insure that you are doing what you are supposed to be doing. Each quiz will focus on major concepts, not minutia.

Pedagogy Journal Article Readings 10%

Each student will find, share, and lead discussion on four academic journal articles in the broad topic of pedagogy. Each student will declare a special sub-area, find four articles, and post links to those articles on BlazeView for everyone to read and discuss in class and/or online. Topic areas include, but are certainly no limited to the following: Millennial learning styles, nontraditional students, teaching a diverse student population, accessibility, online teaching, learning modes (visual, auditory, etc.), power differential ethics, humor in the classroom, teacher immediacy, small group productivity and management, student motivation and feedback...

Annotated Bibliographies 10%

For each journal article reading, prepare an annotated bibliography. This will help you to be prepared to join the discussion and, if you choose to, incorporate those articles into future research. These will be due the day we discuss each student's Pedagogy Journal Article Readings.

Teaching Philosophy 10%

This document will share the student's teaching philosophy as it stands today. We will share these and discuss them.

Grading scale: 100%-90% A, 89%-80% B, 79%-70% C, 69%-0% F

Tentative Course Schedule and Readings

Date   Content

6/14   1: Introduction, 22: The Ethics of Teaching

6/21   2: Countdown for Course Preparation, 3: Meeting a Class for the First Time, 4: Reading as Active Learning, 5: Facilitating Discussion, 6: How to Make Lectures More Effective

6/28   11: Motivation in the College Classroom, 12: Teaching Culturally Diverse Students, 13: Different Students, Different Challenges, 20: Becoming More Strategic and Self-Regulated Learners, 21: Teaching Thinking
Syllabus due
Pedagogy Journal Article Readings

7/5   7: Assessing, Testing, and Evaluating, 8: Testing: The Details, 9: Good Designs for Written Feedback for Students, 10: Assigning Grades
One page lesson summaries due
Pedagogy Journal Article Readings

7/12   14: Active Learning, 15: Experiential Learning, 16: Using High-Stakes and Low-Stakes Writing to Enhance Learning, 17: Technology and Teaching
Pedagogy Journal Article Readings

7/19   18: Teaching Large Classes, 19: Laboratory Instruction, 23: Vitality and Growth throughout Your Teaching Career
Observation of professors in action due
Pedagogy Journal Article Readings

7/26   **Pedagogy Journal Article Readings**

TBD   **Teaching Philosophy due**
Micro-Teaching

265

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** David Nelson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MAIC 6600	**Proposed New Course Title:** Integrated Communication Metrics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Comm Metrics
Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Biannually

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.) An examination of the impact of integrated communication in evolving digital communication environments.

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: Faculty assessment of the program and course offerings.

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

263

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. student surveys.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be evaluated on their competency within the course by utilizing the appropriate technologies in a variety of courses requiring projects and presentations.

☐ Other:

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

267

Approvals:	
Dept. Head: *(signature)*	Date: 4-28-15
College/Division Exec. Comm.: *(signature)*	Date: 4/30/15
Dean/Director: *(signature)*	Date: 5-1-15
Graduate Exec. Comm.: (for graduate course): *(signature)* T. Lott	Date: 8-2-15
Graduate Dean: (for graduate course): *(signature)* T. Lott	Date: 8-2-15
Academic Committee:	Date:

Form last updated: January 6, 2010

265

CATALOG DESCRIPTION: An examination of the impact of integrated communication in evolving digital communication environments.

RATIONALE: This course is an elective for MAIC majors.

TEXTBOOKS:

‣ Big Data: Using Smart Big Data Analytics and Metrics to Make Better Decisions and Improve Performance. Written by Bernard Marr. ISBN: ISBN 978-1-118-96583-2

‣ SEO Made Simple (4th Edition). Written by Michael Fleischner. ISBN: 9781494892449,

*Note: Additional reading materials may also be made available electronically or though the VSU library database.

REQUIRED EQUIPMENT

Students should have a laptop computer with a reliable internet connection.

*Note: Please make sure to test your equipment prior to the course.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate knowledge of the theories of rhetoric and their evolution from classical to contemporary and an appreciation of the role of history in that evolution.
2. Develop research questions appropriate to the method of criticism selected.
3. Complete original research using the methods of rhetorical criticism.
4. Write a conference-level paper reporting their research.
5. Present research professionally to interested audience.

DEPARTMENTAL OUTCOMES: This course meets the following Departmental Educational Outcomes for the MAIC:

1. Develop clear research plans and conduct valid, theoretically consistent, and discipline- appropriate research.
2. Formulate and participate in professional activities appropriate to the discipline.
3. Adapt messages to diverse audiences.

EVALUATION: Evaluation will be based on written exams, assignments, and a research project. Attendance will be required in keeping with college and departmental policy.

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	David Nelson

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

MDIA 5000 Mass Media Theory

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 5000	Course Prefix and Number: MAIC 5050
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Mass Media Theory	Course Title: Mass Communication Theory
Pre-requisites:	Pre-requisites:
Course Description: The study of the structure, content, and effects of mass communication. Topics include historical, philosophical, and theoretical explanations of the mass media communication process.	Course Description: The study of the evolution of mass communication from its origins to emerging media technologies.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Spring 2016	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:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

267

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:	Date:	4/30/15
Dept. Head:	Date:	4-28-15
Dean/Director:	Date:	4/30/15
Graduate Exec. Comm.(if needed):	Date:	8-2-15
Graduate Dean (if needed):	Date:	8-2-15
Academic Committee:	Date:	

Form last updated: April 28, 2015

269

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	David Nelson

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

MDIA 6100 Media Economics and Management

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: MDIA 6100	Course Prefix and Number: <u>MAIC 6150</u>
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Media Economics and Management	Course Title: Media <u>Entrepreneurship</u>
Pre-requisites:	Pre-requisites:
Course Description: Advanced study of mass media economic systems with an analysis of market forces, consolidation, and audience considerations. The theory and practice of contemporary media management will be explored in conjunction with media economics	Course Description: A study of strategies for managing communication technologies in today's economy, including budget management, workflows, legal/regulatory considerations, and communicating with vendors from different sectors of the economy.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Spring 2016	Biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

270

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:	_[signature]_	Date: 4/30/15
Dept. Head:	_[signature]_	Date: 4-28-15
Dean/Director:	_[signature]_	Date: 5-1-15
Graduate Exec. Comm.(if needed):	_T. Jolt_	Date: 8-2-15
Graduate Dean (if needed):	_T. Jolt_	Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

272

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Communication Arts	David Nelson

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

MDIA 6350 Media Aesthetics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 6350	Course Prefix and Number: MAIC 6250
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Media Aesthetics	Course Title: Theory and Design of Emerging Communication.
Pre-requisites:	Pre-requisites:
Course Description: An overview of the theoretical and practical study of critical media examination, including describing, interpreting, and judging mediated messages. Students will examine various approaches to media criticism and how they are applied to the media.	Course Description: An exploration of theoretical approaches to analyze and design communications of an evolving global environment.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2016	Biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

273

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.: *UG*	Date:	4/30/15
Dept. Head: *[signature]*	Date:	4-28-15
Dean/Director: *[signature]*	Date:	5-1-15
Graduate Exec. Comm.(if needed): *[signature]*	Date:	8-2-15
Graduate Dean (if needed): *[signature]*	Date:	8-2-15
Academic Committee:	Date:	

Form last updated: April 28, 2015

275

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	David Nelson

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

MDIA 6450 International Media

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 6450	Course Prefix and Number: MAIC 7300
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: International Media	Course Title: International Media
Pre-requisites:	Pre-requisites:
Course Description: Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.	Course Description: Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2016	Biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course. offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

276

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations..

277

Approvals:		
College/Division Exec. Comm.: _(signature)_	Date:	4/30/15
Dept. Head: _(signature)_	Date:	4-28-15
Dean/Director: _(signature)_	Date:	5-1-75
Graduate Exec. Comm.(if needed): _(signature)_	Date:	8-2-15
Graduate Dean (if needed): _(signature)_	Date:	8-2-15
Academic Committee:	Date:	

Form last updated: April 28, 2015

Request for a Revised Course Valdosta State University	
Date of Submission: 03/20/2015 (mm/dd/yyyy)	

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** David Nelson

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

MDIA 7400 Directed Study in Mass Media & COMM 7400 Directed Study in Communications

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 7400 and COMM 7400	Course Prefix and Number: <u>MAIC 7400</u>
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: MDIA 7400 Directed Study in Mass Media &Directed Study in Communications	Course Title: <u>Directed Study</u>
Pre-requisites:	Pre-requisites:
Course Description: Directed readings or supervised research in selected areas of mass media. Directed readings or supervised research in selected areas of communication.	Course Description: <u>Individual study of themes, applications, trends, and issues beyond the prescribed curriculum offered by any MAIC class. The course may be repeated once for credit when topics vary.</u>

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** As needed

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

279

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:	_(signature)_	Date: 4/30/15
Dept. Head:	_(signature)_	Date: 4-28-15
Dean/Director:	_(signature)_	Date: 5-1-15
Graduate Exec. Comm.(if needed):	T. Toflt	Date: 8-2-15
Graduate Dean (if needed):	T. Toflt	Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

281

New Course

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** David Nelson

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

MDIA 7700 Special Topics in Media and COMM 7000 Special Topics in Communication

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 7400 and COMM 7400	Course Prefix and Number: MAIC 7700
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: MDIA 7700 Special Topics in Media and COMM 7000 Special Topics in Communication	Course Title: Special Topics
Pre-requisites:	Pre-requisites:
Course Description: Intensive study of an issue or problem related to media. The course provides an opportunity to explore media themes, applications, trends, and issues beyond the prescribed curriculum of mass media. May be repeated once for credit when topics vary. Special topics in the study of communication.

The course may be repeated once for credit when topics vary. | Course Description: Specialized course providing an opportunity to explore themes, applications, trends, and issues beyond the prescribed curriculum. May be repeated once for credit when topics vary. |

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** As needed

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

282

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

283

Approvals:		
College/Division Exec. Comm.:		Date: 4/29/15
Dept. Head:		Date: 4-28-15
Dean/Director:		Date: 5-1-15
Graduate Exec. Comm.(if needed):	T. Light	Date: 8-2-15
Graduate Dean (if needed):	T. Light	Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

284

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** David Nelson

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

MDIA 7800 Media Law and Ethics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MDIA 7800	Course Prefix and Number: MAIC 7800
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Media Law and Ethics	Course Title: Communication Law
Pre-requisites:	Pre-requisites:
Course Description: A comprehensive overview of First Amendment principles, communication law, and the regulatory practices of the Federal Communications Commission. The ethics portion of the course is dedicated to the overview of the major ethical philosophers and perspectives and how these works impact ethical decisions in today's media.	Course Description: A study of modern communication law in an increasingly diverse global environment. Topics include copyright, libel, regulations relating to distribution media via various channels, and legal issues raised by technological change.

Semester/Year to be Effective: Spring 2016	**Estimated Frequency of Course Offering:** Biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course. offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

285

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:		Date: 4/30/15
Dept. Head:		Date: 5/1/15
Dean/Director:		Date: 5/2/15
Graduate Exec. Comm.(if needed):		Date: 8-2-15
Graduate Dean (if needed):		Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

287

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** David Nelson

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

COMM 6200 Seminar in Advanced Intercultural Communication

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: COMM 6200	Course Prefix and Number: <u>MAIC</u> 6200
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Seminar in Advanced Intercultural Communication	Course Title: <u>Intercultural Communication</u>
Pre-requisites:	Pre-requisites:
Course Description: Survey of recent research in intercultural communication theory and practice; particular attention will be paid to language, the acquisition of intercultural communication competence, and related issues.	Course Description: Survey of recent research in intercultural communication theory and practice; particular attention will be paid to language, the acquisition of intercultural communication competence, and related issues.

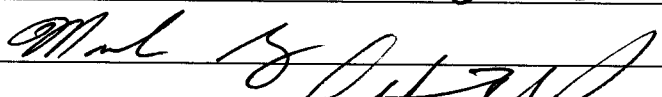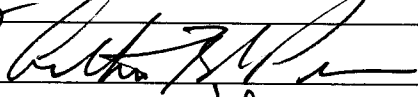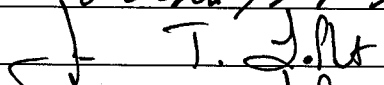| **Semester/Year to be Effective:** Spring 2016	**Estimated Frequency of Course Offering:** Biannually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

286

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

289

Approvals:		
College/Division Exec. Comm.:		Date: 4/30/15
Dept. Head:		Date: 4-28-15
Dean/Director:		Date: 5-1-15
Graduate Exec. Comm.(if needed):		Date: 8-2-15
Graduate Dean (if needed):		Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

290

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	Faculty Member Requesting Revision: David Nelson

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

COMM 6400 Seminar in Organizational Communication

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: COMM 6400	Course Prefix and Number: MAIC 6400
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Seminar in Organizational Communication	Course Title: Organizational Communication
Pre-requisites:	Pre-requisites:
Course Description: Advanced study of the theories and practices that inform communication in organizations including the process of organizing, communication networks, and organizational culture. The course provides guided research in the study of organizations.	Course Description: Advanced study of the theories and practices that inform communication in organizations including the process of organizing, communication networks, and organizational culture.

Semester/Year to be Effective: Spring 2016	Estimated Frequency of Course Offering: Biannually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

291

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:	*(signature)*	Date: 4/30/15
Dept. Head:	*(signature)*	Date: 4-28-15
Dean/Director:	*(signature)*	Date: 5-1-15
Graduate Exec. Comm.(if needed):	T. *(signature)*	Date: 8-2-15
Graduate Dean (if needed):	T. *(signature)*	Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

293

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	David Nelson

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

COMM 7150 Seminar in Interpersonal Communication Theory

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: COMM 7150	Course Prefix and Number: <u>MAIC</u> 7150
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Seminar in Interpersonal Communication Theory	Course Title: <u>Interpersonal Communication</u>
Pre-requisites:	Pre-requisites:
Course Description: Review of interpersonal communication research with respect to personal and professional relationships. The social and psychological processes constraining interpersonal communication in various contexts including organizational, intercultural, and health care settings will be studied.	Course Description: Review of interpersonal communication <u>theories and research</u> with respect to personal and professional relationships <u>including organizational, intercultural, and health care settings</u>.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Spring 2016	Biannually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

294

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

295

Approvals:		
College/Division Exec. Comm.:		Date: 4/30/15
Dept. Head:		Date: 4-28-15
Dean/Director:		Date: 5-1-15
Graduate Exec. Comm.(if needed): T. Gibt		Date: 8-2-15
Graduate Dean (if needed): T. Gibt		Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2015 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Communication Arts	David Nelson

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

COMM 7300 Seminar in Communication and Conflict

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: COMM 7300	Course Prefix and Number: <u>MAIC 6350</u>
Credit Hours: 3-0-3	Credit Hours: 3-0-3
Course Title: Seminar in Communication and Conflict	Course Title: <u>Communication, Conflict, and Negotiation</u>
Pre-requisites:	Pre-requisites:
Course Description: Advanced study of the theories and methods of conflict management focusing on the practical skills involved in achieving resolution including factors such as perception, listening, and leadership in mediation and negotiation.	Course Description: <u>A survey of the role of communication in the management of conflict in interpersonal and professional contexts and analytical frameworks for understanding negotiations.</u>

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Spring 2016	Biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: Faculty assessment of the program and course offerings.

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

☒ Other: The new prefix, MAIC, is reflective of a graduate program that merges Speech Communication and Mass Media.

297

Plans for assessing the effectiveness of the course: Assignments completed and evaluated for assessment purposes such as exams, projects, and presentations.

Approvals:		
College/Division Exec. Comm.:	_(signature)_	Date: 4/30/15
Dept. Head: _(signature)_		Date: 4-28-15
Dean/Director: _(signature)_		Date: 5-1-15
Graduate Exec. Comm.(if needed): _T. Toth_		Date: 8-2-15
Graduate Dean (if needed): _T. Toth_		Date: 8-2-15
Academic Committee:		Date:

Form last updated: April 28, 2015

299

REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 03/20/2015

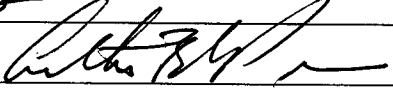| **Department Initiating Deactivation:** Communication Arts	**Semester & Year to be Effective:** Spring 2016

List of courses (or the program or track) to be deactivated: COMM 6000 Applied Professional Communication and MDIA 7600 Digital Communication

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 : Faculty assessment of the program and course offerings.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty assessment of the program and course offerings.

300

Approvals:		
College/Division Exec. Comm.: *[signature]*	Date:	4/30/15
Dept. Head: *[signature]*	Date:	4-28-15
Dean/Director: *[signature]*	Date:	5-1-15
Graduate Exec. Comm.: (for grad course/program) *[signature]* T. Zufa	Date:	8-2-15
Graduate Dean: (for grad course/program) *[signature]* T. Zufa	Date:	8-2-15
Academic Committee:	Date:	

Form last updated: January 6, 2010

301

BYLAWS
ACADEMIC COMMITTEE
of the
VALDOSTA STATE UNIVERSITY FACULTY SENATE

1. **NAME:**

The official name of this statutory committee is "Academic Committee" as designated by <u>Article VI: Committees of the Senate, Section 5b, Valdosta State University Statutes</u>.

2. **PURPOSE:**

The Academic Committee is charged to (1) approve, disapprove, or remand to the originating unit a) any proposals and recommended changes related to the educational philosophy, academic mission, and educational enterprise of the University and b) any recommended curricular proposals; and (2) disseminate program review information provided by the VPAA to the Faculty Senate.

3. **MEMBERSHIP:**

The Academic Committee membership is composed of the Vice President for Academic Affairs or VPAA designee, Chairperson; the Registrar (non-voting), Secretary/adviser; six elected Senators appointed by the Committee on Committees; and twelve elected members of the General Faculty. Elected and appointed members will serve for three years, one-third elected or appointed each year. Deans, directors, and other guests may participate in all discussions but may not present motions, seconds, or votes.

4. **CHAIRPERSON/SECRETARY:**

The Secretary will distribute a proposal packet to the committee membership five days prior to a scheduled meeting. The Chairperson will ensure that all proposals presented for the Committee's consideration are in accordance with existing policies and procedures and will convene and preside over the meetings of the Committee. The Secretary will submit a written report of actions taken to the Chairperson for review within ten days of a committee meeting. The Chairperson will submit the Committee's report to the Executive Secretary of the Faculty Senate.

5. **MEETINGS:**

The Academic Committee will ordinarily meet on the second Monday of each month, September through May, at 2:30 p.m. At the request of the Chairperson, meetings may be scheduled during the months of June and August. A meeting can be cancelled if proposals or other appropriate business have not been received by the Secretary by the due date for that meeting.

6. **PROPOSALS:**

The deadline for originating units to submit proposals to the Chairperson is two weeks prior to the scheduled meeting. Proposals must be submitted on the appropriate Academic Committee Proposal Form. The program reviews will by presented by the VPAA in September.

The Academic Committee is not empowered to make any substantive changes in a curriculum proposal. If such changes are suggested, the proposal will be remanded to the originating unit for further consideration and resubmission. Editorial corrections may be made by the Academic

Committee during the meeting. Editorial corrections after the meeting (e.g. grammar, punctuation, spelling) may be made by the Chairperson, Secretary or the catalog editor.

7.   QUORUM:

A quorum exists when more than 50 percent of the membership is represented in person or by proxy at the beginning of the meeting.

8.   ORDER OF BUSINESS:

The order of business will be roll call, identification of proxies, consideration of minutes of last meeting, reports of committees, unfinished business, new business, report of the Chairperson, and announcements.

9.   PROXIES:

Proxies will identify themselves to the Chairperson and the membership at the meeting. No person may hold more than one proxy. Members sending a proxy to the meeting should notify the Secretary in writing prior to the meeting.

10.   AD-HOC COMMITTEES:

The Chairperson may appoint ad-hoc committees as needed.

11.   AMENDMENTS TO BYLAWS:

The Academic Committee Bylaws may be changed by two-thirds majority vote of the voting membership. Changes must be published and distributed to the voting membership one month before any action can be taken.

Approved by the Academic Committee at the April 9, 2007 Meeting.