VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
February 8, 2016

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
February 8, 2016

1. Minutes of the January 11, 2016 meeting. (pages 1-4) were approved by email January 15, 2016.

2. **HONORS COLLEGE**
   a. Revised catalog narrative for the Honors College (pages 5-11)

3. **COLLEGE OF ARTS AND SCIENCES**
   a. New track – International Studies – for the BA in Political Science (pages 12-14)
   b. New course SPAN 2020 (pages 15-19)
   c. Revised degree, Area F and Senior College requirements for the BA in Criminal Justice to a BS in Criminal Justice (pages 20-32)
   d. Revised requirement narrative for the BS in Criminal Justice (pages 33-34)
   e. New course CRJU 2500 (pages 35-43)
   f. Deactivation of CRJU 2100, 2200, and 2400 (pages 44-45)
   g. New course BIOL 3530 (pages 46-52)
   h. New course BIOL 3860 (pages 53-61)
   i. New course BIOL 4530 (pages 62-68)
   j. New course BIOL 4540 (pages 69-74)
   k. New course BIOL 5530 (pages 75-81)
   l. New course BIOL 5860 (pages 82-90)
   m. Revised degree requirements for the BS in Computer Information Systems (pages 91-92)
   n. New course CS 1003 (pages 93-101)
   o. New course CS 1020 (pages 102-106)
   p. New course CS 3750 (pages 107-112)
   q. New course CS 4242 (pages 113-119)
   r. New course CS 4731 (pages 120-126)
   s. Revised prerequisites and description MATH 4161 (pages 127-129)

4. **Miscellaneous**
   a. Revised Request for Revised Catalogue Copy form (pages 130-132)
   b. Revised Request for Revised Course form (pages 133-134)
   c. Revised Request for New Program (pages 135-137)
   d. Revised Request for New Course (pages 138-140)
   e. Revised Guidelines for New or Changed Courses or Curriculum (pages 141-146)

5. **Pending items**
   f. Revised course CHEM 1010 – USG General Education Council approval
   g. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
   h. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
   i. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)
   j. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)
   k. Name change of Speech Communication to Communication – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
January 11, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the Student Union Ballroom A on Monday, January 11, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Catherine Bowers, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Nicole Cox, Dr. Lorna Alvarez-Rivera, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Head, Dr. Lars Leader, Ms. Sarah Arnett (Proxy for Ms. Laura Carter), Ms. Catherine Bowers (Proxy for Ms. Jessica Lee) and Dr. Xiaoai Ren.

Members Absent: Dr. Michelle Ritter, Dr. Marc Pufong, Dr. Patti Campbell, Dr. Kristen Johns, Dr. Katherine Lamb, Dr. Linda Floyd, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mike Griffin, Dr. Don Leach, Dr. Carl Cates, Dr. Lai Orenduff, Dr. David Nelson, Dr. Lynn Minor, Dr. Connie Richards, Dr. Wayne Plumly, Ms. Teresa Williams, Dr. Attila Cseh, Dr. Darrell Ross, Dr. Kathe Lowney, Dr. Michael Black, and Dr. Sherman Yehl.

The Minutes of the November 9, 2015 meeting were approved by email on November 11, 2015. (pages 1-2).

A. College of Arts and Sciences

1. Revised course prerequisites, Public Administration (PADM) 7090, "Policy Analysis", (POLICY ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 3-5).

2. Revised course prerequisites, Public Administration (PADM) 7410, "Performance Analysis for Government and Non-Governmental Organizations", (PERFORMANCE ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 6-8).

B. Graduate School

1. Revised Thesis requirements was approved effective Fall Semester 2016. (pages 9-12).

2. Revised Language Proficiency Requirements for the student applicants whose first language in not English was approved effective Spring Semester 2016. (pages 13-15).

3. Revised Language Proficiency Requirements for the student applicants whose first language in not English – MBA was approved effective Spring Semester 2016. (pages 16-18).

C. College of the Arts

1. New course PERS 2240 – TABLED (pages 19-28).

2. Revised course prefix, Master of Arts Communication (MAIC) 7999, "Thesis", (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 29-31). Deactivation of MDIA 7999.

3. Revised course prefix, Master of Arts Communication (MAIC) 7200, "Qualitative Research Methods in Communication", (QUALITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 32-34). Deactivation of COMM 7200.

4. Revised course prefix, Master of Arts Communication (MAIC) 7100, "Quantitative Research Methods in Communication", (QUANTITATIVE RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 35-37). Deactivation of COMM 7100.

5. Revised course prefix, Master of Arts Communication (MAIC) 5000, "Communication Theory", (COMMUNICATION THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2016. (pages 38-40). Deactivation of COMM 5000.

D. College of Business

1. Reinstated, revised course description, title, and prerequisites, Business Administration (BUSA) 3100, "Business Analytics", (BUSINESS ANALYTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 41-48).

2. Revised admission requirements for the College of Business was approved effective Fall Semester 2016. (pages 49-51).

3. New course, Business Administration (BUSA) 3999, "Experiential Learning", (EXPERIENTIAL LEARNING – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2016. (pages 52-55).

4. New course, Business Administration (BUSA) 2999, "Career Development", (CAREER DEVELOPMENT – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2016 with the description changed to read …degree. Students complete a resume, mock… . (pages 56-59).

5. Revised degree requirements for the BBA degree – Area F and Required Senior College Core was approved effective Fall Semester 2016. (pages 60-62).

6. Revised course number and credit hours, Business Administration (BUSA) 1105, "Introduction to Business", (INTRODUCTION TO BUSINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective changed from Spring 2016 to Summer Semester 2016. (pages 63-65).

7. Revised Core Area E – to include ECON 2105 in Area E – was approved effective Fall Semester 2016 (pages 66-89) with correction to the Overlay Requirements section (removed the X) and to the Requests for Exceptions to the Prerequisites Rules section change to YES to NO. ***BOR approval***.

E. College of Education and Human Services

1. Deactivation of the MED in Secondary Education was noted effective Spring Semester 2016. (page 90).

2. Deactivation of the MED in Reading Education was noted effective Spring Semester 2016. (page 91).

3. Revised number of transfer hours for the EDD in Curriculum & Instruction was approved effective Fall Semester 2016. (pages 92-94).

4. Revised number of transfer hours for the EDD in Leadership was approved effective Fall Semester 2016. (pages 95-97).

5. Revised Master of Marriage and Family Therapy catalog narrative was approved effective Fall Semester 2016. (pages 98-100).

6. Revised dismissal requirements for the Master of Marriage and Family Therapy was approved effective Fall Semester 2016. (pages 101-103).

7. Revised Core Area F for the BA in Psychology was approved effective Fall Semester 2016. (pages 104-105).

8. Revised Core Area F for the BS in Psychology was approved effective Fall Semester 2016. (pages 106-107).

9. Revised Senior College Curriculum for the BA and BS in Psychology was approved effective Fall Semester 2016. (pages 108-109).

10. Revised minor in Psychology was approved effective Fall Semester 2016. (pages 110-112).

11. Revised prerequisite, Psychology (PSYC) 3500, "Statistical Methods in Psychology", (STATISTICAL METHODS IN PSYC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer 2016 Semester 2016 with the co-requisite removed . (pages 113-115).

12. New course, Psychology (PSYC) 6610, "Counseling gifted/Talented Children and Youth", (COUNSEL GIFT/TALENT CHLDRN/YTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with the effective date changed from Spring 2016 to Fall Semester 2016 and the description changed to read – An overview of… . (pages 116-125).

13. Revised course title and description, Psychology (PSYC) 7020, "Principles of Learning and Classroom Management", (PRINC LRNNG CLASRM MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with the effective date changed from Spring 2016 to Fall Semester 2016. (pages 126-128).

14. Revised Outcome Assessments for the MED in Adult and Career Education – Career and Technical Education Option was approved effective Fall Semester 2016. (pages 129-131).

15. Revised Outcome Assessments for the EDD in Adult and Career Education was approved effective Fall Semester 2016. (pages 132-134).

16. Revised Outcome Assessments for the BSED in Workforce Education – Career and Technical Education Option was approved effective Fall Semester 2016. (pages 135-137).

17. Revised Outcome Assessments for the BAS in Human Capital Performance – Online Bachelor Completion Option was approved effective Fall Semester 2016. (pages 138-140).

18. Revised prerequisite, Adult and Career Education (ACED) 4160, "Administrative Office Procedures", (ADMINISTRATIVE OFFICE PROCEDUR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Spring Semester 2016. (pages 141-143).

19. Revised prerequisite, Adult and Career Education (ACED) 4070, "Office Applications", (OFFICE APPLICATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Spring Semester 2016. (pages 144-146).

20. Revised prerequisite, Adult and Career Education (ACED) 4050, "Workforce Development and Management", (WORKFORCE DEV AND MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Spring Semester 2016. (pages 147-148).

21. Revised prerequisite, Adult and Career Education (ACED) 3150, "Computer Systems for the Office", (COMPUTER SYSTEM FOR THE OFFICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Spring Semester 2016. (pages 149-151).

22. Revised prerequisite, Adult and Career Education (ACED) 4020, "Virtual Office Technology", (VIRTUAL OFFICE TECHNOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Spring Semester 2016. (pages 152-153).

23. Revised degree requirements and Outcome Assessments for the MED in Health and Physical Education was approved effective Fall Semester 2016. (pages 154-156).

24. New course, Kinesiology & Physical Education (KSPE) 7141, "Technology Application in Physical Education", (TECHNOLOGY APPL IN PHYS ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 157-166).

25. New course, Kinesiology & Physical Education (KSPE) 7171, "Innovative Health-Related Fitness Applications in Physical Education Program", (INNOVATIVE HLTH-RELATED FITNES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 167-175).

26. New course, Kinesiology & Physical Education (KSPE) 7261, "Contemporary Program Development", (CONTEMPORARY PROG DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 176-184).

27. Revised credit hours, title and description, Kinesiology & Physical Education (KSPE) 7150, "Assessment Applications in Physical Education", (ASSESSMENT APPLICTNS PHYS ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 185-187).

28. Revised credit hours, and description, Kinesiology & Physical Education (KSPE) 7910, "Capstone Seminar in Physical Education", (CAPSTONE SEM PHYS ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 188-190).

29. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2016. (pages 191-193).

30. New course, Kinesiology & Physical Education (KSPE) 8210, "Sport Coaching Pedagogy", (SPORT COACHING PEDAGOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016 with the description changed to read …athletes to enhance current…candidates, who will develop… . (pages 194-203).

31. Revised course description, Kinesiology & Physical Education (KSPE) 8300, "Applied Sport Science", (APL SPT SCI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016 with the description changed to read …candidates, who will use learning from… . (pages 204-206).

32. Deactivation of KSPE 2800, 3860, 4090, 4250, 4650, 7050, 7060, 7080 and 7100 was approved effective Fall Semester 2016. (pages 207-208).

33. Revised narrative for the Master of Library Science was approved effective Fall Semester 2016. (pages 209-211).

34. Revised Progression, Retention, Dismissal, and Readmission Policies for the Master of Library Science was approved effective Fall Semester 2016. (pages 212-214).

35. Revised graduation requirements for the Master of Library Science degree was approved effective Fall Semester 2016. (pages 215-217).

36. Revised degree requirements for the Master of Library Science degree was approved effective Fall Semester 2016. (pages 218-220).

37. Revised degree requirements for the MLIS – Reference Sources and Services Track was approved effective Fall Semester 2016. (pages 221-223).

38. Revised degree requirements for the MLIS – Technology Track was approved effective Fall Semester 2016. (pages 224-226).

39. Deactivation of the Health Sciences Librarianship track for the Master of Library Science was approved effective Fall Semester 2016. (pages 227-229).

40. Information – catalog copy for the Master of Library Science changes items gg-mm (pages 230-233).

41. New course, Library Science (MLIS) 7510, "Essential Technologies in Libraries", (ESSENTIAL TECHNOLOGIES IN LIBS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016. (pages 234-242).

42. New course, Library Science (MLIS) 7540, "Integrated Library Management Systems", (INTEGRATED LIB MGMT SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved with effective Fall Semester 2016 with the description changed to read ..selecting, implementing managerial practices related to… . (pages 243-251).

43. Deactivation of MLIS 7111 and 7170 was approved effective Fall Semester 2016. (pages 252-253).

44. Deactivation of MLIS 7500, 7505, and 7550 was approved effective Fall Semester 2016. (pages 254-255).

F. Miscellaneous

1. Information – Policy statement for the catalog – (pages 256-257).

Respectfully submitted,

Stanley Jones
Registrar

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: 89-91	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2016

Degree and Program Name: Honors College

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
UNIVERSITY HONORS COLLEGE Dr. Michael P. Savoie, Interim Dean 222 Georgia Avenue, The VSU Honors House The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors. The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus. Students in the Honors Certificate program may choose between Interdisciplinary Honors and Experiential Learning. The Experiential Learning Program is designed to provide students with enhanced opportunities in applied research and problem solving in a practice setting. The requirements align with successful completion of certifications in fields such as nursing and education and also with practice-based disciplines such as the arts and business. The program culminates in a series of service learning and community service activities. Students who complete all certificate requirements also receive recognition at Honors Day, as well as at graduation ceremonies. In addition, the students receive a Certificate of University Honors and special notation on official university transcripts. Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a	UNIVERSITY HONORS COLLEGE Dr. Michael P. Savoie, Dean 222 Georgia Avenue, The VSU Honors House The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors. The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes, interdisciplinary seminars, and experiential activities supported by departments and faculty across campus. Students who complete all certificate requirements also receive recognition at Honors Day, as well as at graduation ceremonies. In addition, the students receive a Certificate of University Honors and special notation on official university transcripts. Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a writing sample from the Honors application. The minimum requirements for acceptance are SAT 1170 (CR + M) or ACT composite of 26 or higher; high school GPA of 3.3. Current students who achieve a 3.3 GPA or better may be considered. For students who do not meet the SAT/ACT minimum requirement, provisional acceptance into the Honors College may be granted to students meeting the high school GPA requirement with an acceptable writing sample. Provisionally accepted students must maintain a GPA of at least a 3.3 in

writing sample from the Honors application. The minimum requirements for acceptance are SAT 1170 (CR + M) or ACT composite of 26 or higher; high school GPA of 3.2. Current students who achieve a 3.2 GPA or better may be considered. Provisional acceptance into the Honors College is granted to students meeting the high school GPA requirement with an acceptable writing sample. Provisionally accepted students must maintain a GPA of at least a 3.2 in their first year of courses in order to gain full admission to the College.

REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS

- 24-28 hours in the Honors Curriculum as designated below.
- 3.2 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation in which to raise their GPA in order to continue their enrollment in the Honors College.

GLOBAL EXPERIENCE AND UNDERSTANDINGS REQUIREMENT

All students in the Honors College must complete the Global Experience and Understanding requirement through an approved research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues.
In the spirit of the interdisciplinary approach of the Honors College, research, service, and minor program activities will be considered. These activities mus be approved by the Honors College.

SELECTED EDUCATIONAL OUTCOMES FOR THE HONORS COLLEGE
1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and

their first year of courses in order to gain full admission to the College.

REQUIREMENTS FOR GRADUATION WITH THE CERTIFICATE IN UNIVERSITY HONORS

- 24-28 hours in the Honors Curriculum as designated below.
- 3.3 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation in which to raise their GPA in order to continue their enrollment in the Honors College.

GLOBAL EXPERIENCE AND UNDERSTANDINGS REQUIREMENT

All students in the Honors College must complete the Global Experience and Understanding requirement through an approved research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues.
In the spirit of the interdisciplinary approach of the Honors College, research, service, and minor program activities will be considered. These activities mus be approved by the Honors College.

SELECTED EDUCATIONAL OUTCOMES FOR THE HONORS COLLEGE
1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their

the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.
4. Students will provide documentation and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

REQUIREMENTS FOR THE CERTIFICATE IN UNIVERSITY HONORS IN INTERDISCIPLINARY STUDIES
First Year
HONS 1990 . . . . . 2 hours

Two core Honors courses . . . . . 5-8 hours

Second Year
PERS 2170H, PERS 2160H, PERS 2315H, or PERS 2730H . . . . . 2 hours

One core Honors course or 1 Honors major course . . . . . 3-4 hours

scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.
4. Students will provide documentation and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

REQUIREMENTS FOR THE CERTIFICATE IN UNIVERSITY HONORS IN INTERDISCIPLINARY STUDIES
First Year
HONS 1990 . . . . . 2 hours

Two core Honors courses . . . . . 5-8 hours

Second Year
PERS 2XXXH . . . . . 2 hours

One core Honors course or 1 Honors major course . . . . . 3-4 hours

Third Year
HONS 3999 . . . . . 3 hours

Two Honors major courses . . . . . 6 hours

Fourth Year
HONS 4990 . . . . . 3 hours

Total Hours for the Certificate . . . . . 24-28 hours

HONS 3990 may be taken to satisfy one of the

Third Year
HONS 3999 ..... 3 hours

Two Honors major courses ..... 6 hours

Fourth Year
HONS 4990 ..... 3 hours

Total Hours for the Certificate ..... 24-28 hours

HONS 3990 may be taken to satisfy one of the Honors major requirements, with approval of the major department and the Honors College Dean and may satisfy elective credit for some majors.
In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Honors College Dean).
major degree programs (must be approved by the Honors College Dean).

Courses not listed as Honors courses may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Honors College Dean. Honors Options must be approved no later than the last day of the second week of classes.

REQUIREMENTS FOR THE CERTIFICATE IN UNIVERSITY HONORS IN EXPERIENTIAL LEARNING

First Semester
HONS 1990 ..... 2 hours
Second or Third Year
HONS 2010 .....

Honors major requirements, with approval of the major department and the Honors College Dean and may satisfy elective credit for some majors.
In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College).

Honors students may substitute an experiential learning project for a major course requirement. All substitutions must be approved by the Dean of the Honors College. The Honors College provides specific guidelines for semester-long experiential learning projects on the Honors website. Students are required to complete 45 service hours for each experiential learning activity.

Courses not listed as Honors courses may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by completing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors Options must be approved no later than the last day of the second week of classes.

..... 2 hours Final Semester HONS 4990 .... 2 hours Additional Requirements PERS 2XXXH .... 2 hours Six semester-long approved experiential learning activities Students are required to take the Experiential Learning section of HONS 1990, during which they develop a plan of study and a prospectus for projects and outcomes. In place of additional course requirements, the Experiential Learning Program is competency-based with assessments in the ePortfolio. The Honors College provides specific guidelines for service learning projects to establish objectives and assessments for the activities. Students are required to complete 45 service hours for each experiential learning activity.	

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 The catalog changes reflect an increase in admission requirements and GPA for current students.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other At the recommendation of the Honors Ad Hoc curriculum committee, we are also deactivating the Experiential Learning program.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Ad hoc committee recommendation**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **HONS 4990 Portfolio generates an electronic portfolio used for student and program assessment.**

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.) **HONS 4990 Portfolio course.**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 1-6-16
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

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

F

Current Catalog Page Number: 172	**Proposed Effective Date for Curriculum Change: (Month/Year):** August/2016	**Degree & Program Name: (e.g., BFA, Art):** BA in Political Science

Present Requirements: n/a

Proposed Requirements (Underline changes after printing this form:

International Studies Track:

Core Curriculum Area F .....18 Hours
Required Courses.....9 hours
POLS 2401 plus two from the following: Anth 1102, Geog 1102, Hist 1013, Econ 2105 (elective version)
Foreign Language and Culture..... 9 hours
If a student has taken any of the above courses to meet requirements in other areas of the Core Curriculum, credit hours must be taken from the following list of courses:
PHIL 2010, all other Area E Courses.....0-9 Hours

Major (60 hours)

Required Courses.....15 hours
POLS 3400; POLS 3300; One area studies course (choose from POLS 4300, POLS 4301, POLS 4310, POLS 4320, POLS 4330, POLS 4340, or POLS 4350); POLS 3100; POLS 4100

Electives.....,....24 hours
Two additional international POLS classes or one international POLS course and one EURO course. This section can also be fulfilled through six credit hours of pre-approved study abroad.

POLS 4410, POLS 4400, POLS 4420, POLS 4440, POLS 4442, POLS 4450.

EURO courses: EURO 3234, EURO 4130, EURO 4160, EURO 4230, EURO 4260, EURO 4330, EURO 4430, EURO 4430, EURO 4530, EURO 4630, EURO 4730, or EURO 4760

Seven courses from at least two other departments (i.e., no more than two from the

	same department).....21 hours ANTH 3090 Africa: Inequalities Past and Present ECON 3600 / International Economics ENGL 2113 / World Literature III GEOG 3910 / European Geography GEOG 3920 Middle East Geography HIST 3209 Europe Since 1945 HIST 3402 Slavic Europe since 1815 HIST 3602 World Military History since 1618 HIST 4302 Republican Latin America HIST 4304 The Caribbean HIST 4305 History of Mexico HIST 4306 History of Central America HIST 4402 Asia in the Modern World HIST 4403 The Indian Subcontinent HIST 4502 History of the Middle East since 1798 PHIL 3700 Buddhism PHIL 3710 Hinduism REL 3520 Islam SOCI 4300 Population Problems WGST 4300 Global Feminism

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: Further internationalization of curricula is appropriate to any study of political science. In addition, it will broaden our attractiveness to many students who seek an internationally focused education but are not business majors.

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

☒ Other: This proposal calls for the creation of a new track within the Political Science major, which will be called "International Studies." This would be the second track with the major, along with the honors track. This new track offers VSU students a unique oppportunity to combine elements of a traditional political science major with an expanded emphasis on internationally oriented courses in political science as well as a number of other disciplines to create a more interdisciplinary experience. This is an important addition to the curriculum because VSU currently does not offer a full-fledged major in International Studies, only a minor, which is not housed in an academic department. This International Studies track in Political Science seeks to address this shortcoming.

The need for this track goes beyond purely curricular needs of one department. The growth of the formal study of international studies is rapidly growing in the United States. As outlined in the justification section that follows, no university in southern Georgia currently offers this option. Having a focus on International Studies will offer extra attractiveness to our current students and will be great marketing tool in the admissions of future students. Rising interest in international studies as well as the growing number

of programs in international studies around the country. Currently, 67 US universities offer majors in international studies and three of those are in Georgia--two in northern Georgia (UGA and GA Tech) and one in eastern Georgia (Georgia Southern). This track would allow VSU to begin to build international studies as a formal area of study in southern Georgia.

Source of Data to Support Suggested Change:

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

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Students are frequently expressing a desire for more international courses and even an International Studies major.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:	Date: 1/4/16
College/Division Exec. Committee: Connie Richards	Date: 1/6/16
Dean(s)/Director(s): Connie Richards	Date: 1/6/16
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/30/2015 (mm/dd/yyyy)

Department Initiating Request: Modern and Classical Languages	**Faculty Member Requesting:** Susan Wehling
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SPAN 2020	**Proposed New Course Title:** Intercultural Communication in Criminal Justice Fields **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Intercult Comm for CJ
Semester/Year to be Effective: 08/2016	**Estimated Frequency of Course Offering:** Fall and Winter

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.) Basic Spanish for use in correctional settings, with a focus on in-take and basic procedural communication. This course will address cultural norms and facets of the Latino community within the United States. It will focus on Spanish instruction for practical use in criminal justice fields. Includes field trips and practicum experiences with relevance to the discipline.

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: Cultural sensitivity and linguistic capability are required elements of law enforcement accreditation.

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

☒ Other: Preparing students for administrative and leadershio positions in the criminal justice field.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Yes, we have all of these types of evidence presentable in a power point.

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

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.) practicum experiences

☒ Other: Assistance from local law enforcement

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

Approvals:	
Dept. Head:	Date: Jan. 11, 2016
College/Division Exec. Comm.:	Date: 1/14/16
Dean/Director:	Date: 1/14/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University

SPAN 2020 Intercultural Communication in Criminal Justice Fields

Prerequisite: None; taught in English with Spanish enrichment

A cultural introduction to the American Hispanic Community with training in everyday Spanish.

Valdosta State University **Faculty of Arts and Sciences**

Department of Modern and Classical Languages

Course Syllabus for Spring 2016

1. Course Information

2. Instructor Information:

Susan Wehling, Ph.D. Office: 2217 Ashley Hall

Phone: 229 333 5948 and 229 333 7100 (direct)

Email: swehling@valdosta.edu Office Hours: M 12-3 or by appt.

3. Course Description:

SPAN 2020 Intercultural Communication in Criminal Justice Fields 3-0-3

Basic Spanish for use in correctional settings, with a focus on in-take and initial procedural communication. This course will address cultural norms and facets of the Latino community within the United States. It will focus on Spanish instruction for practical use in criminal justice áreas. Includes field trips and practicum experiences with relevance to the discipline.

4. Course Objectives:

1. Students can intake a Spanish speaking offender.

2. Students can intake a Spanish speaking victim.

3. Students can write a basic accident report in Spanish.

4. Students can assess level of pain in Spanish.

5. Students can identify which part of the body is hurting until help arrives.

6. Students can translate basic documents such as driver's licenses and birth certificates.

7. Students can identify components of Latino culture related to corrections.

8. Students understand 'confianza,' the use of formal address, and can create a climate of trust with Latinos.

ACTFL Target Level: Novice Mid- CAN DO STATEMENTS:

- I can ask and answer questions on factual information that is familiar to me.
- I can use the language to meet my basic needs in familiar situations.
- I can express my needs and wants.
- I can write basic information regarding an accident.
- I can write questions to obtain information.
- I can understand the basic purpose of a message.
- I can understand messages related to my basic needs.
- I can identify some simple information needed on forms.
- I can identify some information from news media.

4. Textbook and online Resources:

Basic Spanish for law Enforcement, 2nd ed. 2011 Jarvis and Lebredo, Heinle.

Duolingo free Learn Spanish on line site: http://www.duolingo.com/

NOTE: the syllabus and all the assignments are in D2L.

Components:

Blazeview Blog Discussions	10%
HW	25%
Midterm Interview	15%
Duolingo sessions	5%
In class and online quizzes	25%
Practicum: Final Interview at Clinic	20%

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: 178	**Proposed Effective Date for Curriculum Change: (Month/Year):** 2016	**Degree & Program Name: (e.g., BFA, Art):** BA - BS

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Bachelor of Arts in Criminal Justice	Bachelor of Science in Criminal Justice
Core Curriculum Areas A-E (See VSU Core Curriculum).....42 Hours Criminal Justice majors are advised to take the first 3 hours of the 9-hour foreign language requirement in Area C.	Core Curriculum Areas A-E (See VSU Core Curriculum).....42 Hours ~~Criminal Justice majors should review~~ VSU's Core Curriculum for the list of approved choices in each Area.
Core Curriculum Area F:.....18 Hours ~~CRJU 1100, CRJU 2100, CRJU 2200, CRJU~~ 2400 .....12 Hours	Core Curriculum Area F:.....18 Hours CRJU 1100, CRJU 2500, SOCI 1101 or SOCI 1160 .....~~9~~ Hours Electives:.....9 Hours ANTH 1102, COMM 1100, COMM 1110, PHIL 2020, PSYC 1100, REL 2020, MCL 1001, 1002, 2001, or 2002.
Foreign Language and Culture (additional hours)..... 6 Hours	
If a student has taken any of the above courses to meet requirements in other areas of the core curriculum, credit must be taken from the following courses: SOCI 1100, SOCI 1160, ANTH 1102, CS 1000 or any Area E course.	If SOCI 1101, SOCI 1160, any of the above electives are taken in Areas C or E, student will choose another course from the electives list above.
Senior College Curriculum.....60 Hours Upper-level courses in Criminal Justice .....21 Hours CRJU 3300, CRJU 3310, CRJU 3401, CRJU 4302, CRJU 3600, CRJU 3700, CRJU 4800	Senior College Curriculum.....60 Hours Upper-level courses in Criminal Justice .....30 Hours CRJU 3300, CRJU 3310, CRJU 3401, CRJU 3402, CRJU 3600, CRJU 3700, CRJU 4100, CRJU 4200, CRJU 4400, CRJU 4800
Upper-level Criminal Justice Electives .....18 Hours Any CRJU course number 4000 or above (except 4800) may be used as an elective. CRJU 4700, CRJU 4900, and CRJU 4910 may each be taken for a maximum of 6 hours.	Electives in Criminal Justice .....18 Hours Any CRJU course numbered 4000 or above (except 4100, 4200, 4400, and 4800) may be used as an elective. CRJU 4700, CRJU 4900, and CRJU 4910 may each be taken for a maximum of 6 hours of credit.
Open Electives.....21 Hours CRJU 4910 Criminal Justice Internship may be taken as an open elective for 3 to 6 hours of credit. At least 6 hours of coursework numbered	Open electives.....12 Hours CRJU 4910, Criminal Justice Internship, may be taken as an open elective for 3to 6 hours of credit. At least 6 hours of coursework numbered 3000 or above must be taken in a single discipline outside

Historically, a majority of our criminal justice graduates enter the field of criminal justice upon graduation, while some go on to graduate school or law school. The criminal justice field is comprised of law enforcement, courts and corrections, with the corrections field including prisons, jails, probation and parole. Because a majority of students seek employment in the criminal justice field upon graduation, the design of the BS degree will provide them with a stronger education necessary to be immediately successful upon entering the field. This is due to the structure of the BS degree in allowing for additional course/educational options not currently available to students under the BA degree. In other words, the BS degree structure allows for more options and flexibility in terms of curriculum, which was recognized in program assessments as being crucial for successful placement and advancement in criminal justice careers.

Major changes in the undergraduate curriculum have not been made since 1998 when the program converted from the BS to the BA degree. With the conversion of the program back to the BS degree, several changes to the curriculum will result. First, in 2012, the program performed a five-year self-study in accordance with the University's policy of conducting program reviews. As an outgrowth of the study and further assessment by criminal justice faculty, it was determined that a major curriculum revision was needed. This included the determination to take the degree back to the BS, which would require our students to complete a set of course and learning options not presently required or available to be required under the BA degree, thereby strengthening their education. In addition, revising and updating the curriculum, which includes a revision to the BS degree with the available additional options, corresponds with recommendations from a variety of sources that suggest these revisions would be useful (Southerland, 2002; Unnithan, 1999).

Second, the revisions are not being proposed in a vacuum, but are being driven by improving our students' overall education as well as the program learning outcomes. For many years, program faculty have been performing formal learning outcome assessments of our students' learning, while also observing their performance in the classroom. Program faculty also provide advising services to our students and regularly review each student's progress in the major course work, electives, and progress in general education courses.

3000 or above must be taken in a single discipline outside the major. **Additional Departmental Requirement:** **The grade earned in all Area F courses, required foreign language courses taken for the major, and each CRJU course taken for the major must be a "C" or better.** **Total hours required for the degree... 120 Hours**	the major. Students must earn a "C" or better in all Area F courses and each CRJU course taken for the major. Total hours required for the degree.....120 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:
Major curriculum changes to Area F have not occurred since semester transition in 1998 , and these changes are consistent with criminal justice major programs in BOR institutions. The inclusion of the additional course choices also provides criminal justice majors with a more balanced and diverse learning in Area F, with the ability to learn much needed information used in the criminal justice field. In addition, this change will allow students in the Online CJ program to have a wider range of options for completing Area F, including foreign language courses, thus improving retention and graduation rates as pursuant of the Complete College Georgia initiative. (See attachment for further justification.)

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Criminal justice major programs within the BOR were assessed and evaluated for Area F curricula. Proposed changes are in line with similar programs. Changes are also in line with the 5-year program assessment review completed in 2012.

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. Retention and graduation rates will be assessed to determine if students, particularly those in the Online CJ program, are better able to meet course requiremnts for on-time graduation. ☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: Darrell L. Ross	Date: 12-1-15
College/Division Exec. Committee: Connie Richards	Date: 1/8/16
Dean(s)/Director(s): Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Institution: Valdosta State University

Institution Contact (President or Vice President for Academic Affairs): Dr. Brian Gerber

Date:

School/Division: College of Arts and Sciences

Department: Sociology, Anthropology, and Criminal Justice

Major: Criminal Justice

CIP Code:

Anticipated Start Date for Curricular Changes: August, 2016

Rationale for Curriculum Modification:

Dating back to the 1973/1974 academic year, the Department of Sociology, Anthropology and Criminal Justice began offering a Bachelor of Science (BS) degree in Criminal Justice at Valdosta State University (pp. 73/74 catalog, pg.127). The BS degree remained intact until 1998, when the University converted from quarters to semesters and the program changed to offering a Bachelor of Arts degree (see 98/99 catalog, pg. 167). The faculty of the Criminal Justice program desire to convert the existing major program from a BA back to a BS degree.

The criminal justice program remains amongst the most popular degree programs on the Valdosta State University campus (Office of Institutional Research Enrollment Update Reports; Fall 2008-Spring 2015). In 2008, the program had the sixth highest undergraduate enrollment on campus, and since 2012, the program has the fourth largest undergraduate enrollment on campus. Since 2012, the criminal justice undergraduate program has offered the major fully online as well. The growth in enrollment in the online major has grown from 17 students to approximately 100 students in 2015 (about 83%). Since 2012, the undergraduate programs, both on campus and online, have averaged approximately 480 students combined. Of the seventeen criminal justice programs in the USG, our program ranks third in the number of students annually graduating since 2010, averaging 95 (USG Academic Program Productivity, 2015). The program also offers a graduate program.

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Third, internship supervisors of our students who elect to complete an internship, a course generally completed during the last semester of the senior year, have also been part of the learning outcome assessment. Internships provide a viable learning opportunity for students to observe the application of theory to practice, and provide the ability to synthesize past learning under supervised field and organizational situations. Feedback and assessment by internship supervisors have provided important information about our students' knowledge base and their ability to apply acquired knowledge under quasi-field situations. From 2012 to 2015, 79 internship supervisors provided an assessment of our student interns. The continuing pattern shows that these supervisors are pleased with the performance of our interns but also comment that their verbal and written skills need improvement (Internship Supervisor Assessment, 2012-2015).

Moreover, the desire to convert the program back to a BS offering is supported by practitioners in the criminal justice field. In the Spring of 2015, practitioners from 22 criminal justice agencies in Georgia were surveyed. Of these 22, 18 responded, comprising a 77 percent response rate. The following were represented in the survey: five (5) municipal and county law enforcement agencies; five (5) prosecutor and defense attorneys; four (4) Georgia Bureau of Investigation offices; two (2) probation offices; two (2) private security companies; and one (1) domestic violence shelter. Of the respondents, 88 percent indicated that a degree exposing students to more course options and making changes in the curriculum, which are consistent with a BS degree, would:

1) strengthen the degree;

2) produce a more rounded graduate with a broader background;

3) provide a better understanding of human behavior; and

4) provide a better educated and prepared student to enter the profession.

In addition, 12 percent indicated that one foreign language course like Spanish could be helpful. All supervisors (100 percent) indicated that a course devoted to improving writing skills is essential and should be required.

After examining the trends of the learning outcomes over several years, a review of other criminal justice programs in the State and across the nation, assessments by internship supervisors, recommendations made by criminal justice agency practitioners, and after much discussion by the faculty, we have decided to return to offering the BS degree. Returning to the BS degree and making changes to the program curriculum is a natural progression of the learning outcome process and it follows the stages of the outcome process. Program faculty have established learning outcome domains, implemented them, and assessed them for many years. As such, continuing to annually assess the learning outcomes without responding to the results or making necessary revisions runs counter to the outcome assessment process. The faculty believe it is time, after careful review of the common themes, to make the relevant changes.

A review of these varied educational learning outcomes has produced several common themes nationwide. First is the need to improve the overall writing and communication skills of criminal justice students. This equates to the following:

1) Practitioners statewide and nationally comment that graduates from criminal justice programs need improvement in their ability to write.

2) Students need more exposure to constructive writing early in their major, while also continuing to be exposed to various written communication throughout their education in order to significantly enhance their ability to write.

3) Criminal justice practitioners compose numerous written reports and documents throughout their careers. Developing and increasing students' written skills will impact their ability to perform their work efficiently and will simultaneously impact the profession considerably.

The faculty have observed that our students' ability to express themselves in written form is deficient and desire to strengthen this area. As such, part of the proposed revised curriculum will include a new course titled Written Communications in Criminal Justice (3 credits) and will be taught by criminal justice faculty. Developing and offering a course specifically designed for criminal justice students in their first and/or second years will directly impact our students and their ability to perform in the classroom and to perform in their professional careers. Although many students successfully complete English composition and literature courses, the purpose of

this specific course is to address the need for profession specific writing found in all aspects of the criminal justice field.

Second is the fact that working in the criminal justice field requires graduates to work with a diverse citizenry, which requires the recognition of various viewpoints of a diverse population and developing an understanding of the dynamics of society and its various cultures. To be more specific, criminal justice graduates are most successful when they develop:

1) logical and critical thinking and analysis skills;

2) problem assessment and resolutions to problems;

3) solid and justifiable decisions which impact the rights and freedoms of individuals;

4) listening and oral communication skills;

5) skills to understand and process numerical data and the scientific method;

6) an historical consciousness;

7) skills with which to assess and respond to the human mind and human behaviors;

8) an appreciation of the sciences; and

9) the ability to apply legal principles and ethical behavior to varied system situations.

As such, these abilities and skills are best developed in a BS curriculum wherein students are able to engage in the various courses that provide this development as part of the major.

In addition, recent national incidents that have highlighted contacts between police and community citizens underscore the need for effective education of students majoring in criminal justice, which should include a curriculum that will provide a lasting impact on their careers. Such an education should address relevant real world issues, including:

1) the comprehension of the psycho-social constructs of human behaviors and intervention strategies;

2) the demonstration of understanding cultural differences;

3) the comprehension of social control and legal principles in organized societies;

4) the ability to identify, assess and prevent crime; and

5) the exploration of moral questions involving fundamental concepts like integrity, justice, fairness, and equity.

As noted above, the proposed curriculum revisions in accordance with the BS degree will require students to take courses within the core curriculum that address these issues, courses which are not required as part of the BA curriculum.

An additional rationale for the conversion back to the BS degree comes from the fact that transfer students have become an increasingly important segment of VSU's enrollment population. Transfer students typically have the entire or majority of lower-division core completed. With the recent authorization to recruit students in Florida, Alabama and South Carolina, the faculty anticipate that the BS degree in criminal justice will be an attractive major to these potential students, thus increasing the number of potential transfer majors for several reasons:

1. The AA degree awarded by the state colleges in Florida does not require a foreign language component. Under the current BA curriculum, the degree plan will stifle progression to graduation for students transferring with an AA degree from Florida as students are required to backtrack to complete additional lower-division required courses for the major. Under the proposed BS curriculum, transfer students from Florida will not need to backtrack, thus potentially increasing both the desire to attend VSU as well as graduation rates. In addition, VSU currently has Transfer Articulation Guarantees with two Florida schools. Now that the undergraduate out-of-state tuition fee waiver has been extended beyond the border counties, it is anticipated that many more articulation agreements will be authorized.

2. The addition of Alabama and South Carolina in the out-of-state tuition fee waiver will also provide opportunities for transfer students in criminal justice, especially for the online program. The BS degree increases the number of potential majors with an AA or

AS degree from these two states, particularly when these students will not need to backtrack to complete additional lower-division core requirements.

3. VSU has been approached by a number of TCSG schools to create partnerships to accept an AS in Criminal Justice. As a rule, TCSG schools do not offer foreign language courses as required for the ASCJ degree. It is anticipated that these partnerships will also increase the number of potential students to VSU. As such, the AS to BS is a better fit than the AS to BA for the same reason as above, namely that students will not need to backtrack to complete core requirements.

In comparing this proposal to universities across the United States offering majors in criminal justice, the majority offer the BS degree. We examined 18 states and 216 institutions offering degrees in criminal justice or criminology and discovered that 65 percent (n=141) offer a BS degree. On the local level, of the 23 state institutions in Georgia offering a four-year degree in criminal justice, criminology or public safety, 61 percent (n=14) offer a BS degree, including: Abraham Baldwin Agricultural College, Albany State University, Argosy University, Armstrong Atlantic State University, Clayton State University, Columbus State University, Dalton State University, Georgia Southern University, Georgia State University, Kennesaw State University, Mercer University, Shorter University, University of North Georgia, and University of West Georgia.

After considering all of the components described earlier and with extensive discussion and deliberation by the faculty, and understanding what the impact the degree has on attracting transfer students, the faculty has recommended we convert the BA degree to the BS degree. Not only is this in line with institutions within the BOR, the overall degree and curriculum changes will create a stronger and more qualified student, which in turn will enhance and increase the employability of all criminal justice graduates. This objective also aligns with the Complete College Georgia goals. Further, Valdosta State will see benefits in both the on-campus and online undergraduate criminal justice degree programs, as students will readily seek out programs that are successful in providing their students with the proper educational tools to obtain successful employment in the criminal justice field.

Curriculum Comparison: Current BACJ and Proposed BSCJ Curriculum

Current BACJ Curriculum	Proposed BSCJ Curriculum
Area C MCL 1001 or 1002 ***Area F*** CRJU 1100 Introduction to CJ CRJU 2100 Survey of Law Enforcement CRJU 2200 Corrections CRJU 2400 Survey of Juvenile Justice MCL 1002 or 2001 (sequence from Area C) MCL 2001 or 2002 (sequence from Area C) ***Upper Division Courses*** CRJU 3300 Criminal Law CRJU 3310 Criminal Procedure CRJU 3401 CJ Data Analysis CRJU 3402 CJ Research Methods CRJU 3600 Criminology CRJU 3700 CJ Ethics CRJU 4800 Senior Seminar ***Criminal Justice Electives*** CRJU 4010 Comparative Justice Systems CRJU 4100 Seminar in Law Enforcement CRJU 4110 Forensic Criminology CRJU 4200 Seminar in Corrections CRJU 4400 Seminar in Juvenile Justice CRJU 4500 Classification of Criminal Behavior CRJU 4610 White-Collar Crime CRJU 4620 Criminal Victimization CRJU 4630 Crime Prevention CRJU 4640 Organized Crime CRJU 4650 Sex Crimes CRJU 4660 Issues in Cybercrimes CRJU 4670 Terrorism CRJU 4680 Native Americans and CJ CRJU 4690 History of Crime in the US CRJU 4700 Special Topics CRJU 4910 CJ Internship	***Area C*** Any course currently identified as a CHOICE in the catalog for this Area. ***Area F*** CRJU 1100 Introduction to CJ CRJU 2500 Written Communications in CJ SOCI 1101 **or** SOCI 1160 CHOICE CHOICE CHOICE AFAM/WGST 2020, ANTH 1102, COMM 1100, COMM 1110, PHIL 2020, PSYC 1101, REL 2020, ARAB/FREN/GRMN/JAPN/LATN/RUSS/SPAN 1001/1002/2001/2002 **(*If SOCI 1101, SOCI 1160 or any listed course for CHOICE is taken in Areas C or E, student will choose another course from CHOICE list.)** ***Upper Division Courses*** CRJU 3300 Criminal Law CRJU 3310 Criminal Procedure CRJU 3401 CJ Data Analysis CRJU 3402 CJ Research Methods CRJU 3600 Criminology CRJU 3700 CJ Ethics CRJU 4100 Seminar in Law Enforcement CRJU 4200 Seminar in Corrections CRJU 4400 Seminar in Juvenile Justice CRJU 4800 Senior Seminar ***Criminal Justice Electives*** CRJU 4010 Comparative Justice Systems CRJU 4110 Forensic Criminology CRJU 4500 Classification of Criminal Behavior CRJU 4610 White-Collar Crime CRJU 4620 Criminal Victimization CRJU 4630 Crime Prevention CRJU 4640 Organized Crime CRJU 4650 Sex Crimes CRJU 4660 Issues in Cybercrimes CRJU 4670 Terrorism CRJU 4680 Native Americans and CJ CRJU 4690 History of Crime in the US CRJU 4700 Special Topics CRJU 4910 CJ Internship

Under the current BA curriculum, students are required to successfully complete 9 credits in a chosen foreign language (3-credit hours in Area C and 6-credit hours in Area F). Based on the previously articulated needs, curriculum changes allowing students more options in Area C and Area F for courses that will provide students with a stronger educational foundation for successful employment and careers are proposed as shown in the above table.

In Area C, the proposed revised curriculum would allow students to complete three credits in any of the currently listed courses under Choice, which includes foreign language. In Area F, the revised curriculum will include the deactivation of CRJU 2100 (Survey of Law Enforcement), CRJU 2200 (Corrections), and CRJU 2400 (Survey of Juvenile Justice). The material provided in these courses will be incorporated into existing courses, which will become part of the upper-division major core (discussed below). The restructured Area F will include the proposed writing course previously discussed, a choice of either SOCI 1101 (Introduction to Sociology) or SOCI 1160 (Social Problems), and students will be required to choose three courses from a pre-determined selection of courses (9-credit hours) from the concentration areas of Anthropology, Communications, Philosophy, Psychology, and Religion, as well as any lower-division courses in foreign language. The purpose of creating the pre-determined selection of courses from these concentration areas, which are closely aligned with criminal justice, is to provide a direct impact on our students in gaining valuable information and learning on the diversity and dynamics of our society and culture as well as the criminal justice field, as related in the above discussion. These courses will provide our students with exposure to critical and logical thinking, world religions and cultures, society and the criminal justice field's role in it, psychological analysis of behavior, as well as important oral and written communication skills. In addition, students will also have the opportunity to take one or several foreign language courses of their choosing. As discussed previously, these courses will provide for a stronger educational foundation, which will then provide our students with greater opportunities for employment and advancement in the criminal justice field.

The major content of the three courses being deactivated within Area F will be incorporated into three existing corresponding courses at the upper-division level (CRJU 4100 Seminar in Law Enforcement, CRJU 4200 Seminar in Corrections, and CRJU 4400 Seminar in Juvenile Justice). Therefore, this change will not affect student learning, as the students will be exposed to all of

the required and essential course material, as these three upper-division courses will become part of the criminal justice core curriculum, increasing the upper-division core requirements from 21-credit hours to 30-credit hours. This is in line with similar BS degree programs in criminal justice in the BOR. The upper-division electives section will not change and will remain at 18-credit hours. The additional core courses will decrease the number of open elective options from 21-credit hours to 12-credit hours. Although the credit hours in open electives will decrease, the proposed choices for criminal justice students in Area F maintains and even strengthens the integrity of allowing options for students in criminal justice to be exposed to and gain a knowledge of other majors, with the added benefit of those choices being relevant to the criminal justice major.

References

Office of Institutional Research (2015). *Enrollment Update Reports: Fall 2008-Spring 2015.* Valdosta State University, Valdosta, GA.

Summary of Agency Evaluations of VSU Criminal Justice Interns, 2012-2015.

Southerland, M.D. (2002). Criminal justice curricula in the United States: A decade of change. *Justice Quarterly*, 19(4): 589-601.

University System of Georgia Academic Program Productivity (2015, August). Academic Program/Disciplinary Area Summaries: 2010 to 2014.

Unnithan, N.P. (1999). Criminological theory and criminal justice policy: In search of pedagogical connections. *Journal of Criminal Justice Education*, 10(1): 101-110.

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: 178	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 08/2016
Degree and Program Name: BACJ	
Present Requirements: Core Curriculum Areas A-E (See VSU Core Curriculum). 42 hours Criminal Justice majors are advised to take the first 3 hours or the 9-hour foreign language requirement Area C.	**Proposed Requirements:** (highlight changes after printing) Core Curriculum Areas A-E (See VSU Core Curriculum) . . . . . 42 hours Criminal Justice majors should review VSU's Core Curriculum for the list of approved choices in each Area.

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 allow criminal justice majors more options for Area C. Students may still complete a foreign language in this area if they choose, but with the proposed changes to other areas of the CJ curriculum (Requests for Curriculum Changes submitted with this request), students would no longer be required to complete a foreign language sequence. Changes are based on the 5-year program assessment review completed in 2012 and an analysis of current CJ curriculum in BOR institutions, in addition this change will allow students in the Online CJ program to have a wider range of options for completing Area C, thus improving retention and graduation rates as pursuant to the Complete College Georgia initiative.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Criminal justice major programs within the BOR were assessed and evaluated for Area C curriculum. Proposed changes are in line with similar programs. Changes are also in line with the 5-year program assessment review completed in 2012.

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. Retention and graduation rates will be assessed to determine if students, particularly those in the Online Criminal Justice program, are better able to meet course requirements for on-time graduation.

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

Approvals:

Department Head: Darrell L. Ray	Date: 12-9-15
College/Division Exec. Committee: Connie Richards	Date: 1/8/16
Dean(s)/Director(s): Connie Richards	Date: 1/8/16
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/10/2015 (mm/dd/yyyy)

Department Initiating Request: Sociology, Anthropology & Criminal Justice	**Faculty Member Requesting:** Deborah Robinson, Ph.D.
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CRJU 2500	**Proposed New Course Title:** Written Communications in Criminal Justice **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Written Communications in CJ
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Every Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of various modes of written reports within the criminal justice system. Major emphasis will be on producing accurate and complete documents for use in court and other administrative, investigative and procedural 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: In the criminal justice system, practioners are required to provide written reports in all facets of the field. This course will provide knowledge and understanding of the various types and modes of written reports in all components of the criminal justice system.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

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

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Based on assessments of the CRJU 4910 Criminal Justice Internship evaluations from current agency supervisors, there is a need for students majoring in Criminal Justice to be more adept at writing specific reports required in the Criminal Justice field. This was also noted in the 5-year program assessment review completed in 2012.

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.) Student writing assignments will be evaluated from various upper-division criminal justice courses to determine if proper writing skills have been obtained. In addition, assessment of written report skills will be gathered from CRJU 4910 Criminal Justice Internship evaluations.

☐ Other:

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

Approvals:	
Dept. Head: Darrell L. Ross	Date: 12-9-15
College/Division Exec. Comm.: Connie Richards	Date: 1/8/16
Dean/Director: Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

VALDOSTA STATE UNIVERSITY
SYLLABUS
CRJU 2500
Written Communications in Criminal Justice
Fall Semester 2016

Course Information
Monday, Wednesday & Friday 9:00am - 9:50am
3 credits
Prerequisite: CRJU 1100 or permission of the instructor
Nevins Hall, Room 2041
Department of Sociology, Anthropology and Criminal Justice
College of Arts and Sciences

Professor Information
Deborah Mitchell Robinson, Ph.D.
Professor of Criminal Justice
Email: dmrobins@valdosta.edu
Office: 2203 Nevins Hall
Office Phone #: 229.249.4974
Office Hours: Monday/Wednesday 8:00am - 9:00am
Tuesday/Thursday 8:00am - 11:00am
Other Hours by Appointment

Course Textbooks
Wallace, H. and Roberson, C. (2013). Written and Interpersonal Communication: Methods for Law Enforcement, 5/E. Pearson Education. ISBN 9780132623681

Hacker, D. and Sommers, N. (2012). A Pocket Style Manual, APA Version, 7/E. Bedford/St. Martins. ISBN 9780312542542

Course Description
An examination of various modes of written reports within the criminal justice system. Major emphasis will be on producing accurate and complete documents for use in court and other administrative, investigative and procedural processes.

General Education Outcomes
The VSU General Education Outcomes applicable to this course are:
1. Students will demonstrate understanding of the society of the United States and its ideals.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

Criminal Justice Education Outcomes
The Criminal Justice Education Outcomes applicable to this course are:
1. To develop in students an understanding and appreciation of the structure and function of the criminal justice system as it applies to the ethical treatment of adults and juveniles within the context of law and the Constitution of the United States.

Course Objectives
Upon completion of this course, each student will:

- √ understand the structure and proper completion of documents required in the criminal justice field, including incident and investigation reports, warrant applications, affidavits, and other documents, as required by law and policy; (GE 1 / CJ 1)
- √ understand the importance of accurate and complete documents used in the criminal justice field as they apply to successful apprehension and prosecution of criminal offenders; (GE 1, 7 / CJ 1)
- √ be able to create effective reports used by criminal justice professionals that are well-written, accurate and complete; (GE 4 / CJ 1)

Attendance Policy
Attendance is mandatory. According to 2014-2015 VSU Undergraduate Catalog, "When students are compelled for any reason to be absent from class, they should immediately contact the instructor. **A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course.** Discontinuance of class attendance without officially withdrawing from a course is sufficient cause for receiving a failing grade in the course."

Student Email Accounts
All students have been assigned a VSU student email account. This account will be used throughout the course to communicate class information, assignments, and other information as deemed pertinent by the professor. Students are expected and responsible for checking and reviewing their email **daily** to ensure timely retrieval of emails. In addition, the email function within the class on BlazeVIEW will also be utilized and should be monitored daily. **NOTE: Email communication to the professor must be in standard American English. Emails that contain improper language and grammar (i.e., text language) will not be answered.**

Course Grades
There will be 4 written tests, 15 weekly discussion boards, and 12 weekly quizzes (all discussed below). The test dates will be announced in class. The possible course total is 700 points:

4 Written Papers @ 100 points each	=	400
15 Discussion Boards @ 12 points each	=	+ 180
12 Quizzes @ 10 points each	=	+ 120
TOTAL POINTS	=	700

Grade Point Scale is as follows:

A = 700-630 B = 629-560 C = 559-490 D = 489-420 F = 419 and below

According to the VSU Bulletin, "a grade of I indicates that a student was doing satisfactory work but for **non-academic** reasons beyond his or her control, was unable to meet full requirements of the course. If an I is not satisfactorily removed within one calendar year, it will be changed to the grade of 'F'." The professor will adhere to this policy and only grant an "I" grade under truly unusual or emergency circumstances beyond the student's control. Conflicts with work or other schedules are not acceptable circumstances for the granting of an "I" grade. It is the student's responsibility to contact the professor prior to the last week of classes for consideration of an "I" grade.

Grades will be posted in BlazeVIEW. Grades earned throughout the semester will be computed and each student will be informed as soon as grades are determined. Make-up exams will **not** be given unless advanced notice is given to the professor that circumstances beyond the control of the student require that the student miss an exam. Each instance will be determined acceptable at the discretion of the professor. **No extra credit** will be given or allowed.

Papers

Each student will complete 4 written assignments/papers during the semester. Papers are due in Weeks 4, 8, 12 and 16 and are worth 100 points each. Each student will research one issue from a list of issues involving criminal justice documentation, to be given out during the first week of class. The papers will involve Internet research to identify the problem and provide a solution. Students must demonstrate appropriate writing skills and integrate the professor's critiques of previous written work into all subsequent work, indicating positive progress with written and communication skills throughout the course. All papers must adhere to APA format and submitted in a Word (.doc or .docx) document to the Dropbox in BlazeVIEW by class time on Friday of the week due. Late papers or those submitted in a different format will not be accepted or graded.

Discussion Boards

Within each week, discussion questions will be presented which pertain to that week's readings. Students are to submit one MAIN post to answer the question(s) for the week. In addition, each student is to respond to at least 3 other students in the class, engaging in a discussion by posting opinions and follow-up questions. At a minimum, students are to engage in the discussion on at least 4 days of the week. **This means that the minimum requirement is for all students to be engaged in the week's discussion on at least 4 different days with at least 4 posts.**

Quizzes

There will be 12 quizzes during the semester (weekly dates in the Tentative Course Outline below). Each quiz will cover the material from that week's textbook reading. Each quiz will cover one chapter and consist of 30 Multiple Choice, True/False and Fill in the Blank questions. Each quiz is timed with a 1-hour time limit and can only be taken once. No back tracking on questions will be allowed.

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

Academic Dishonesty Policy
Cheating and dishonesty in any form is strictly forbidden. It is the policy of this professor that any cheating or dishonesty discovered at any time and regarding any classwork (exams, homework, computer assignments, etc.) will automatically result in a failing grade for the course for all students involved. The incident will also be forwarded to the administration for additional appropriate action. Each student should consult the VSU Student Handbook for specific details and actions regarding cheating. For additional information, please review the following website: http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-dishonesty.php.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students. Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor. According to the Family Compliance Office of the U.S. Department of Education, your course work documents are education records within the meaning of the Family Educational Rights and Privacy Act of 1974 (FERPA). Education records may not be disclosed to third parties in a form that identifies you without your consent. As a third party product, Turnitin is governed by this provision of FERPA.

Statement on Disruptive Students
Disruptive behavior is student behavior in a classroom or other learning, which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program.

Student Success Center
The Student Success Center at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum course and campus job information. Students interested in these services may call the SSC at 229-333-7570 or email at ssc@valdosta.edu

Tentative Course Outline (Subject to change)

Week 1	Read Chapter 1 - The Need for Effective Communication Discussion Board Quiz
Week 2	Read Chapter 2 - Oral Versus Written Communication Discussion Board Quiz
Week 3	Read Chapter 3 - The Communication Process Discussion Board Quiz
Week 4	Discussion Board Paper 1
Week 5	Read Chapter 4 - Improvement of Communication Discussion Board Quiz
Week 6	Read Chapter 5 - Special Communications Issues Discussion Board Quiz
Week 7	Read Chapter 6 - Communicating in Public Discussion Board Quiz
Week 8	Discussion Board Paper 2
Week 9	Read Chapter 7 - Basic Reports Discussion Board Quiz
Week 10	Read Chapter 8 - Drafting Affidavits & the Use of Reports in Court Discussion Board Quiz

Week 11	Read Chapter 9 - Questioning Discussion Board Quiz
Week 12	Discussion Board Paper 3
Week 13	Read Chapter 10 - Interviewing & Interacting with Victims of Crime Discussion Board Quiz
Week 14	Read Chapter 11 - Interviewing as an Art Discussion Board Quiz
Week 15	THANKSGIVING HOLIDAY
Week 16	Read Chapter 12 - Hostage Negotiations Discussion Board Quiz Paper 4 SOI

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 11/10/2015

Department Initiating Deactivation: Sociology, Anthropology & Criminal Justice	**Semester & Year to be Effective:** Fall 2016

List of courses (or the program or track) to be deactivated:
CRJU 2100
CRJU 2200
CRJU 2400

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 request corresponds to Requests for Curriculum Changes that impact Area F and the senior-level core curriculum in Criminal Justice. The courses listed here are currently located in Area F. The Criminal Justice faculty are requesting curriculum changes so that criminal justice majors will have more options in Area F, which will provide a more balanced and diverse learning and knowledge as our students prepare to enter the criminal justice field. The material currently being taught in these three courses will be provided in and expanded upon in CRJU 4100, CRJU 4200 and CRJU 4400, which are requested to be placed in the upper-division core curriculum, therefore students will still gain the information in these courses in the upper-division equivalent courses.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Criminal justice major programs with the BOR were assessed and evaluated for Area F curriculum. Proposed changes are in line with similar programs. Changes are also in line with the 5-year program assessment review completed in 2012.

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/8/16
Dept. Head: Darrell L. Ivey	Date: 12-7-15
Dean/Director: Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

TO Dean
11-8-2

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/22/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Emily Cantonwine
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3530	**Proposed New Course Title:** Biodiversity of Macrofungi **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Biodiversity of Macrofungi
Semester/Year to be Effective: Summer 2016 (Summer IV)	**Estimated Frequency of Course Offering:** every other summer

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

Lecture Hours: 3	**Lab Hours:** 3	**Credit Hours:** 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: BIOL 1107K and 1108K, or permission of the instructor. A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Field trips may be required.

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 associated with Educational Outcomes 2 and 5 for the Department of Biology.

2. Describe the evolutionary processes responsible for biological diverstiy, explain the phylogenetic relationships among the major taxa of life, and provide illustrative examples.

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will benefit students interested in mycology, systematics, ecology, evolution, or biodiversity. Some overlap exists with BIOL 3500 (Mycology), but this course will allow a more detailed and thorough study of how to identify and classify mushroom and large ascocarp producing fungi.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head: Robert Gamm	Date: 11-3-15
College/Division Exec. Comm.: Connie Richards	Date: 1/8/16
Dean/Director: Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Biodiversity of Macrofungi (BIOL 3530/5530)

Lecture: TBA
Lab: TBA
Field Trip(s): TBA

Instructor: Dr. Emily Cantonwine; Office: BC 2031
Office phone: (229) 333-5337 Email: egcantonwine@valdosta.edu Office hours: TBA

Course Description – A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Field trips may be required.

Required Materials (unless otherwise stated):

- J.H. Petersen. 2013. The Kingdom of Fungi. Princeton University Press.
- Bessette, A.E., Roody, W.C., Bessette, A.R., Dunaway, D.L. 2007. Mushrooms of the Southeastern United States. Syracuse University Press.
- Digital camera
- Pocket knife
- Ruler (provided by instructor)
- Plastic fishing tackle box (provided by the instructor)
- Mushroom collecting basket (medium sized cardboard box acceptable replacement)
- 10X handlens (recommended)

Learning Outcomes

- Students will be able to identify mushrooms with dichotomous keys based on ecological, macroscopic and microscopic data.
- Students will be able to use mycological terminology to describe characteristics of macrofungi.
- Students will be able to predict ecological role of macrofungi based on mushroom location and genera identification.
- Students will be able to identify by sight or description a selection of edible or poisonous mushrooms.
- Students will be able to match toxins to species or physiological response in humans.
- Students will be able to group mushrooms by systematic relatedness.

Important Information

- A grade of C or higher is required in the course to count towards a biology degree.
- The last day to withdraw from the course TBA.
- If you have need for special arrangements to complete the requirements of this course, please contact the Access Office for Students with Disabilities, and discuss this need with me.

GRADE:	**SCALE**
Exams (2): 100 pt each*	**A 90-100%**
Lab Practical: 100 pt*	**B 80-89.9%**
Taxonomy Homework: 10 pt each	**C 70-79.9%**
Macrofungi Collection: 100 pt*	**D 60-69.9%**
Genera Presentations (2): 25 pt each	**F <60%**
Participation: 50pt*	

***Differences for 3530 students and Honor's Option &/or 5530 students.**

Assessments

Exams. There is a mid-term and final exam. The final exam is cumulative. *Examinations will be more challenging for Honor's Option and 5530 students.

Lab Practical. An assessment of lab skills (those required to complete the mushroom collection project), and knowledge of vocabulary and genera from homework. *Lab practical will be more challenging for Honor's Option and 5530 students.

Taxonomy Homework. For each taxon assigned (HW 1-7), students will complete a table with the following information: a dissection of the meaning of the Latin name, characteristics that define the group, notes of unique field or lab observations important to identification. Homework is due at the beginning of lecture on the date listed in the schedule. The assignment will be returned the next lab period and discussed. For HW 8-10, students will identify of the fruiting body forms within the systematic group assigned (or taxa for a form group), and provide a list of other taxa where the unique forms are classified. *Please note: Each student is expected to complete homework assignments on their own. Copying defeats the purpose of the assignment and will result in a poor grade if suspected.

Macrofungi Collection. This project is a "team of 2" effort, with both students earning the same grade. There are two components of the macrofungi project. The first is a **scavenger hunt** to find one example of each form group discussed in class. A specimen is required as evidence unless the specimen is too difficult [dangerous] to collect, i.e. a shelf fungus 10' off the ground. In that case, a good field picture with one of the team members pointing to the fruiting body will be acceptable. Fruiting bodies collected for the scavenger hunt may be used in the second component of the project. The second part of the project is a traditional **collection**, with specimens identified to genera or species. Each team is expected to have 25 specimens in their collection. *Honor's Option and 5530 students must create a phylogenetic tree for their collection. Undergraduates may do so for extra credit. More information will be provided in lab.

Genera Presentations. Each student will present the fine details of how to identify two fungal genera based on basidiocarp or ascocarp characteristics (macroscopic and microscopic), and ecology. Presentations should be about 10 minutes long, and should include some of the student's own photographs. All information and borrowed photographs must be properly cited with a reference section included at the end of the presentation.

Participation. This grade will be based on your participation (which includes your attention) during the lecture, laboratory, discussions, and field trip. *Participation expectations are higher for Honor's Option and 5530 students. The following rubric will be used:

- On time for class, perfect attendance, and participation exceeds expectations = 50 pt
- On time for class, perfect attendance, and participation meets expectations = 45 pt
- On time for class, perfect attendance, but participation does not meet expectations, or there were problems with timeliness, or 1 absence, and participation meets expectations = 40 pt (*35pt)
- This grade decreases by 5 points for each additional absence and by 1 point for each unapproved use of a cell phone [confirmed or suspected].

General Rules

Attendance – Student attendance is taken into account in the participation grade. Because the material that is covered each day equals that of a week during the regular semester, all absences, excused or unexcused, will affect the participation grade. Tardiness to class or lab will also affect participation.

Lecture Notes – It is your responsibility to take notes during lecture. Students with an excused absence can see me for missed notes. Laptops are not allowed for note taking.

Access to the Lab –Students may use the lab anytime the building is open.

Food & Drink in Lecture and Lab – No food or drink is allowed in the laboratory. My policy in the lecture room is more lenient. You may consume food or drink as long as their use does not cause a disturbance. A bag of chips is disturbing! Each student is responsible to clean up after him or herself.

Student Conduct – I expect your full attention to be on the material during instruction. If this is not possible, then I expect you to be respectful of other students and myself by not being disruptive. See the participation grade rubric for my cell phone policy.

Academic Integrity – I follow the Academic Honesty Policies and Procedures of the University.

Tentative schedule

Day	Lecture	Lecture Readings	Lab Subject	Lab Readings	Homework Due @ lab
T	Introduction to fungi, cell biology, ecology, fruiting body forms, websites	Petersen 1-23; 34-45, 194-221	Macroscopic morphology – Collecting methods, macroscopic & chemical tests.	Mushroomexpert.com - Collecting for study - Describing mushrooms and keeping a journal - Determining odor and taste - Chemical reactions	
W	Spore production & dispersal mechanisms, life cycles, microscopic features for diagnosis		Microscopy, microscopic structures	Mushroomexpert.com - Making spore prints, - Using a microscope - Identifying mushrooms	
R	Basidiomycete classification	Petersen 102-187	Macrofungi collection project; HW 1 discussion		HW 1 Amanita, Agaricus, Russula, Lactarius Chantharellus
F	Basidiomycete classification continued	Petersen 102-187	Ascomycete classification; HW 2 discussion	Petersen 46-83, 98-99	HW 2 Armillaria, Gymnopilus, Pleurotus Chlorophyllum Lepiota
M	Drive to UNG		Lab set-up; HW 3 discussion (PM)		HW 3 Ganoderma, Fomes, Trametes Stereum, Boletus

T	Mushroom Collection		Lab processing		
W	Mushroom Collection		Lab processing		
R	Return to VSU		Return to VSU, Preserve samples		
F	Work on Genera Presentation I – In class!		Genera Presentation I		
M	**Exam 1** Introduction to Systematics		Collect; sample processing & initial verification		
T	Current Systematics	BV articles. Mushroomexpert .com	HW 4 discussion, Collect; sample processing & initial verification		HW 4 Marasmoid mushrooms, Mycenoid mushrooms, Entalominoid mushrooms, Coprinoid mushrooms
W	Poisonous mushrooms & toxins	BV article	HW 5 discussion, Collect; sample processing & initial verification		HW 5 Cortinarius, Tricholoma, Inocybe Nolanea, Laccaria
R	Edible mushrooms	BV article	Collect; sample processing & initial verification		
F	medicinal mushrooms		Edible mushroom sampling; work on Genera Presentation II		
M	Genera Presentation II		Turn in Macrofungi Collection,		
T	**Exam 2 (Cumulative)**		**Lab Practical**		

TO Dean
11-8-15

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/26/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Eric W. Chambers, PhD
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3860	**Proposed New Course Title:** Biology of Emerging Infectious Diseases **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Emerging Infectious Diseases
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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: BIOL 1107, BIOL 1108, and BIOL 3200 or permission of instructor. An overview of newly emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

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

☒ Improving student learning outcomes: This course will assist students in meeting several of VSU's General Education Outcomes including, #4 (Students will express themselves clearly, logically and precisely in writing and speaking), #7 (Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials), and #9 (Students will demonstrate understanding of the physical universe and the nature of science).

☒ Adopting current best practice(s) in field: Newly emerging infectious diseases pose a global threat to public health as well as to global security. Students will explore the effect of emerging diseases on human health. They will also learn how the epidemiology of these pathogens are linked to changes in their biology as well to changes in animal and vector populations, the environment, and socio-political factors. Students will develop an appreciation for how biologists, epidemiologists and policy makers work collaboratively to control and/or eradicate infectious human pathogens.

☐ 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.)

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.) Exams and written assignments will be used to determine if learning objectives were met.

☐ Other:

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

Approvals:	
Dept. Head: Robert [signature]	Date: 11-9-15
College/Division Exec. Comm.: Connie Richards	Date: 1/8/16
Dean/Director: Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University
BIOL 3860
Biology of Emerging Infectious Diseases

Instructor: Dr. Eric W. Chambers
Lecture hours: TBA
Office Hours: TBA, BSC Room 2214
Phone: 249-2736
E-mail: ewchambers@valdosta.edu

Text:

(1) Emerging Infectious Diseases: A Guide to Diseases, Causative Agents, and Surveillance by Lisa A. Beltz, Jossey-Bass ISBN: 0470398035

(2) Primary literature dealing with emerging infectious diseases. These will be available to students through Blazeview.

Course Description: An overview of newly emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

This course will explore the growing problem of emerging infectious diseases. Old foes of humanity such as malaria, influenza, tuberculosis, dengue and yellow fever are re-emerging with a vengeance while a host of new diseases such as AIDS, SARS, Ebola virus, Nipah virus, and others are emerging. The epidemiology of these diseases is highly complex and is linked to changes in animal and vector populations and the environment as well as socio-political and demographic changes worldwide. In this course we will seek to understand the biology of selected disease pathogens and how the aforementioned factors impact disease transmission. Current, as well as proposed, methods of control will be explored. The potential of these pathogens for use as agents of bioterrorism will also be discussed.

Course goals: The purpose of this course is to provide you with a broad introduction to infectious disease agents. Upon completion of this course you will be familiar with major global emerging infectious diseases. You will become familiar with the causative agents of each disease as well as with their associated vectors. The manifestation of disease symptoms will be addressed including the molecular basis of infection. You will be introduced to the symptoms associated with each disease and you will learn how the human immune system responds to infection. You will also become acquainted with the diagnosis, treatment, and prevention of the diseases covered in the course. You will learn the factors associated with transmission of these diseases and the important role of disease surveillance. Finally, you will be familiar with those agents that could be employed as agents of bioterrorism.

This course will serve as an excellent introductory course in infectious diseases for students who will be pursuing future graduate studies in Biology as well as for those who will be pursuing careers in medicine and public health.

Educational outcomes: Listed at the end of syllabus

Attendance: Attendance in lecture is mandatory and is part of the participation grade. The textbook is only a jumping-off point for the material we will cover in this course. The lectures will provide more detailed information and context to the subject. **You will have difficulty passing this course if you do not attend lecture.**

Lecture Conduct:
- Arrive on time.
- **Turn off/silence cell phones during class.**
- Don't talk during lecture **BUT** do ask questions
- Unless it's an emergency (and using your cell phone does not constitute an emergency) do not get up in the middle of lecture, leave and come back.
- **Do not leave class early** unless it's an emergency.
- During exams **NOBODY** can leave the exam and re-enter the exam room. If a student leaves, their exam will be graded as is; the student will not be allowed to finish the exam.

Dropping the course: The last day to drop the course is Xxxx xx, 20xx

Withdrawing from the course: The last day to withdraw from the course (you will receive a W) is Xxxx xx, 20xx. If you don't officially withdraw, and instead just stop coming to class, you will receive an F for the course.

Academic conduct: Cheating and plagiarism will not be tolerated and may result in a failing grade for the assignment, exam or the class. The Department of Biology has a plagiarism policy, which will be handed out during the first lab period.

Student identification: Students should have in their possession at all times their VSU student identification card. In order to verify the identification of students officially enrolled in the course, it is the instructor's prerogative to request official student photo identification cards at any time during lecture. During examinations, students will routinely be asked to display their VSU student identification cards visibly on the desktop and to make them available for inspection by their instructor and/or assistants.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA)

prohibits the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given over the telephone or over email because positive identification can't be made.

Students with disabilities: Students requiring special accommodations because of disability should discuss their needs with me as soon as possible. Those needing accommodations that are not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Procedure for exams:

- No books, electronic devices, or notebooks will be allowed during exams and students using such items will be asked to leave and will receive a zero for the exam.
- Cell phones must be turned off and they must be out of sight during the exam time
- Students will remove hats and hoods during exam.
- Students cannot wear headphones during the exam
- No talking will be allowed during the exam, but students are permitted to ask the instructor questions.
- Each student will be given an exam to be completed and handed back to the instructor.
- Students must bring a pencil and will take the exam during the stated lecture time only.

Grade Assessment: Your final grade will be based on your performance on participation, quizzes, lecture examinations and written assignments

Quizzes (15%) – There will be three quizzes administered during the course of the term. These will be multiple-choice, true false, or fill in the blank. Quizzes will be given at the start of lecture and there will be no makeup quizzes allowed.

Unit Exams (60%). There will be three unit exams. Each exam will cover the material for a specific unit and will consist of a variety of questions that may include matching, multiple choice, labeling, fill in the blank and short answer. **There will be NO make-up exams.** Only students with a University related excuse may take an exam early. Your best policy: **DO NOT MISS EXAMS!**

Journal Article Critique (20%): You are required to write a 3-4 page critical analysis of a scientific paper. You will select a recent research study (published within the last three years) focusing on some biological aspect of an emerging disease pathogen. All paper topics will need to be approved by me. The paper will be double-spaced (12-point Times Roman font). Your goal is to help the reader understand the paper without having to read the

original study. You will need to summarize the study in your paper but in addition you are to *analyze* and *evaluate* the study. In order to fully complete this assignment you should address the following questions in your critique:

1) What was the purpose of this study?
2) What was known abou the subject prior to the study (background)?
3) What questions did the researchers seek to answer?
4) What was the experimental design and methods? Were they novel or unique?
5) What were the results of the study?
6) Do the results justify the author's conclusions?
7) How could the study be improved or what might be some follow-up experiments that the researchers could perform?

Spelling and grammar will count!! **There will be a 10% reduction in grade for each day the assignment is late.**

Participation (5%): This course will emphasize both lecture and discussion. Attendance is mandatory. You should be prepared to ask questions and discuss the material. In addition to attendance all students will be expected to monitor ongoing disease outbreaks using resources available on the internet (http://www.promedmail.org/; http://www.cdc.gov/mmwr/; etc) and share information about ongoing outbreaks (you will stand and make a 1-2 minute presentation).

You will lose participation points if you miss more than 2 lectures. Please contact me if you know you will need to miss a class during the term.

Grade Scale: For Biology majors, a grade of C or higher is required for this course.

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F < 60%

Summer XXXX TENTATIVE LECTURE SCHEDULE

Topics	Chapters
Unit 1 – Introduction and Bacterial Diseases	
Course Intro Brief History of Infectious Diseases	Beltz 1
How humans and pathogens interact	Beltz 2
Lyme Disease	Beltz 3
Anthrax	TBA
Plague	TBA
Tuberculosis	Beltz 10
Cholera	TBA
EXAM #1	**To be announced**
UNIT 2 – Viral Infections	
Ebola, Marburg, and Nipah virus	Beltz 12
HIV and AIDS	Beltz 16
Epidemic and Pandemic Influenza	Beltz 19
SARS and MERS	Beltz 21
Small pox and Monkey pox	Beltz 23
EXAM #2	**To be announced**
UNIT 3 – Vectorborne viral and parasitic diseases	
Arboviruses	Beltz 15,22
Malaria	Beltz 24
American Trypanosomiasis	Beltz 27
African Trypanosomiasis	TBA
Leishmaniasis	TBA
Bioweapons	Beltz 30
EXAM #3	**To be announced**

VALDOSTA STATE UNIVERSITY GENERAL EDUCATIONAL OUTCOMES (GEO)

4. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

9. Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.

DEPARTMENT OF BIOLOGY EDUCATIONAL OUTCOMES (BEO)

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.

2. Describe the evolutionary process responsible for biological diversity, explain the phylogenetic relationships among the other taxa of life, and provide illustrative examples.

3. Demonstrate an understanding of the cellular basis of life.

4. Relate the structure and function of DNA/RNA to the development of form and function of the organism and to heredity

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/11/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Ted Uyeno
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) Biol 4530	**Proposed New Course Title:** Comparative Biomechanics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Comparative Biomechanics
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Once every other year

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

Lecture Hours: 3	**Lab Hours:** 3	**Credit Hours:** 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)
Prerequisites: BIOL 1107-1108 or instructor permission, and PHYS 1111K or 2211K.
Accessible physics and engineering for the biologist: We apply engineering and physics principles to understand how aquatic, terrestrial and aerial organisms function. Integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. Some topics include; fly flight, bone breakage, tendon/muscle function, and biomimetic 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: Will include physics material present on the MCAT to be presented in a method that Biology students will understand. Will improve Biology major mathematical skills and give them some forsight into biomedical engineering.

☒ Adopting current best practice(s) in field: The field of Comparative Biomechanics is an attempt at integrating biology with other STEM subjects. This novel organism based approach is relatively new and will use the latest edition of the first, extremely well received textbook published on the subject (Vogel, Comparative biomechanics)

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

☒ Other: The first offering of this course as Biology 4010 was extremely well-received with an average SOI of 4.5/5 and overwhelmingly positive comments that included: "Very Unique class that not only improved my overall understanding of physics, but also improved my overall understanding of basic organisms"; "This class was interesting and completely applicable"; "the class was challenging yet not impossible"; "the only lab in history where we stayed past time voluntarily"; "the material was interesting and gives real life explanations to physics".

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Current analyses of training directions needed to prepare students for the new MCAT (PeerReview, 14(4)) suggest that a course such as Comparative Biomechanics will be crucial preparation for test components that address the new Scientific Inquiry and Reasoning Skills (SIRS) framework recommended by the AAMC Board of Directors.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The alarming VSU Data warehouse data on Biology majors who are at-risk in math suggests that a practical biology/physics course may be more beneficial at training these students.

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be taken into consideration to assess how engaged students become with the material presented.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The course assignments include a number of components that test students of several learning types. Lecture assignments will include assignments on theory and, separately, math based questions. Lab assignments will include both directed, hands-on demonstrations as well as independent inquiry-based projects that include a final presentation.

☐ Other:

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

Approvals:	
Dept. Head: Robert Gamm	Date: 11-24-15
College/Division Exec. Comm.:	Date: 1-19-16
Dean/Director: Connie Richards	Date: 1/19/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

VSU Biology 4530 **Comparative Biomechanics** **Fall 2016**

Instructor - Dr. Ted Uyeno

Office – Bailey Science Center Rm. 2208
Phone: 249-4940, Bio office – 333-5759
Email: tauyeno@valdosta.edu

Hours -
Office: **TBA** (or by appointment)
Course: Lecture – **TBA**
Lab – **TBA**

Textbook – Vogel, S. 2013. Comparative Biomechanics: Life's Physical World (2nd ed.) **Laboratory** – Course information and links or references for lab and supplementary readings will be posted on Blazeview.

Course Description: Accessible physics and engineering for the biologist: We apply engineering and physics principles to understand how aquatic, terrestrial and aerial organisms function. Integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. Some topics include; fly flight, bone breakage, tendon/muscle function, and biomimetic design.

Pre-Requisite: BIOL1107-1108 or instructor permission, and PHYS 1111K or 2211K.

Attendance: **MANDATORY**! Please note: 1) I track of attendance. 2) Disruptive students will be asked to leave. 3) **NO** electronics/earphones are allowed in **lecture or laboratory**. Viewing a cellphone during a quiz or exam will be treated as an instance of **CHEATING**. 4) Those wishing to use laptops/iPads as part of the class are required to sit in the first row of the classroom. Viewing anything other than course work during course time is prohibited. Any of these violations may result in the loss of one **LETTER GRADE** from your final grade. Students missing 20% of the lectures will receive a grade of "F" **regardless** of standing.

Students with Documented Disabilities: I wish to teach everyone; students needing accommodations should contact me at the beginning of the semester. Students may need to register with the Access Office for Students with Disabilities (Farber Hall, 245-2498).

Assessment:

Exam 1	50	100/300 = 33%	175/300 = 58% lecture grade
Exam 2	50		
Assignment 1		60/300 = 20%	
Assignment 2			
Assignment 3			
Assignment 4			
Participation/attendance	15	15/300 = 5%	
Lab assignment 1	30	125/300 = 42% lab grade	
Lab assignment 2	55		
Final presentation	40		

The **lecture grade (175 pts)** is composed of *two exams (long answer, 50 pts each), four graded assignments (problem sets, 15 pts each)* and *participation/attendance grades (attendance and participation in group work during lecture are tracked, 15 pts)*. An optional makeup exam will be offered during the final that can take the place of the lowest exam or assignment. The **lab**

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grade (125 pts) is composed of *two multi-week practical lab research assignments (these are reports in which data generation and presentation and technical writing skills will be assessed, 30 & 55 pts)* and *a final presentation (powerpoint public presentation of results, 40 pts)*. The final grade will be out of **300** points.

Grade Scale: **90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F**

Privacy Act: The FERPA Privacy Act does not allow me to discuss grades over the phone, sent to non-VSU email addresses, or be given to friends or relatives.

Cheating: Refer to the Student Code of Ethics in the Valdosta State University Student Handbook. A student caught cheating will be penalized or ejected. I give no first warnings.

Important Dates: Mid-Term – TBA, Final Exam – TBA
*** The Instructor reserves the right to modify the above contents with prior notification.**

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BIOL 4530/6530
Comparative Biomechanics
Dr. Ted Uyeno

Tentative Lecture Outline - This is the order in which we will cover topics.

TOPIC	TEXT CHAPTERS
Size Shape and Scale	1,2,3
Introduction to Fluid mechanics	4,5
Viscosity	6
Forces of flow	7
No-slip condition (solid/fluid interfaces)	8
Circulatory systems and other plumbing	9,10
Reynolds numbers	11
Swimming and flying	12, 13, 14
Midterm exam	
Properties of biological materials	15,16
Rigid materials	17
Viscoelastic materials	18
Simple structures	19,20
Soft structures	21
Biological structural systems	22
Motility and mobility	23
Biological motors and transmissions	24
Land locomotion	25
Integration across levels of organization	TBA
Evolution, functional morphology, and bioinspired design	TBA
End of term exam	
Final Exam	

Lecture Exams:
1 – TBA
2 – TBA

Final Exam:
Lecture – TBA

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BIOL 4530/6530
Comparative Biomechanics
Dr. Ted Uyeno

Tentative Lab Schedule - This is the order in which we will cover topics.

DAY	TOPIC	TECHNIQUE
1	Intro to Bioinstrumentation	Light/microphotography
2	Kinematics	X-ray/HiSpeed imaging
3	Flow visualization	Velocimetry
4	Material properties	Force/displacement
5	Electronic instruments	Electronics workshop
6	Rapid prototyping	CAD/CAM
7	Froud numbers	
8	Egg design	Paper 1 due
9	Mechanisms	
10	Joints	
11	Scientific writing	
12	Presentation preparation	
13	Student presentations	Paper 2 due
14	Student presentations	
15	Thanksgiving	
16	Wrap-up!	

Project 1 (Techniques paper, 30 pts)
Project 2 (Biomechanics paper, 55 pts)

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/23/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Dr. Jonghoon Kang
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 4540	**Proposed New Course Title:** Bioinformatics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Bioinformatics
Semester/Year to be Effective: Fall/2016	**Estimated Frequency of Course Offering:** Once every other year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: BIOL 1107K, BIOL 1108K, and BIOL 3200 or permission of the instructor. The course focuses on two themes: theoretical principles underlying bioinformatics analysis and hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology could be included.

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 directly related to three VSU Biology Department Educational Outcomes (1, 3, and 4). In addition, this will provide students an opportunity to being exposed to an interdisciplinary biological science.

☒ Adopting current best practice(s) in field: The Journal of Microbiology & Biology Education sponsored by the American Society for Microbiology has accepted my paper for publication. The main point of the paper is acknowledging importance of teaching this subject for biology students. The paper will be published in December, 2015.

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

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. I taught this course as a special topic course in Summer, 2015. The average SOI value was 4.3.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be used to assess the effectiveness of the course.

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

☐ Other:

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

Approvals:	
Dept. Head: Robert Gamm	Date: 11-24-15
College/Division Exec. Comm.: M. Smith	Date: 1-19-16
Dean/Director: Connie Richards	Date: 1/19/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

BIOL 4540: Bioinformatics

1. Course Information

- Course number and section: BIOL 4540
- Course name: Bioinformatics
- Hours of credit: 3
- Pre-requisites or co-requisites as listed in university catalogue: Prerequisite: BIOL 1107K, BIOL 1108K, and BIOL 3200 or permission of the instructor.
- Classroom location and room number: BC 3018
- Department, College, University: Department of Biology, College of Arts and Sciences, Valdosta State University

2. Instructor Information

- Instructor name: Dr. Jonghoon Kang
- Instructor contact: BC 2217, 229-333-7140, jkang@valdosta.edu
- Instructor office hours: Will be announced

3. Course Description

- Course description as printed in university catalogue: Prerequisite: BIOL 1107K, BIOL 1108K, and BIOL 3200 or permission of the instructor. The course focuses on two themes: theoretical principles underlying bioinformatics analysis and hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology could be included.
- Required texts, resources, and materials: *Bioinformatics for Beginners* by Supratim Choudhuri from Elsevier (ISBN: 978-0-12-410471-6)

4. Standards, Goals, Objectives, or Outcomes

- Outcomes:

The departmental educational outcomes (listed in the university catalogue).
1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral formats used in peer-reviewed journals and at scientific meetings.
3. Demonstrate an understanding of the cellular basis of life.
4. Relate the structure and the function of DNA/RNA to the development of form and function of the organism and to heredity.

- Course objectives or outcomes:
  - ✓ Recognize the importance of integrative approach in the study of biology
  - ✓ Acquire and enhance quantitative reasoning aptitude
  - ✓ Refresh knowledge on basic concepts in genomics
  - ✓ Learn basic principles of bioinformatics

- ✓ Familiarize with public databases and analysis tools of bioinformatics

5. Course Policies

- Arrive on time. Attendance will be recorded in the first 5 minutes of the class. So, do not be late to class. In the event that a student misses a class with an excuse, s/he should email the instructor within 24 hours of the missed class. It is the instructor's prerogative to accept the excuse or not. Students are still responsible for all class content even if they received an excused absence.

- Cell phones are not allowed to be used in class.

- Email: Please email me only from a VSU email account. I am unable to respond to emails from non-VSU accounts.

-Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Cheating (including plagiarism) will not be tolerated. The instructor reserves the right to dismiss you from the course without credit if you are caught cheating. You will be respectful of your instructor and your fellow students at all times, or you will be dismissed from the class and potentially the course.

- No arguments on final grade. You can check any mistake in the calculation of your grade but not any other arguments.

6. Assignments

- General description of the assignments: There will be one midterm exam, three presentations, and a final exam. The format of presentations will be provided in class.
- Policies for missed assignments, make-up assignments, late assignments, and/or extra credit: There will be no extra credit in this course.

7. Assessment or Evaluation Policy

- ✓ Attendance (10 pt)
- ✓ Term Project Proposal (5 pt)
- ✓ Presentation of Specialized Databases (5 pt)
- ✓ Midterm Exam (35 pt)
- ✓ Presentation of Term Project (10 pt)
- ✓ Final (35 pt)

Total: 100 pt

Scale:
A >= 90%, B >= 80%, C >= 70%, D >= 60%, F < 60%

8. Schedule of Activities or Assignments, including university -scheduled final exam time (all schedule is tentative and may be subject to change)

Week	Chapter	Class
1	1	Fundamentals of Genes and Genomes miRNA gene distribution
2	4	The Beginning of Bioinformatics; Current Status; Sample Paper
3-4	5	Primary Sequence Databases: GenBank Secondary & Specialized Databases: UniProtKB Data Retrieval; **Term Project Proposal Due (5 pts)**
5-6	5	**Student Presentation of Specialized Databases (5 pts)**
7	5	Data Visualization and NCBI's Map Viewer;
8-9	6	Sequence Alignment; Scoring Matrix; Database Search; **Midterm Exam (35 pts)**
9-10	7	Genome: Sequencing, Assembly, Annotation Prediction of Promoters, TF-Binding Sites, TLN Initiation Sites, and the ORF RNA Secondary Structure Prediction
10-11	8	Protein Bioinformatics
11-12		Epigenetics (Special topic with review and research papers)
13		Systems Biology (Special topic with review and research papers)
14-15		**Student Presentation of Term Project (10 pts)**
16		**Final (35 pts)**

To dean 11-8-15

RECEIVED
JAN 13 2016
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/22/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Emily Cantonwine
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 5530	**Proposed New Course Title:** Biodiversity of Macrofungi JAN 26 2016 **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Biodiversity of Macrofungi
Semester/Year to be Effective: Summer 2016 (Summer IV)	**Estimated Frequency of Course Offering:** every other summer

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

Lecture Hours: 3	**Lab Hours:** 3	**Credit Hours:** 4

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Acceptance into the graduate program in biology or permission of the instructor. A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Field trips may be required.

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 associated with Graduate Educational Outcomes 1 for the Department of Biology.

1. To demostrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evoluation and ecology.

☐ Adopting current best practice(s) in field:

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

☒ Other: This course will benefit students interested in mycology, systematics, ecology, evolution, or biodiversity. Some overlap exists with BIOL 5500 (Mycology), but this course will allow a more detailed and thorough study of how to identify and classify mushroom and large ascocarp producing fungi.

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head:	Date: 11-3-15
College/Division Exec. Comm.:	Date: 1/8/16
Dean/Director:	Date: 1/8/16
Graduate Exec. Comm.: (for graduate course):	Date: 1-22-16
Graduate Dean: (for graduate course):	Date: 1-22-16
Academic Committee:	Date:

Form last updated: January 6, 2010

Biodiversity of Macrofungi (BIOL 3530/5530)

Lecture: TBA
Lab: TBA
Field Trip(s): TBA

Instructor: Dr. Emily Cantonwine; Office: BC 2031
Office phone: (229) 333-5337 Email: egcantonwine@valdosta.edu Office hours: TBA

Course Description – A survey of the biology and diversity of fungi that produce mushrooms or large ascocarps, with an emphasis on identification in the laboratory. Field trips may be required.

Required Materials (unless otherwise stated):

- J.H. Petersen. 2013. The Kingdom of Fungi. Princeton University Press.
- Bessette, A.E., Roody, W.C., Bessette, A.R., Dunaway, D.L. 2007. Mushrooms of the Southeastern United States. Syracuse University Press.
- Digital camera
- Pocket knife
- Ruler (provided by instructor)
- Plastic fishing tackle box (provided by the instructor)
- Mushroom collecting basket (medium sized cardboard box acceptable replacement)
- 10X handlens (recommended)

Learning Outcomes

- Students will be able to identify mushrooms with dichotomous keys based on ecological, macroscopic and microscopic data.
- Students will be able to use mycological terminology to describe characteristics of macrofungi.
- Students will be able to predict ecological role of macrofungi based on mushroom location and genera identification.
- Students will be able to identify by sight or description a selection of edible or poisonous mushrooms.
- Students will be able to match toxins to species or physiological response in humans.
- Students will be able to group mushrooms by systematic relatedness.

Important Information

- A grade of C or higher is required in the course to count towards a biology degree.
- The last day to withdraw from the course TBA.
- If you have need for special arrangements to complete the requirements of this course, please contact the Access Office for Students with Disabilities, and discuss this need with me.

GRADE:
Exams (2): 100 pt each*
Lab Practical: 100 pt*
Taxonomy Homework: 10 pt each
Macrofungi Collection: 100 pt*
Genera Presentations (2): 25 pt each
Participation: 50pt*

SCALE
A 90-100%
B 80-89.9%
C 70-79.9%
D 60-69.9%
F <60%

***Differences for 3530 students and Honor's Option &/or 5530 students.**

Assessments

Exams. There is a mid-term and final exam. The final exam is cumulative. *Examinations will be more challenging for Honor's Option and 5530 students.

Lab Practical. An assessment of lab skills (those required to complete the mushroom collection project), and knowledge of vocabulary and genera from homework. *Lab practical will be more challenging for Honor's Option and 5530 students.

Taxonomy Homework. For each taxon assigned (HW 1-7), students will complete a table with the following information: a dissection of the meaning of the Latin name, characteristics that define the group, notes of unique field or lab observations important to identification. Homework is due at the beginning of lecture on the date listed in the schedule. The assignment will be returned the next lab period and discussed. For HW 8-10, students will identify of the fruiting body forms within the systematic group assigned (or taxa for a form group), and provide a list of other taxa where the unique forms are classified. *Please note: Each student is expected to complete homework assignments on their own. Copying defeats the purpose of the assignment and will result in a poor grade if suspected.

Macrofungi Collection. This project is a "team of 2" effort, with both students earning the same grade. There are two components of the macrofungi project. The first is a **scavenger hunt** to find one example of each form group discussed in class. A specimen is required as evidence unless the specimen is too difficult [dangerous] to collect, i.e. a shelf fungus 10' off the ground. In that case, a good field picture with one of the team members pointing to the fruiting body will be acceptable. Fruiting bodies collected for the scavenger hunt may be used in the second component of the project. The second part of the project is a traditional **collection**, with specimens identified to genera or species. Each team is expected to have 25 specimens in their collection. *Honor's Option and 5530 students must create a phylogenetic tree for their collection. Undergraduates may do so for extra credit. More information will be provided in lab.

Genera Presentations. Each student will present the fine details of how to identify two fungal genera based on basidiocarp or ascocarp characteristics (macroscopic and microscopic), and ecology. Presentations should be about 10 minutes long, and should include some of the student's own photographs. All information and borrowed photographs must be properly cited with a reference section included at the end of the presentation.

Participation. This grade will be based on your participation (which includes your attention) during the lecture, laboratory, discussions, and field trip. *Participation expectations are higher for Honor's Option and 5530 students. The following rubric will be used:

- On time for class, perfect attendance, and participation exceeds expectations = 50 pt
- On time for class, perfect attendance, and participation meets expectations = 45 pt
- On time for class, perfect attendance, but participation does not meet expectations, or there were problems with timeliness, or 1 absence, and participation meets expectations = 40 pt (*35pt)
- This grade decreases by 5 points for each additional absence and by 1 point for each unapproved use of a cell phone [confirmed or suspected].

General Rules

Attendance – Student attendance is taken into account in the participation grade. Because the material that is covered each day equals that of a week during the regular semester, all absences, excused or unexcused, will affect the participation grade. Tardiness to class or lab will also affect participation.

Lecture Notes – It is your responsibility to take notes during lecture. Students with an excused absence can see me for missed notes. Laptops are not allowed for note taking.

Access to the Lab –Students may use the lab anytime the building is open.

Food & Drink in Lecture and Lab – No food or drink is allowed in the laboratory. My policy in the lecture room is more lenient. You may consume food or drink as long as their use does not cause a disturbance. A bag of chips is disturbing! Each student is responsible to clean up after him or herself.

Student Conduct – I expect your full attention to be on the material during instruction. If this is not possible, then I expect you to be respectful of other students and myself by not being disruptive. See the participation grade rubric for my cell phone policy.

Academic Integrity – I follow the Academic Honesty Policies and Procedures of the University.

Tentative schedule

Day	Lecture	Lecture Readings	Lab Subject	Lab Readings	Homework Due @ lab
T	Introduction to fungi, cell biology, ecology, fruiting body forms, websites	Petersen 1-23; 34-45, 194-221	Macroscopic morphology – Collecting methods, macroscopic & chemical tests.	Mushroomexpert.com - Collecting for study - Describing mushrooms and keeping a journal - Determining odor and taste - Chemical reactions	
W	Spore production & dispersal mechanisms, life cycles, microscopic features for diagnosis		Microscopy, microscopic structures	Mushroomexpert.com - Making spore prints, - Using a microscope - Identifying mushrooms	
R	Basidiomycete classification	Petersen 102-187	Macrofungi collection project; HW 1 discussion		HW 1 Amanita, Agaricus, Russula, Lactarius Chantharellus
F	Basidiomycete classification continued	Petersen 102-187	Ascomycete classification; HW 2 discussion	Petersen 46-83, 98-99	HW 2 Armillaria, Gymnopilus, Pleurotus Chlorophyllum Lepiota
M	Drive to UNG		Lab set-up; HW 3 discussion (PM)		HW 3 Ganoderma, Fomes, Trametes Stereum, Boletus

T	Mushroom Collection		Lab processing		
W	Mushroom Collection		Lab processing		
R	Return to VSU		Return to VSU, Preserve samples		
F	Work on Genera Presentation I – In class!		Genera Presentation I		
M	**Exam 1** Introduction to Systematics		Collect; sample processing & initial verification		
T	Current Systematics	BV articles. Mushroomexpert .com	HW 4 discussion, Collect; sample processing & initial verification		HW 4 Marasmoid mushrooms, Mycenoid mushrooms, Entalominoid mushrooms, Coprinoid mushrooms
W	Poisonous mushrooms & toxins	BV article	HW 5 discussion, Collect; sample processing & initial verification		HW 5 Cortinarius, Tricholoma, Inocybe Nolanea, Laccaria
R	Edible mushrooms	BV article	Collect; sample processing & initial verification		
F	medicinal mushrooms		Edible mushroom sampling; work on Genera Presentation II		
M	Genera Presentation II		Turn in Macrofungi Collection,		
T	**Exam 2 (Cumulative)**		**Lab Practical**		

To Dean 11-9-15

RECEIVED
JAN 13 2016
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/26/2015 (mm/dd/yyyy)

Department Initiating Request: Biology	**Faculty Member Requesting:** Eric W. Chambers, PhD
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 5860	**Proposed New Course Title:** Biology of Emerging Infectious Diseases **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Emerging Infectious Diseases
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

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: Admission into the graduate program or permission of instructor. An overview of newly emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

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: Newly emerging infectious diseases pose a global threat to public health as well as to global security. Students will explore the effect of emerging diseases on human health. They will also learn how the epidemiology of these pathogens are linked to changes in their biology as well to changes in animal and vector populations, the environment, and socio-political factors. Students will develop an appreciation for how biologists, epidemiologists and policy makers work collaboratively to control and/or eradicate infectious human pathogens.

☐ 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.)

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.) Exams and written assignments will be used to determine if learning objectives were met.

☐ Other:

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

Approvals:	
Dept. Head: Robert Cannon	Date: 11-3-15
College/Division Exec. Comm.: Connie Richards	Date: 1/8/16
Dean/Director: Connie Richards	Date: 1/8/16
Graduate Exec. Comm.: (for graduate course): T. Hall	Date: 1-22-16
Graduate Dean: (for graduate course): T. Hall	Date: 1-22-16
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University
BIOL 5860
Biology of Emerging Infectious Diseases

Instructor: Dr. Eric W. Chambers
Lecture hours: TBA
Office Hours: TBA, BSC Room 2214
Phone: 249-2736
E-mail: ewchambers@valdosta.edu

Text:

(1) Emerging Infectious Diseases: A Guide to Diseases, Causative Agents, and Surveillance by Lisa A. Beltz, Jossey-Bass ISBN: 0470398035

(2) Primary literature dealing with emerging infectious diseases. These will be available to students through Blazeview.

Course Description: An overview of newly emerging human infectious diseases with a special emphasis on biological factors impacting their transmission and control.

This course will explore the growing problem of emerging infectious diseases. Old foes of humanity such as malaria, influenza, tuberculosis, dengue, and yellow fever are re-emerging with a vengeance while a host of new diseases such as AIDS, SARS, Ebola virus, Nipah virus, and others are emerging. The epidemiology of these diseases is highly complex and is linked to changes in animal and vector populations and the environment as well as socio-political and demographic changes worldwide. In this course we will seek to understand the biology of selected disease pathogens and how the aforementioned factors impact disease transmission. Current, as well as proposed, methods of control will be explored. The potential of these pathogens for use as agents of bioterrorism will also be discussed.

Course goals: The purpose of this course is to provide you with a broad introduction to infectious disease agents. Upon completion of this course you will be familiar with major global emerging infectious diseases. You will become familiar with the causative agents of each disease as well as with their associated vectors. The manifestation of disease symptoms will be addressed including the molecular basis of infection. You will be introduced to the symptoms associated with each disease and you will learn how the human immune system responds to infection. You will also become acquainted with the diagnosis, treatment, and prevention of the diseases covered in the course. You will learn the factors associated with transmission of these diseases and the important role of disease surveillance. Finally, you will be familiar with those agents that could be employed as agents of bioterrorism.

This course will serve as an excellent introductory course in infectious diseases for students who will be pursuing future graduate studies in Biology as well as for those who will be pursuing careers in medicine and public health.

Educational outcomes: Listed at the end of syllabus

Attendance: Attendance in lecture is mandatory and is part of the participation grade. The textbook is only a jumping-off point for the material we will cover in this course. The lectures will provide more detailed information and context to the subject. **You will have difficulty passing this course if you do not attend lecture.**

Lecture Conduct:
- Arrive on time.
- **Turn off/silence cell phones during class.**
- Don't talk during lecture **BUT** do ask questions
- Unless it's an emergency (and using your cell phone does not constitute an emergency) do not get up in the middle of lecture, leave and come back.
- **Do not leave class early** unless it's an emergency.
- During exams **NOBODY** can leave the exam and re-enter the exam room. If a student leaves, their exam will be graded as is; the student will not be allowed to finish the exam.

Dropping the course: The last day to drop the course is Xxxx xx, 20xx

Withdrawing from the course: The last day to withdraw from the course (you will receive a W) is Xxxx xx, 20xx. If you don't officially withdraw, and instead just stop coming to class, you will receive an F for the course.

Academic conduct: Cheating and plagiarism will not be tolerated and may result in a failing grade for the assignment, exam or the class. The Department of Biology has a plagiarism policy, which will be handed out during the first lab period.

Student identification: Students should have in their possession at all times their VSU student identification card. In order to verify the identification of students officially enrolled in the course, it is the instructor's prerogative to request official student photo identification cards at any time during lecture. During examinations, students will routinely be asked to display their VSU student identification cards visibly on the desktop and to make them available for inspection by their instructor and/or assistants.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA)

prohibits the public posting of grades by social security number or in any manner personally identifiable to the individual student. No grades can be given over the telephone or over email because positive identification can't be made.

Students with disabilities: Students requiring special accommodations because of disability should discuss their needs with me as soon as possible. Those needing accommodations that are not registered with the Special Services Program must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Procedure for exams:

- No books, electronic devices, or notebooks will be allowed during exams and students using such items will be asked to leave and will receive a zero for the exam.
- Cell phones must be turned off and they must be out of sight during the exam time
- Students will remove hats and hoods during exam.
- Students cannot wear headphones during the exam
- No talking will be allowed during the exam, but students are permitted to ask the instructor questions.
- Each student will be given an exam to be completed and handed back to the instructor.
- Students must bring a pencil and will take the exam during the stated lecture time only.

Grade Assessment: Your final grade will be based on your performance on participation, quizzes, lecture examinations and written assignments

Quizzes (10%) – There will be three quizzes administered during the course of the term. These will be multiple-choice, true false, or fill in the blank. Quizzes will be given at the start of lecture and there will be no makeup quizzes allowed.

Unit Exams (50%). There will be three unit exams. Each exam will cover the material for a specific unit and will consist of a variety of questions that may include matching, multiple choice, labeling, fill in the blank and short answer. **There will be NO make-up exams.** Only students with a University related excuse may take an exam early. Your best policy: **DO NOT MISS EXAMS!**

Journal Article Critique (20%): You are required to write a 3-4 page critical analysis of a scientific paper. You will select a recent research study (published within the last three years) focusing on some biological aspect of an emerging disease pathogen. All paper topics will need to be approved by me. The paper will be double-spaced (12-point Times Roman font). Your goal is to help the reader understand the paper without having to read the

original study. You will need to summarize the study in your paper but in addition you are to *analyze* and *evaluate* the study. In order to fully complete this assignment you should address the following questions in your critique:

1) What was the purpose of this study?
2) What was known abou the subject prior to the study (background)?
3) What questions did the researchers seek to answer?
4) What was the experimental design and methods? Were they novel or unique?
5) What were the results of the study?
6) Do the results justify the author's conclusions?
7) How could the study be improved or what might be some follow-up experiments that the researchers could perform?

Spelling and grammar will count!! **There will be a 10% reduction in grade for each day the assignment is late.**

Oral Presentation (15%). You will prepare and present a 20-minute Power point presentation on the paper you selected for your journal article critique. You will be expected to discuss the background behind the study, the methods used, the results, and finally you will share with the class the reasons why this was an important study. You will need to read at least two additional papers in order to have the needed background for the presentation.

Participation (5%): This course will emphasize both lecture and discussion. Attendance is mandatory. You should be prepared to ask questions and discuss the material. In addition to attendance all students will be expected to monitor ongoing disease outbreaks using resources available on the internet (http://www.promedmail.org/; http://www.cdc.gov/mmwr/; etc) and share information about ongoing outbreaks (you will stand and make a 1-2 minute presentation).

You will lose participation points if you miss more than 2 lectures. Please contact me if you know you will need to miss a class during the term.

Grade Scale: For Biology majors, a grade of C or higher is required for this course.

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F < 60%

Summer XXXX TENTATIVE LECTURE SCHEDULE

Topics	Chapters
Unit 1 – Introduction and Bacterial Diseases	
Course Intro Brief History of Infectious Diseases	Beltz 1
How humans and pathogens interact	Beltz 2
Lyme Disease	Beltz 3
Anthrax	TBA
Plague	TBA
Tuberculosis	Beltz 10
Cholera	TBA
EXAM #1	**To be announced**
UNIT 2 – Viral Infections	
Ebola, Marburg, and Nipah virus	Beltz 12
HIV and AIDS	Beltz 16
Epidemic and Pandemic Influenza	Beltz 19
SARS and MERS	Beltz 21
Small pox and Monkey pox	Beltz 23
EXAM #2	**To be announced**
UNIT 3 – Vectorborne viral and parasitic diseases	
Arboviruses	Beltz 15,22
Malaria	Beltz 24
American Trypanosomiasis	Beltz 27
African Trypanosomiasis	TBA
Leishmaniasis	TBA
Bioweapons	Beltz 30
EXAM #3	**To be announced**

VALDOSTA STATE UNIVERSITY GENERAL EDUCATIONAL OUTCOMES (GEO)

4. Students will express themselves clearly, logically and precisely in writing and in speaking, and they will demonstrate competence in reading and listening. They will display the ability to write coherently in standard English; to speak well; to read, to understand, and to interpret the content of written materials in various disciplines; and to listen effectively and to understand different modes of communication.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials. They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

9. Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.

DEPARTMENT OF BIOLOGY EDUCATIONAL OUTCOMES (BEO)

1. Develop and test hypotheses, collect and analyze data, and present the results and conclusions in both written and oral format used in peer-reviewed journals and at scientific meetings.

2. Describe the evolutionary process responsible for biological diversity, explain the phylogenetic relationships among the other taxa of life, and provide illustrative examples.

3. Demonstrate an understanding of the cellular basis of life.

4. Relate the structure and function of DNA/RNA to the development of form and function of the organism and to heredity

5. Interpret ecological data pertaining to the behavior of the individual organism in its natural environment; to the structure and function of populations, communities, and ecosystems; and to human impacts on these systems and the environment.

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: 140	**Proposed Effective Date for Curriculum Change: (Month/Year):** August/2016	**Degree & Program Name: (e.g., BFA, Art):** BS in CIS

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Change #1 **One of CS 4122, CS 4322, CS 4722 ..... 3 hours** **Change #2** **One of any CS 4000-level courses not required above (excluding CS 4800) . .3 hours** **Change #3** **Choose one of the following areas: . . . . 12 hours** **Business: ECON 2106, MGNT 3250, MGNT 3300 plus either FIN 3350 or MKTG 3050** **or Technical Communications: ENGL 3020, ENGL 3080, ENGL 3090, plus either COMM 1110 or COMM 2400**	Change #1 Remove that line. Change #2 Two of any CS 4000-level courses not required above (excluding CS 4800) . .6 hours Change #3 Replace those lines with "Completion of the business courses: ECON 2106, MGNT 3250, MGNT 3300 plus either FIN 3350 or MKTG 3050 ..... 12 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: CS faculty are adding new 4000 level elective courses related to cutting edge topics. Change #1 and #2 will help students apply more of those courses towards their degree requirement. The justification for change #3 is that ENGL 3080 and ENGL 3090 are not offered any more. Additionally, historically, not many students have taken this track.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The CS/CIS Industrial Advisory Board suggested that CIS students should take more courses related to cutting edge technologies like Big Data and Mobile Applications.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Some of the courses in the Technical Communication track are not offered any more.

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. These courses and their effectiveness will be assessed as a part of our regular accreditation process.
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: Doug Harnell	Date: 1-25-16
College/Division Exec. Committee: Connie Richards	Date: 1/25/16
Dean(s)/Director(s): Connie Richards	Date: 1/25/16
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/4/2015

Department Initiating Request: Mathematics and Computer Science	**Faculty Member Requesting:** Dr. Radu P. Mihail
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 1003	**Proposed New Course Title:** Introduction to Interactive Media **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Intro to Interactive Media
Semester/Year to be Effective: August 2016	**Estimated Frequency of Course Offering:** Every semester

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

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

JAN 26 2016

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 is an introductory course using tools designed for interactive multimedia. Students are introduced to programming using the Processing language, developed for the electronic arts and visual design communities. Through intensive and immersive laboratory exercises, students will learn valuable programming fundamental and essential concepts from graphics, audio processing and human-computer interaction.

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: Computing is present everywhere, information is displayed/presented on everything with a display or a speaker. Students will be better prepared for the 21st century workforce with a solid understanding of how multimedia and human-computer interaction works.

☐ 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. Many institutions across the country offer a course in multimedia to help students understand digital media (e.g., the acquisition, processing and storage of imagery, audio and video), as well help them acquire knowledge about the various methods used to display and manipulate it using programming techniques. VSU does not offer such a course and we believe it would greatly benefit our students across our University who will become more educated in the use, manipulation and

display of digital media appropriately in their own disciplines.

☐ 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. We will use student feedback collected at the end of the course through SOIs as well as verbal and written feedback from students throughout the semester.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) We will collect and assess all the student homework submissions and test results to determine effectiveness and suggest changes for future iterations of this course.

☐ Other:

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

Approvals:	
Dept. Head: Doug Harnell	Date: 1-12-16
College/Division Exec. Comm.: Connie Richards	Date: 1/25/16
Dean/Director: Connie Richards	Date: 1/25/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

CS 1003 Sec. A Credit hours: 3

Course title: CS1003 - Introduction to Interactive Media, Fall 2016/Spring 2017

Instructor: Dr. R. Paul Mihail, 2119 Nevins Hall, Email: **rpmihail@valdosta.edu**

Class meeting times and location: TBD

Office Hours: TBD

Required Textbook: Learning Processing, Second Edition: A Beginner's Guide to Programming Images, Animation, and Interaction (The Morgan Kaufmann Series in Computer Graphics) 2nd Edition, 2015.
Software: The main programming environment will be Processing. This software is free and available from `http://processing.org`. The software will be available on computers in many labs on campus and is available to all students in the class for free download.

Course Description: This is an introductory course using tools designed for interactive multimedia. Students are introduced to programming using the Processing language, developed for the electronic arts and visual design communities. Through intensive and immersive laboratory exercises, students will learn valuable programming fundamental and essential concepts from graphics, audio processing and human-computer interaction.

Learning Outcomes: Students will understand basic programming terminology and techniques. More specifically students will:

1. Implement simple interactive applications on the web.
2. Use fundamental concepts in programming to write code.
3. Implement algorithms for simple data processing.
4. Implement simple image manipulation routines.
5. Use the Processing language to present and manipulate graphical resources.

Course Prerequisites: Any upper-level high school mathematics course is sufficient. You are assumed to be familiar with basic computer operations, such as sending an e-mail, browsing the Internet, using a text editor etc. You are not expected to have any programming experience, but if you have, it will help you understand the concepts in this course.

Assessment:
The grade for this course will be calculated as follows:

- Attendance/labs/pop quizzes: 30%
- Programming assignments: 50%
- Midterm exam: 10%

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- Final Exam (comprehensive):10%

Grades will be assigned according to the following scale:

90-100% = A
80-89.99% = B
70-79.99% = C
60-69.99% = D
Below 60% = F

Exams:

- Midterm exam scheduled during the semester.
- Final exam as per University final exam schedule

Topics Covered:

- Digital image formation, pixels, RGB color, alpha
- Computer-user interaction (mouse and keyboard)
- Variables, conditionals, loops, functions, arrays
- Geometric transformations
- Images and video
- Sound playback and effects

Tentative Schedule

Week 1	Pixels, Processing, Interaction
Week 2	Variables, Conditionals, Loops
Week 3	Organization, function, objects
Week 4	Algorithms, arrays
Week 5	Basic vector and matrix mathematics
Week 6	3D transformations
Week 7	Image formation
Week 8	Image manipulation
Week 9	Effects, convolution
Week 10	Video
Week 11	Compression
Week 12	Sound
Week 13	Data visualization
Week 14	TBD
Week 15	TBD

What to do if you miss...

- **a lecture** - find out what the material covered was, read the book, borrow someone's notes, find out what any announcements or assignments were. If attendance was taken and you have a documented excuse as described in the attendance policy, contact your professor within one week of your absence.
- **a test** - if you know ahead of time you must miss a test, contact your instructor and make arrangements for an alternate time. If circumstances force you to miss an exam unexpectedly, you MUST contact your instructor within a week after the test, in order to have a chance to be allowed to make the exam up.
- **a deadline on an assignment** - see the late policy. Programs are accepted up to 5 school days late, with penalty.

Due dates

- The electronic submission of program assignments will be done via the course web page; it can be done as soon as you have your program ready. It is not acceptable to email your submission, unless there are technical difficulties and you are instructed to do so. Each assignment will have a list of items to turn in at the bottom of the page.

- Late Policy for Programs - Programming assignments may be turned in late, but they lose 10 percent of the points possible per school day late, up to 5 school days late. That is, work that is one school day late loses 10 points out of 100, work that is two school days late loses 20 points, and so on.

- Late Policy for Labs - The labs will be posted several days before the lab meets and before any electronic submission is due. The demo cannot be made up unless you have a University accepted excuse. Labs are due Friday at midnight. Every hour past midnight costs 10% of the lab grade.

- Free days - You have 2 "free days" to extend any of the programs' due date. They can be used consecutively on one program or separately.

- Some assignments may have bonus parts. If a program is turned in late, it is NOT eligible for any bonus points. This means if you are tempted to turn in an assignment late so you can finish the bonus, don't. The bonus will not be counted. Even if you use the 2 available days to extend your due date, the bonus will NOT be counted in that case.

- Programs will not be accepted more than 5 school days late. This means that work turned in more than 5 school days after the deadline will get a grade of zero. This allows your instructor to grade most of the submitted programs at the same time, increasing consistency and improving return times for assignments. If you have an excused absence, some deadline extension will be allowed, determined by your instructor, contact him/her immediately.

Academic Honesty:

Students are expected to do their own work. Cheating is considered a serious offense by the University. Any form of "seeking an unfair academic advantage" is considered cheating. If an assignment is designated as "cooperative learning" or "partner work", then you are allowed, encouraged, in fact required, to work with your partner or team. These are the ONLY students you are allowed to work with. Of course you can still ask questions of your instructor. Any other assignment is individual work. That includes programs, lab tests, lecture tests, and quizzes.

Learning to program is an individual task; you are expected to do the programming assignments on your own. One person taking any part of another person's work (with or without their permission) and claiming it as his or her own is plagiarism and will not be tolerated. Any occurrences will be dealt with according to the University policy. This policy allows for a minimum penalty of zero on an assignment AND a warning letter in the student's file. Repeat offenders (in ANY class) face increasing penalties with each offense.

The only way to LEARN programming is to DO programming. You may think you have gotten the grade very easily by using someone else's work if the copying is not detected, but you have lost that much experience and will be that much further behind on the next assignment.

If you would agree that "he/she and I worked together" on a program, then we would consider it cheating.

If you and your roommate share a computer, be VERY careful. Your work MUST be your OWN. Discuss your design or algorithm or logic in GENERAL terms, but write your own design and your own code, your own implementation. Advice: if it makes you uneasy, then it's probably NOT ok. When in doubt, ASK your instructor before submitting work. **Do not show your source code to ANY other student.** It may seem an easy way to "show them how it's done" or "help them understand the problem". It is a recipe for trouble. It is a temptation to copy the other person's work without figuring out how to solve the problem.

It is just as dishonest to allow someone to represent your work as their own as to do the reverse. This also means YOU are responsible for making sure that your code does not accidentally fall into someone else's hands. Don't leave floppy disks or memory sticks or printouts in a lab; don't leave source code files on a hard drive somewhere. Be aware that files that you put on the local hard drive (C or D or E) in a computer lab on campus STAY there until they are deleted. They do NOT automatically go away when you log out! If someone else finds your code and turns it in, YOU are responsible too!

Do not post your code on the Internet. This is an open invitation for someone else in the class to copy it and turn it in as theirs! If you get help from a person who is not in the class, be extremely careful. Do not take code from anyone! Make sure the help you get is using the material covered in THIS class. You can be penalized in this situation also. If you work with a tutor, make sure you understand what the tutor is telling you. If they just "transplant" code into your program, you are being cheated of the understanding you need to do the next program and to take the Lecture tests. This is also considered cheating. All programs may be checked by plagiarism detection software.

Withdrawing:

If you decide to leave the class, please do it officially. There is a date on the Academic Calendar past which you are not allowed to drop for academic reasons. We'd much rather give a W grade than an F. Don't just stop coming to class - you WILL get an F! Take care of your transcript! All policies associated with this course are subject to revision. Reasonable notification will be provided to students prior to any major changes.

New Withdrawal Policy (5 W Policy): 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. To get more details about this policy, students are strongly recommended to check the following link:
http://www.valdosta.edu/academic/WithdrawalPolicy.shtml

Extra Help: Do not hesitate to come to my office during office hours or by appointment to discuss a homework problem or any aspect of the course. There are also tutors available Monday through Friday, see Prof. Said Fares (office in 1126 Nevins Hall) for more information. There is also the Student Success Center on campus located on the ground floor of the Langdale Residence Hall. The Student Success Center offers free one-on-one tutoring for core courses, success workshops, etc. You can find more information at http://www.valdosta.edu/academics/student-success-center/.

Attendance Policy: Please keep in mind that attendance is extremely important for this course. You are expected to show up for lectures and participate. In case you have to miss class, please make sure you ask for notes or see your professor. While not directly part of your course grade, in-class quizzes/labs/exams have a dramatic impact on your grade. If you have a valid university excuse, please notify your professor as soon as possible.

Accommodation for Disabilities: If you have a documented disability that requires academic accommodations, please contact your professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Access Office for Students with Disabilities located in Farver Hall. The phone numbers are 229-245-2498(V/VP) and 229-219-1348(TTY). Accommodations can be made for all parts of the course. We only make special arrangements for class activities after we receive the letter.

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/4/2015 (mm/dd/yyyy)

Department Initiating Request: Mathematics and Computer Science	**Faculty Member Requesting:** Dr. Chunlei Liu
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 1020	**Proposed New Course Title:** Website Design and Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Website Design and Development
Semester/Year to be Effective: August 2016	**Estimated Frequency of Course Offering:** Every semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A hands-on course in designing and developing websites, which assumes no prior programming experience. The course covers a brief history of the Internet and the World Wide Web, Hypertext Markup Language, Cascading Style Sheets, website authoring tools, basic graphics, website design principles, as well as personal, educational and e-commerce applications.

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: Computer knowledge and skills are a necessity in the 21st century. This course offers an opportunity for all students to learn web site design and devlopment and use in their work and life.

☐ 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.)

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head: Doug Harvell	Date: 1-12-16
College/Division Exec. Comm.: Connie Richards	Date: 1/20/16
Dean/Director: Connie Richards	Date: 1/20/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University, Department of Mathematics and Computer Science
CS 1020-A: Website Design and Development (CRN TBD)
Fall 2016 Syllabus

Class Time and Location	TBD
Instructor	Dr. Chunlei Liu
Office and Contact	Nevins Hall 2066, phone: (229)333-5781, email: cliu@valdosta.edu, website: www.valdosta.edu/~cliu
Office Hours	TBD
Course Prerequisites	None
Course Description	A hands-on course in designing and developing websites, which assumes no prior programming experience. The course covers a brief history of the Internet and the World Wide Web, Hypertext Markup Language, Cascading Style Sheets, website authoring tools, basic graphics, website design principles, as well as personal, educational and e-commerce applications. Credit hours: 3.

Course Objectives

After successful completion of this course, a student will be able to

1. Explain the Internet and WWW-based technologies.
2. Create web pages and sites using authoring tools.
3. Publish websites on a web server.
4. Use graphics, audio and video in web pages.
5. Design interactive web pages with forms, text boxes, buttons, lists, etc.
6. Evaluate and critique the usability of websites.

Required Textbook

1. *Web Development & Design Foundations with HTML 5.0*, Seventh Edition, by Terry Felke-Morris, ISBN: 9780133571783, Pearson Education Publishing Co.

2. *Dreamweaver CC: Visual QuickStart Guide*, by Tom Negrino and Dori Smith, ISBN: 9780321929518, Peachpit Press.

Assessment and Grading

Attendance and Participation	10%
Quizzes	10%
Homework and Projects	40%
Midterm Exam	20%
Final Exam	20%

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

Course Policies

- **Attendance Policy:** Students are required to attend all scheduled classes and exams on time and stay for the full class period. During class time, please turn off your cell phone. When class is held in a computer lab, do not surf the Internet or play games, unless you are told to search the Internet for class materials. If you enter the classroom after the roll is called, it is your responsibility to inform the instructor about your attendance at the end of the class. Excessive tardies are counted as absences. Nine or more absences results in failing grade (F) for the course. If you miss a class due to the following reasons, you can be excused from the class, but you must provide written documentation to the instructor upon returning to school.
  - Participation in a documented official university function that does not permit the student's class attendance (e.g., participation in athletic events, field trips, etc.)
  - Severe illness, a hospital stay, or a doctor's excuse saying that it is impossible for student to attend class(es)
  - Death of an immediate family member (grandparent, parent, sibling, or child)
  - Appearance in court

- Personal situations that are approved by the instructor in advance of the time the student is to be absent.

- **Assignment Policy:** On all assignments, please clearly write your name, your student ID, the name of the assignment and the due date. You must turn in assignments by the due date and time. Late assignments will not be accepted.
- **Quiz and Exam Policy:** There are no makeup quizzes or exams. If you missed an exam and your absence is excused upon review of written documentation and instructor's approval, the score on your final exam would be used to fill in for the missed test. If your absence is not excused or if you miss more than one exam, a score of zero will be recorded.
- **Academic Honesty:** Academic dishonesty of any form will not be tolerated and will be subject to disciplinary action according to university policy. Homework assignments must be completed independently. If plagiarism is found, penalty will apply to all people involved, including those who copied from other people and those who gave other people access to their work. Cheating and plagiarism may result in an F in this course and other university disciplinary actions. More information about academic honesty at VSU can be found at http://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php.

Tentative Schedule

The following schedule is tentative and subject to change based on class progress.

1. Introduction to the Internet and World Wide Web: Aug 15 – 24
2. HTML Basics: Aug 26 – Sept 9
3. Web Design Principles: Sept 12 – 21
4. Website Authoring Tools (Midterm Exam): Sept 23 – Oct 5
5. Publishing Web Pages on the Internet: Oct 7 – 26
6. Configuring Color and Text with CSS: Oct 28 – Nov 9
7. Visual Elements and Graphics (Final Exam): Nov 11 – Dec 5

Academic Calendar

First Day of Class	August 15
Labor Day Holiday (no classes, offices closed)	September 5
Midterm Day	October 6
Fall Break (no classes, offices open)	October 10 – 11
Thanksgiving Holidays (no classes, offices closed)	November 23 – 25
Last Day of Class	December 5
Final Exam	TBD

VSU Withdrawal Policy

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. Visit http://www.valdosta.edu/academic/WithdrawalPolicy.shtml for more details.

Help Outside Classroom

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free peer tutoring in core curriculum courses, including biology, chemistry, math, writing, and foreign languages. The SSC also provides free professional academic advising and on-campus job information in one location. Call (229)333-7570 to make an appointment, or visit the website: http://www.valdosta.edu/ssc.

Disability Accommodation

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/01/2015 (mm/dd/yyyy)

Department Initiating Request: Math/CS	**Faculty Member Requesting:** Dr. Sudip Chakraborty
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 3750	**Proposed New Course Title:** Introduction to Cybersecurity **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Intro to Cybersecurity
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Fall only

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.) Basic concepts related to strengths and weaknesses of a computing system; forms of malware, threats, and attacks to computers, applications, and network; different mechanisms and tools to detect and deter cyber-attacks and to secure a system; standard security goals, principles, models, policies, and practices
Prerequisite: CS 1302 and CS 2620 with a 'C' or better.

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 enhance students' understanding of security issues. In particular, it will secifically improve students' ability to: (i) analyze a problem and identify and define the computing requirements appropriate to its solution, (ii) design, implement, and evaluate a computer-based system process, component, or program to meet desired need, and (iii) use current techniques, skills, and tools necessary for computing practice.

☒ Adopting current best practice(s) in field: Cybersecurity is one of the primary interests of government, organizations, and individuals. A course on cybersecurity is very typical in any BS in CS curriculum. Most of the schools, offering BS in CS, in the state of Georgia and across the nation offer this course as an essential part of the program. A survey on 20 schools in USG has been conducted by the requesting faculty member and it is found that VSU is the only comprehensive university in USG that does not offer a course on cybersecurity. The survey is attached (USG_security_courses.pdf).

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: As per ABET accreditation requirements, the BS in CS program must have sufficient coverage on ethical, legal, and security aspects. This course will enhance coverage on security and related legal aspects.

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Survey of 20 schools in USG has been conducted. The survey (USG_security_course.pdf) is attached to this form.

☐ 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. SOI, student, employer, and/or alumni surveys

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

☐ Other:

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

Approvals:	
Dept. Head: Greg Harvey	Date: 1-25-16
College/Division Exec. Comm.: Connie Richards	Date: 1/25/16
Dean/Director: Connie Richards	Date: 1/25/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Introduction to Cybersecurity (CS 3750) : Syllabus [Fall 2016]

Course Number: CS 3750 **Course Name:** Introduction to Cybersecurity

Hours of Credit: 3 **Dept:** Math/CS, Valdosta State University

Catalog Description (50 words or less):
Basic concepts related to strengths and weaknesses of a computing system; forms of malware, threats, and attacks to computers, applications, and network; different mechanisms and tools to detect and deter cyber-attacks and to secure a system; standard security goals, principles, models, policies, and practices

Frequency: Once a year (Fall semester only)

Course Prerequisites: CS 1302 and CS 2620, each with a grade of "C" or better

(Suggested) Text Book:
Computer Security: Principles and Practice, 3rd Edition by William Stallings & Lawrie Brown
OR
Introduction to Computer Security, 2nd Edition by Goodrich and Tamassia

Course Objectives:
On successful completion of the course, a student should be able to

1. Explain standard goals and properties of secure information systems.
2. Explain common malware and security threats and attacks.
3. Describe standard detection and protection mechanisms for common security attacks.
4. Apply basic information security principles and defense mechanisms for detection and protection against security threats
5. Examine standard issues, practices, and laws related to privacy, hacking, and other cybercrimes

Student Outcomes:

1. (SO-b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
2. (SO-c) An ability to design, implement, and evaluate a computer-based system process, component, or program to meet desired need
3. (SO-e) An understanding of professional, ethical, legal, security, and social issues and responsibilities
4. (SO-h) Recognition of the need for, and an ability to engage in, continuing professional development
5. (SO-i) An ability to use current techniques, skills, and tools necessary for computing practice
6. (SO-j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices

Assessment scheme:

Unit exams (2 – 3)	Final Exam (comprehensive)	Assignments (take home)	Quizzes (in class)	Term paper (research)	Attendance
30%	20%	20%	15%	10%	5%

Letter grade assignment:

Letter grades will be assigned only after completion of all assessment units (assignments, quizzes, exams, term paper, and attendance). Typically it is calculated at the end of the semester after total points obtained by a student in all categories are available. A student's final letter grade is based on total numeric score, on a 0-100 scale, obtained by the student. The letter grade is assigned according to the following policy:

- 90% and above in consolidated numeric score = **A**
- 80% to less than 90% in consolidated numeric score = **B**
- 70% to less than 80% in consolidated numeric score = **C**
- 60% to less than 70% in consolidated numeric score = **D**
- Less than 60% in consolidated numeric score = **F** (Fail)

Topic Outline (tentative):

- Introduction to Security Concepts
  - Goals and requirements of a secure system
- Overview of malicious software
  - Virus, Worm, Trojan, Rootkit etc.
- Different forms of cyber threats and attacks
  - DoS, SQL Injection, Buffer Overflow, Session hijacking, Replay, Man-in-the-middle etc.
- Overview of cryptography
  - Symmetric and asymmetric key cryptography
- Authentication mechanisms
  - Password-based, Biometric, Chip/Magnetic card, RFID etc.
- Authorization mechanisms
  - Access control models, UNIX-like permissions
- Overview of network and system security
  - DNS security, firewall, intrusion detection system, file system security
- Hacking
- Privacy and anonymity
  - Privacy breach, mechanisms to achieve anonymity
- Cybercrime, law, and security practices

Timeline (tentative):

Topic categories	Coverage hours
Introduction to security concepts	2 – 3
Overview of malicious software	3 – 5
Different forms of cyber attacks	6 - 8
Overview of cryptography	6 – 8
Authentication & Authorization	6 - 8
Network and system security	4 - 6
Hacking	1 – 2
Privacy and anonymity	2 – 3
Cybercrime, law, and security practices	2 – 3
Exams & reviews	3 – 4

Course Policies:

- Students are expected to read the chapters.
- Cell phones should be turned off (or, at least kept in silent mode) during class time.
- **Attendance is mandatory.** Students are expected to attend all scheduled classes and tests on time and stay for the full class period.
- **All assignments must be completed and submitted before the due date. Late submissions are not allowed.** However, if a student cannot submit an assignment within the deadline due to some unforeseen incident, he/she must provide a written document stating the proper reason to miss it. Upon reviewing the document the instructor will take appropriate grading decision. There will be **no make-up assignment.**
- **All quizzes and tests must be taken on the scheduled date**. There will be **no make-up quiz or test.** If a student misses a quiz/test, he/she must provide a written document for his/her absence. If the absence is due to severe illness, death of immediate family members, appearance in court, or a personal situation that has been discussed and approved by the instructor, then appropriate arrangements will be made for the missed test. Otherwise a 0 will be assigned.
- **Absolutely no plagiarism and cheating.** All work should be done **individually.** The instructor reserves the right to compare work using both automated and manual methods. Students must be able to defend overly-similar work. Cheating and plagiarism can result in **F** grade in the course. For more information on academic integrity, please refer to Student Code of Conduct – Section 1 of Students' Handbook.

Important Dates:

First Day of Class:	TBD
Last Day to Add/Drop:	Friday, August 19, 2016 by 1:30 p.m.
Labor Day (No class):	Monday, September 5, 2016
Midterm:	Thursday, October 6, 2016
Fall break (No class):	Monday-Tuesday, October 10-11, 2016
Thanksgiving break (No class):	Wednesday-Friday, November 23-25, 2016
Last Day of Class:	TBD
Final Exam:	**TBD**

Withdrawal Policy (5 "W" Policy):

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. To get more details about this policy, students are strongly recommended to check the following link:

http://www.valdosta.edu/academic/WithdrawalPolicy.shtml

ADA Service (Request for Accommodations):

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348. For additional information concerning the service provided by the Access Office, please visit the Access Office for Students with Disabilities web site at http://www.valdosta.edu/access/.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/02/2015 (mm/dd/yyyy)

Department Initiating Request: Math&CS	**Faculty Member Requesting:** Dr. Krishnendu Roy
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 4242	**Proposed New Course Title:** Mobile Application Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Mobile Apps
Semester/Year to be Effective: Spring 2017	**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.) This course is an introduction to mobile application development for Android platform and covers fundamentals topics including activity lifecycle, intents, fragments, location tracking, SQLite, and maps. This course culminates in a substantial group project. Prerequisite: CS 3410 with a 'C' or better.

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: Mobile applications have become a major subfield of software development. Our students need exposure to mobile applications development for making themselves more attractive candidates when they look for jobs upon graduation.

☐ 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. This course was already offered in Spring 2015 as a Special Topics course. Eighteen students completed the course. Most of them had positive feedback about this course. During the Fall 2015 Industrial Advisory Board meeting, IAB members also supported the idea of offering this course on a regular basis.

☐ 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. SOI and Industrial Advisory Board.

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

☐ Other:

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

Approvals:	
Dept. Head: Doug Harvey	Date: 1-25-16
College/Division Exec. Comm.: Connie Richards	Date: 1/25/16
Dean/Director: Connie Richards	Date: 1/25/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dept. of Math/CS, Valdosta State University
CS 4242 Mobile Application Development
Spring 2017 Syllabus

Instructor	Dr. Krishnendu Roy	Phone	(229)259-2041 (w)
Office	NH - 2071	E-mail	kroy@valdosta.edu
Office Hours	TBD	Credit	3 hours
Class Location	TBD	Class Time	TBD

Course Description:
This course is an introduction to mobile application development for Android platform and covers fundamentals topics including activity lifecycle, intents, fragments, location tracking, SQLite, and maps. This course culminates in a substantial group project.

Credit: 3 hours

Frequency: Spring semester

Prerequisites:
CS 3410 with C or better.

Learning Outcomes:
After the successful completion of this course students will be able to:

- Use latest Android development tools like Android Studio IDE and Android Emulator to create and test apps.
- Create mobile applications using sensors, maps, SQLite databases and other Android API components.
- Identify User Interface (UI) best-practices
- Package apps for distribution on Google Play Store.

Student outcomes:

b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
d. An ability to function effectively on teams to accomplish a common goal, responsibilities.
f. An ability to communicate effectively with a range of audiences.
i. An ability to use current techniques, skills, and tools necessary for computing practice.

Text Books:
ISBN: 9780321804334
Title: Android Programming: The Big Nerd Ranch Guide
Author: Bill Phillips and Brian Hardy
Edition: 1

1/16

Assessment and Grading:

Students' grade will be calculated based on several individual projects/assignments and one comprehensive group project. Students will tentatively work on the group project during the second half of the semester.

Class participation/attendance	5%	**Letter Grade**	**Credit**
Five individual projects	45%	A	90-100%
Group project (comprehensive)	50%	B	80-89%
		C	70-79%
		D	60-69%
		F	0-59%

Proposed class calendar

Chapter	Topic	# of classes (tentative)
1	Your first Android App	2
2	Android and Model View Controller	2
3	The Activity Lifecycle	2
4	Debugging Android App	1
5	Your Second Activity	2
6	Android SDK Versions	1
7	UI Fragments and Fragments Manager	2
8	Creating UIs with Layouts and Widgets	2
9	Displaying Lists with ListFragments	2
10	Using Fragment Arguments	1
11	Using ViewPager	1
12	Dialogs	2
13	Audio Playback	1
16	Action Bar	1
17	Saving and Loading Local Files	1
19	Camera I	1
20	Camera II	1
21	Implicit Intents	2
23	More about Intents	3
29	Background Services	2
30	Broadcast Intents	2
31	Browsing the Web and Web View	2
32	Custom Views and Touch Events	1
33	Tracking Device Location	1
34	Local Databases with SQLite	2
36	Using Maps	2

Course Policies:

- Read textbook before lecture.
- Attendance is mandatory. You are expected to attend all scheduled classes and exams on time and stay for the full class period. 6 or more absences results in failing grade for the course.
- Please turn off cell phones during class time. Reading/sending text msgs. during the class is prohibited.
- When class is held in a computer lab, do not read email, surf the Internet or play games, unless you are told to search the Internet for class materials. *A student caught using a computer for recreational purposes during class will be given a warning for the first infraction, and will be asked to leave the class for subsequent infractions.*
- Cheating in an exam may result in an F in this course and other disciplinary actions from VSU.
- There are no makeup quizzes or exams. If you missed an exam, you must provide the written documentation for your absence. If your absence is due to one of the following types, then upon review of the written documentation and instructor's approval, the score on your final exam would be used to fill in for the missed test. If your absence is not excused or if you miss more than one exam, a score of zero will be recorded for that test.
  - Participation in a documented official university function that does not permit the student's class attendance (e.g., participation in athletic events, field trips, etc.)
  - Severe illness, a hospital stay, or a doctor's excuse saying that it is impossible for student to attend class(es)
  - Death of an immediate family member (grandparent, parent, sibling, or child)
  - Appearance in court
  - Personal situations that are approved by the instructor in advance of the time the student is to be absent.
- If you have any questions/comments about any graded material, for seeking clarification, you have up to a week from the day the graded material was returned to you. No grade will be changed after that.

Important Dates:

First day of class	:	TBD
Last day of class	:	TBD
Spring Break	:	TBD
Final	:	TBD

Disability Accommodation:

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).

Student Opinion of Instruction

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

VSU Withdrawal Policy:

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. Visit http://www.valdosta.edu/academic/WithdrawalPolicy.shtml for more details.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10072015 (mm/dd/yyyy)

Department Initiating Request: Math&CS	**Faculty Member Requesting:** Dr. Haiquan Chen
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CS 4731	**Proposed New Course Title:** Big Data **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Big Data
Semester/Year to be Effective: Fall 2016	**Estimated Frequency of Course Offering:** Every Fall Semester

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Development of web-based applications on big data sources using client-side and server-side scripting; social media data acquisition via web services; relational and non-relational databases; big data processing. Prerequisites: CS 4721 with a grade of "C" or better

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

☒ Improving student learning outcomes: This course will enhance students' ability (1) to use current techniques, skills, and tools necessary for computing practice and (2) to apply design and development principles in the construction of software systems of varying complexity.

☒ Adopting current best practice(s) in field: Skills on web programming and big data processing are highly demanded in the current job market due to the rapidly increasing availability of massive social network data. Many universities have added "big data" or related courses into their undergraduate curriculum.

☐ 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. The continuous improvement of our CS/CIS programs needs more senior level elective courses that reflect the most recent advances of computing technologies in computer science area. Also, the feedbacks from the Industrial Advising Board (IAB) indicated that our students' ability to use databases

and develop modern web applications should be further enhanced.

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

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

Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head: Greg Harvell	Date: 1-25-16
College/Division Exec. Comm.: Connie Richards	Date: 1/25/16
Dean/Director: Connie Richards	Date: 1/25/16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

CS 4731 Big Data

Syllabus (Fall 2016)

Course Description:
Development of web-based applications on big data sources using client-side and server-side scripting; social media data acquisition via web services; relational and non-relational databases; big data processing.

Hours of Credit: 3

Frequency: Fall semester only

Course Prerequisites: CS 4721 with a grade of "C" or better

Textbook:

Handout will be distributed.

Learning Outcomes:
On successful completion of the course, the student will be able to:

- Use various web services to fetch rich social media data to build web applications. [b, c, i, j, k]
- Use client-side and server-side scripting for data processing. [b, c, d, f, i, j, k]
- Use databases for data storage and retrieval in website design and implementation. [b, c, d, f, i, j, k]
- Identify the characteristics of relational and non-relational databases. [b, i, j]
- Explain major concepts and terminology on big data processing. [b, i, j]

Student Outcomes:

b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
d. An ability to function effectively on teams to accomplish a common goal, responsibilities.
f. An ability to communicate effectively with a range of audiences.
i. An ability to use current techniques, skills, and tools necessary for computing practice.
j. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
k. An ability to apply design and development principles in the construction of software systems of varying complexity.

Participation:
It is required that you attend each class. Class participation is very important to the organization of the course. Exams will be based upon lectures, assignments and class discussions.

Grading Breakdown:

Project 1	Project 2	Project 3	Project 4	Final Exam	Attendance
15%	**15%**	**15%**	**20%**	**30%**	**5%**

Grading Policy:
Letter grades will be assigned only after the final scores of all sections (tests, homework) are available. A student's final letter grade is based on total numeric score, on a 0-100 scale, obtained by the students. The letter grade is assigned according to the following policy:

90% and above in consolidated numeric grade = **A**
80% to less than 90% in consolidated numeric grade = **B**
70% to less than 80% in consolidated numeric grade = **C**
60% to less than 70% in consolidated numeric grade = **D**
Less than 60% = **F**

Course Policies:

- **Attendance**: According to the VSU attendance policy, a student who misses more than 20% of the scheduled classes will be subject to receiving a failing grade in the course. The following rules will apply to assign attendance grades:
  - *one or two missed classes, no penalty*
  - *three to four missed classes, loss of 50% attendance grade*
  - *five to nine missed classes, loss of 100% attendance grade*
  - *ten or more missed classes, an F grade will be assigned.*

  A sign-in sheet will record attendance. It is the responsibility of each student to record his or her presence in class. **If you fail to do so, you will be considered absent.**
- Cell phones should be turned off (or, at least kept in silent mode) during class time.
- **Non-class related activities** like surfing Internet, playing games or chatting are prohibited.
- **Cold Calling**: You should expect to be called on to answer questions in class even though you do not raise your hands.
- There will be **no make-up assignments. All assignments must be completed and submitted before the due date. Late submissions are unacceptable.** However, if a student cannot submit an assignment within the due date due to some unforeseen incident, he/she must provide a written documentation stating the proper reason of missing it. Otherwise a 0 will be assigned.
- On all assignments, please clearly indicate your name, your student ID, the name of the assignment and the due date to receive full credit.
- There will be **no make-up exams. However, if a student has to miss an exam, he/she must notify the instructor by email before the scheduled exam.** A make-up exam may be given only if the student provides a written documentation justifying his/her absence. Otherwise a 0 will be assigned.
- **Absolutely no plagiarism and cheating.** Although you can discuss with other students or ask tutors, all assignments should be completed by you individually. The instructor reserves the right to compare work using both automated and manual methods. **Students must be able to defend overly-similar work**. Cheating and plagiarism will result in **F**

grade in the course. For more information on academic integrity, please refer to Student Code of Conduct – Section 1 of Students' Handbook.

- When any grades are returned to you via BlazeView, you have 7 days to meet with the instructor for grade changes. After 7 days, the grades are written in stone and can't be changed after that point.

Important Dates:

- First Day of Class: M, August 15, 2016
- Last Day of Class: M, Dec. 5, 2016

Tentative Course Calendar:

Week 1 to Week 4	Module 1: Client-side and server-side scripting. • PHP Programming • JavaScript/jQuery (Review) • Google Maps JavaScript API
Week 5 to Week 8	Module 2: Rich social data acquisition via web services • Google Geocoding/Places API • Foursquare API • Panoramio Photo API • Twitter API (Tweet Search and Timeline)
Week 9 to Week 12	Module 3: Relational and non-relational databases • MySQL Database and PHP • NoSQL Databases and PHP
Week 13 to Week 16	Module 4: Big data processing • Cloud Computing and MapReduce Model • Web Search (if time permits)

This course will involve hands-on programming activities on design and implementation of web-based database applications using real-world data collected from the following sources:

- Yelp
- Facebook/Foursquare
- Google
- Twitter
- Panoramio

New Withdrawal Policy (5 "W" Policy):

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. To get more details about this policy, students are strongly recommended to check the following link:
http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php

Help Outside Classroom:

- **Instructor:** You are encouraged to seek help from the instructor **any time**, no matter it is before class, during class, or after class. If outside the office hours, please email me first. I will reply to you as soon as I can.
- All email addressed to me should go to hachen@valdosta.edu and
    - have a subject like this: CSXXXX – my subject
    - be signed with your full name in the body of the message

ADA Service (Request for Accommodations):

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348. For additional information concerning the service provided by the Access Office, visit website *http://www.valdosta.edu/access*

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. Complete information about the SOIs is available at http://www.valdosta.edu/academics/academic-affairs/sois/

Request for a Revised Course
Valdosta State University

Date of Submission: November 12, 2015 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Mathematics & Computer Science	S. D. Trowell

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

MATH 4161

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MATH 4161	Course Prefix and Number: MATH 4161
Credit Hours: 3	Credit Hours: 3
Course Title: Mathematical Reasoning	Course Title: Mathematical Reasoning
Pre-requisites:Grade of "C" or higer in either MATH 3162 or MATH 3180 or permission of instructor	Pre-requisites: MATH 3162 or MATH 3180 with a minimum grade of C
Course Description: An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum, with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.	Course Description: An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum, with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2016	6 times 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. 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: Students who have completed MATH 3162 or MATH 3180 are best prepared for MATH 4161.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 1/25/16
Dept. Head: Doug Harvey	Date: 1-25-16
Dean/Director: Connie Richards	Date: 1/25/16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2015

Valdosta State University
Request for Revised Catalogue Copy

This form to be used for New learning outcomes, Admissions, or other program policies

Degree and Program Name: _____
Date of Submission (MM/DD/YYYY): _____
Department Initiating Proposal: _____
Semester Effective: _____

Area of Change: ☐ Core ☐ Senior ☐ Graduate

Catalog Page URL: _____

Present Requirements

Proposed Requirements (Highlight changes)

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

☐ Improving Student Learning Outcomes
Explain:

☐ Adopting best practices in the Field
Explain:

☐ Meeting mandates of State/Federal/Outside Accrediting Agencies
Explain:

Source of Data to Support Suggested Change

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

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

Plan for Assessing the Proposed Program

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

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

☐ Other
Explain:

Approvals

College/Division Executive Committee	Date
Department Head	Date
Dean/Director	Date
Graduate Executive Committee	Date
Graduate Dean	Date
Academic Committee	Date

MGB 1/20/16
Revised program.docx

Valdosta State University
Request for a Revised Course

Date of Submission (MM/DD/YYYY): _____
Department Initiating Review: _____
Faculty Member Requesting Revision: _____

Current Course

Prefix: _____ Number _____ Hours: (lecture-lab-credit hours): _____
Title: _____
Pre-requisites: _____
Course Description: _____

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number _____ Hours: (lecture-lab-credit hours): _____
Title: _____
Pre-requisites: _____
Course Description: _____

Effective Semester/Year: _____
Frequency of Course Offering _____

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

☐ Improving Student Learning Outcomes
Explain:

☐ Adopting best practices in the Field
Explain:

☐ Meeting mandates of State/Federal/Outside Accrediting Agencies
Explain:

Assessment (Plan for Assessing the Effectiveness of the Course)

Approvals

College/Division Executive Committee	Date
Department Head	Date
Dean/Director	Date
Graduate Executive Committee	Date
Graduate Dean	Date
Academic Committee	Date

Valdosta State University
Request for a New Program

The formal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia).

Degree and Program Name: _____
Date of Submission (MM/DD/YYYY): _____
Department Initiating Proposal: _____
Semester Effective: _____
Date proposal submitted to USG: _____

Requirements (Attach new or revised course proposals separately. Cut and past program proposal below)

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

☐ Improving Student Learning Outcomes
Explain:

☐ Adopting best practices in the Field
Explain:

☐ Meeting mandates of State/Federal/Outside Accrediting Agencies
Explain:

Source of Data to Support Suggested Change

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

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

Plan for Assessing the Proposed Program

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

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

☐ Other
Explain:

Approvals

College/Division Executive Committee	Date
Department Head	Date
Dean/Director	Date
Graduate Executive Committee	Date
Graduate Dean	Date
Academic Committee	Date

Valdosta State University
Request for a New Course

Date of Submission (MM/DD/YYYY): _____
Department Initiating Review: _____
Faculty Member Requesting: _____

Proposed Current Course

Prefix: _____ Number _____ Hours: (lecture-lab-credit hours): _____
Title: _____
Short Title: _____
For student Transcript, limit to 30 characters

Course is ☐ required for the major ☐ Is an elective in the major

Semester Effective: _____
Frequency of Course Offering: _____

Course Description (Follow current catalogue format and include prerequisites, co-requisites, cross listings, special requirement for admission or grading. A description of 60 words or fewer is preferred)

Prerequisites:

Course Description:

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

☐ Improving Student Learning Outcomes
Explain:

☐ Adopting best practices in the Field
Explain:

☐ Meeting mandates of State/Federal/Outside Accrediting Agencies
Explain:

Source of Data to Support Suggested Change

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

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

Plan for Assessing the Effectiveness of the Course (How well does this course fit within the current program assessment plan and what sort of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

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

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

☐ Other
Explain:

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

Approvals

College/Division Executive Committee	Date
Department Head	Date
Dean/Director	Date
Graduate Executive Committee	Date
Graduate Dean	Date
Academic Committee	Date

Proposed Updates February 2016

Guidelines for New or Changed Courses or Curriculum

All changes or additions to the curriculum at Valdosta State University follow the campus process outlined below. Other curriculum and course changes may also require notification of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), VSU's accrediting agency; the Board of Regents; other disciplinary accrediting agencies; or the University System of Georgia's General Education Council. **This process can be time-consuming; depending on the change being proposed, official approval from VSU and any outside approvals may require up to 12 months or more. If programs have questions about whether their proposed changes will need to move beyond the VSU campus, they should consult VSU's SACSCOC Accreditation Liaison or the Office of Academic Affairs.**

If a department or a program wants a change to appear in the catalog for the beginning of the academic year in August, the entire process must generally be completed by ~~February~~April of that year.

Before beginning to initiate any curriculum changes, departments should thoughtfully consider the following questions and be able to provide documentation to support their answers:

For new courses:

1. What is the rationale for this new course? Is this course required by an outside accreditor? If so, why?
2. Will this course be required? Why?
3. If required, what in the current program of study will it replace?
4. Which program learning outcomes will this course support and how?
5. What specific qualitative and quantitative data does the program currently have to support the need for this course?
6. How, and how often, will the program assess the success of this course in meeting the specified learning outcomes?

7. What personnel and resources will the program provide to offer the course on the schedule indicated?
8. What other university courses have similar learning outcomes or subject matter?
9. What distinguishes this new course from these other course offerings?

For revisions to existing courses:

1. What is the rationale for these proposed changes? Is this change required by an outside accreditor? If so, why?
2. What qualitative and quantitative data already collected supports this revision?
3. How will assessment of the course be adjusted to reflect these revisions?
4. Will this revision require additional faculty or resources?

For revisions to the curriculum:

1. What is the rationale for this revision? Is this change required by an outside accreditor? If so, why?
2. What qualitative and quantitative data already collected supports this revision?
3. How will assessment of the curriculum be adjusted to reflect these revisions?
4. Will this revision require additional faculty or resources?
5. If new courses are being added, what in the old curriculum is being replaced to account for the adjustment and why?
6. Are specific courses being changed to reflect this revision; if so, how and why?

Proposing a New Academic Program: Prospectus

If a department or college is proposing a new degree, it must first submit a **prospectus** to the University System of Georgia. The prospectus should follow the University System of Georgia's Guidelines for the New Program Prospectus. This prospectus should ~~be no more than 7 pages long, including appendices~~follow the system guidelines as stipulated on the website. Departments should use the Prospectus Submission Form. This prospectus should be approved by the **department**, the appropriate **dean**, and then forwarded to the **Deans' Council**. If approved there, Academic Affairs will submit it to the system office and send copies of the prospectus to the Academic Committee and the Graduate Executive Committee (if it is a graduate program). Once the program has been reviewed by the system office, the department may be invited to submit a formal proposal using the appropriate USG form. This formal proposal must go through the usual on-campus approval process before returning to the system office for its final approval.

Changing the Method of Delivery for an Existing VSU Program:

If a department, college, or division wishes to offer an existing degree program at another location or online, the External Degree Proposal Form from the University System of Georgia must be used, guidelines and forms available at the USG. A "Request for Revised Catalog Copy" form may also be needed for any catalog changes. These forms must follow the same campus process outlined above before being submitted to the USG.

Proposing New Certificates:

If a department, college, or division is proposing a new certificate program, the appropriate proposal form from the University System of Georgia must be used, guidelines and forms available at the USG. A VSU Request for a Curriculum Change form should be completed as well. After the on-campus process is complete, a Certificate Notification Form must be submitted to the USG.

Proposing New Minors:

If a department, college, or division is proposing a new minor, the appropriate proposal form from the University System of Georgia must be used, guidelines and forms available at the USG. A VSU Request for a Curriculum Change form should be completed as well. This form must follow the on-campus process outlined below. After the on-campus process is complete, a Notification form for New Minors must be submitted to the USG.

Proposing a New Course for VSU's CORE Curriculum:

If a department, college, or division is proposing a new course for VSU's core curriculum or to add an existing course to the core, ~~the VSU Request for a New Course form~~ it should ~~be~~ used ~~as well as~~ the "Core Curriculum Course Proposal Form" for the University System of Georgia's General Education Council ~~(available at~~. These forms must follow the same campus process outlined below before being submitted to the USG General Education Council. ~~A copy of the USG online Core Course Proposal Form are available.~~ Additional instructions for requesting a new VSU Perspectives Course are available on the Perspectives website.

Deactivating or Terminating a Program:

If a department, college, or division wishes to deactivate or terminate a program, the appropriate University System of Georgia form must be used, guidelines and forms available at the USG. This form must be accompanied by the VSU "Request to

Deactivate a Course/Program" form and follow the same campus process outlined above before being submitted to the USG.

A Note About Substantive Change:

The Southern Association of Colleges and Schools Commission on Colleges requires institutions to report substantive changes in a timely manner to remain compliant with Standard 3.12. According to SACSCOC, "substantive change is a significant modification or expansion in the nature and scope of an accredited institution." VSU's Academic Committee, Academic Deans, and Provost's Office are the principal initiators or approvers of items which may be considered a substantive change. The SACSCOC Liaison works with VSU administrators to assemble required SACSCOC documentation as needed throughout the year. The SACSCOC Substantive Change policy is available online.

To determine whether any academic changes constitute a substantive change, please consult the SACSCOC Substantive Change webpage.

On-Campus Process:

At any part of the process, departments may wish to consult with the SACSCOC Liaison or the catalogue editor for tips on preparing submissions.

Process:

1. Course or curriculum change or addition originates with a faculty member or curriculum committee in the **Academic Program**. (Complete required forms—Links to forms below).
2. Course or curriculum change or addition must be approved by academic program's **department or division**.
3. Course or curriculum change or addition must be approved by academic program's **college**. If the proposed course or curriculum seems to have an impact on courses/programs in another college, the dean should share a copy with the dean of the other college and both deans should sign the form.
4. Additions or changes to the core curriculum must be approved by VSU's General Education Council. In the case of a proposed Perspectives course (Area B), the course must be approved by the PERS Advisory Committee.
5. Graduate course or curriculum change or addition must be approved by the **Graduate Executive Committee**. (Schedule for Graduate Executive Committee)

~~5~~6. Course or curriculum change or addition must be approved by the University **Academic Committee**. (Schedule for Academic Committee)

6. ~~Course or curriculum change or addition~~Minutes of the Academic Committee must be approved by the VSU **Faculty Senate**. (Schedule for Faculty Senate)

Off-Campus Process:

Substantive changes must be submitted to the Southern Association of Colleges and Schools through VSU's SACSCOC Accreditation Liaison;

New academic degrees, majors, or changes to the name of degree programs must be submitted to the **Board of Regents** for approval

Additions to VSU's core curriculum must be submitted to the University System of Georgia General Education Council.

Forms:

The academic forms below are available in Word 2007; users should be able to save copies of these forms to their computers, title them appropriately, type in the required information, print forms, and then subsequently revise the forms as needed. Signed hard copies of the forms should be submitted for all required meetings; after the Academic Committee has approved a form, programs should also submit electronic copies of the form to the catalog editor.

- Request for a Revised Course
- Request for a New Course
- Request for a Curriculum Change
- Request for Revised Catalog Copy (new learning outcomes, admissions, or other program policies)
- Request to Deactivate a Course/Program
- Request for a New Program

Tips on Preparing the Catalogue Description for a New Course:

Catalogue descriptions proceed in the following order:

Course Prefix, Number, Course Title, and Hours

Additional grading requirements; Prereqs, Co-reqs

Opening fragment giving brief overview of the course. Subsequent sentences, if any, may add some details but should be kept as brief as possible.

FROM THE BYLAWS

4. CHAIRPERSON/SECRETARY:

The Secretary will electronically 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 disseminate electronically an written draft of actions taken to the committee for review within ten days of a committee meeting. The committee will then approve the minutes via email, and a copy of those approved minutes will be posted on the web as well as included in the materials for the next committee meeting. The Chairperson will submit the Committee's report to the President of the Faculty Senate.