

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 13, 2017**

2:30 p.m.

**Cypress Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
November 13, 2017

1. Minutes of the October 16, 2017 meeting. (pages 1-3) were approved by email November 6, 2017.
2. **COLLEGE OF BUSINESS**
 - a. Revised curriculum for the MACC degree (pages 4-5)
 - b. Revised catalogue copy for the MACC (pages 6-8)
 - c. New course MACC 7600 (pages 9-21)
3. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised catalogue copy for the Women's and Gender Studies (pages 22-24)
 - b. Revised requirements for the minor in Women's and Gender Studies (pages 25-26)
 - c. Revised prerequisites and description for WGST 4400 (pages 27-29)
 - d. New course WGST 4450 (pages 30-43)
 - e. Revised catalogue copy for the BA in French L&C or WLC Advanced ESOL Bridge Track (pages 44-46)
 - f. Revised curriculum for the BA in French – Track Advanced ESOL Bridge (pages 47-48)
 - g. Revised catalogue copy for the BA in French L&C or WLC Advanced FLED Bridge Track (pages 49-51)
 - h. Revised curriculum for the BA in French – Track Advanced FLED Bridge (pages 52-53)
 - i. Revised catalogue copy for the BA in Spanish L&C or WLC Advanced ESOL Bridge Track (pages 54-56)
 - j. Revised curriculum for the BA in Spanish L&C or WLC Advanced ESOL Bridge (pages 57-58)
 - k. Revised catalogue copy for the BA in Spanish L&C or WLC Advanced FLED Bridge Track (pages 59-61)
 - l. Revised curriculum for the BA in Spanish L&C or WLC Advanced FLED Bridge Track (pages 62-63)
4. **COLLEGE OF THE ARTS**
 - a. Revised credit hours MUSC 1051 (pages 64-65)
 - b. Revised credit hours MUSC 1052 (pages 66-67)
 - c. Revised credit hours MUSC 2051 (pages 68-69)
 - d. Revised credit hours MUSC 2052 (pages 70-71)
 - e. Revised course description ARID 1120 (pages 72-74)
 - f. Revised course prerequisite and description ARID 2112 (pages 75-77)
 - g. Revised course description ARID 2310 (pages 78-80)
 - h. Revised course prerequisite and description ARID 3111 (pages 81-83)
 - i. Revised course description ARID 1120 (pages 84-86)
 - j. Revised course description ARID 3211 (pages 87-89)
 - k. Revised course description ARID 3320 (pages 90-92)
 - l. Revised course description ARID 3350 (pages 93-95)
 - m. Revised course description ARID 3411 (pages 96-98)
 - n. Revised course title, and description ARID 4000 (pages 99-101)
 - o. Revised course prerequisite, and description ARID 4010 (pages 102-104)
 - p. Revised course description ARID 4112 (pages 105-107)
 - q. Revised course description ART 1010 (pages 108-110)
 - r. Revised course description ART 3023 (pages 111-113)
 - s. Revised course prerequisites ART 3101 (pages 114-116)
 - t. Revised course description ART 4024 (pages 117-119)
 - u. Revised course title, and description ART 4130 (pages 120-122)
 - v. Revised course title, and description ART 4140 (pages 123-125)
 - w. Revised catalogue and requirements for the Art Minor (pages 126-128)
 - x. Deactivation ARTH 1120 (pages 129-130)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised admission requirements for the MAT in Education – FLED Track (pages 131-134)
 - b. Revised admission requirements for the EDS in School Counseling (pages 135-137)
 - c. Revised wording for the non-degree certification only Library Media (pages 138-139)
 - d. Revised track name for the MED in Instructional Technology – Library Media (pages 140-141)
 - e. Revised admission requirements for the P12 School Library Media – Certification Only (pages 142-145)
 - f. Revised catalogue copy for the MED in Instructional Technology – P12 School Library Media (pages 146-149)
 - g. Revised admission requirements for the Certification in Educational Leadership Tier I /P12 (pages 150-153)
 - h. Revised admission requirements for the Certification in Educational Leadership Tier II – Performance-Based Leadership (pages 154-156)
 - i. Revised admission requirements for the MED in Educational Leadership – Tier I/P12 Leadership (pages 157-160)

- j. Revised admission requirements for the EDS in Educational Leadership – Tier II/Performance-Based Leadership (pages 161-163)
- k. Revised admission requirements for the EDS in Instructional Technology (pages 164-167)
- l. Revised graduation requirements for the EDS in Instructional Technology (pages 168-170)
- m. Revised narrative/degree requirements for the EDS in Instructional Technology (pages 171-173)
- n. Revised admission requirements for the MAT in Middle Grades or Secondary Education (pages 174-177)
- o. Revised admission requirements for the MAT in Special Education – Deaf and Hard of Hearing Education (Online) (pages 178-181)
- p. Revised degree requirements for the MLIS – Reference Sources and Services (pages 182-183)
- q. Revised degree requirements – catalogue copy – MLIS – Reference Sources and Services (pages 184-186)
- r. Deactivation MLIS 7130 (pages 187-188)
- s. New course MLIS 7140 (pages 189-197)
- t. Revised course title MLIS 7430 (pages 198-200)
- u. Revised admission requirements for the MED in Health and Physical Education (pages 201-204)
- v. Revised admission requirements for the EDS in Coaching Pedagogy in Physical Education (pages 205-208)
- w. Revised narrative for the EDS in Coaching Pedagogy in Physical Education (pages 209-211)
- x. New course KSPE 1015 (pages 212-218)
- y. Revised prerequisite for – PSYC 3000, 3110, 3120, 3130, 3200, 3210, 3220, 3300, 3400, 3450, 3460, 3500, 3600, 3670, 3680, 3700, 3710, 3800, 3850, 3900, 3950, 4170, 4450, 4850, and 4870 (pages 219-221)

6. Pending items

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 16, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room on Monday, October 16, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Kwanza Thomas (Proxy Dr. Michelle Ritter), Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ellis Heath (Proxy Dr. Ray Elson), Dr. Ellis Heath, Dr. Eugene Asola, Ms. Kwanza Thomas, Ms. Jessica Lee and Ms. Amy Chew.

Members Absent: Dr. Michelle Ritter, Dr. Diane Wright, Mr. Craig Hawkins, Dr. Nicole Cox, Dr. Ray Elson, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Dianne Dees, Dr. Sonja Sanderson, Ms. Alicia Roberson, Dr. Ed Walker, Dr. Elvan Aktas, Dr. Lynn Minor, Ms. Teresa Williams and Dr. Deborah Briehl.

The Minutes of the April 10, 2017 meeting were approved by email on April 27, 2017. (pages 1-2).

A. College of Arts and Sciences

1. Renaming Native American Studies (NAS) to Native American and Indigenous Studies (NAIS) was approved effective Spring Semester 2018. (pages 3-5).
2. Revised course description, Political Science (POLS) 4100, "Political Science Capstone Course, (POL SCI CAPSTONE COURSE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 6-8).
3. Certificate Notification Form – Certificate for Teaching College History Surveys was approved effective Fall Semester 2018. (page 84) ***Requires BOR Notification***
4. Requirements for the Certificate for Teaching College History Surveys was approved effective Fall Semester 2018. (pages 85-86).
5. Revised requirements for the MA in History were approved effective Fall Semester 2018 with the effective date changed from 2017 to 2018. (pages 87-89)
6. New course, History (HIST) 5700, "History Content for Teaching World History Surveys, (CONTENT TEACH WORLD HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 6-8). With the description changed to:
A survey of the social, cultural, economic, and political development of the world from the beginning of civilization to the present.
7. New course, History (HIST) 6700, "History Content for Teaching U. S. History Surveys, (CONTENT TEACH U. S. HIST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 6-8). With the description changed to:
A survey of the social, cultural, economic, and political development of the United States from the beginning of civilization to the present.

B. College of Business

1. New course, Healthcare Administration (HCAD) 4977, "Research in Healthcare Administration, (RESEARCH IN HEALTHCARE ADMIN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018. (pages 9-16). The description was changed to read:
Prerequisites: BUSA 3100, and HCAD 3200. Graded "Satisfactory" or "Unsatisfactory". Completion of Healthcare Administration research paper. May receive credit for the course only once. The research project, must adhere to the established Healthcare Business Administration (HCAD) Research Program Guidelines.
2. New course, Management (MGNT) 4600, "Project Management, (PROJECT MANAGEMENT – 3 credit hours, 3

lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018 with the description changed to read ...ROI, and quality assurance. (pages 17-23).

3. Revised degree requirements for the MBA – Healthcare Administration track was approved effective Fall Semester 2018. (pages 24-26).
4. Revised course title, Web Master Business Administration (WMBA) 6100, “Operations and Supply Chain Management”, (OPERATIONS SUPPLY CHAIN MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 27-28).

C. College of Education and Human Services

1. Revised course description, Psychology (PSYC) 1101, TABLED. (pages 29-31).
2. Revised course prerequisites, Psychology (PSYC) 3300, TABLED. (pages 32-34).
3. Revised course description, Kinesiology/Physical Education (KSPE) 2150, “First Aid - CPR”, (FIRST AID-CPR – 2 credit hours, 1 lecture hours, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 35-37).
4. Revised requirements for the minor in Coaching was approved effective Fall Semester 2018 with the effective date changed from Summer 2018 to Fall 2018. (pages 38-42).
5. New course, Coaching Health & Physical Edu (CHPE) 3001, “Outdoor Leadership”, (OUTDOOR LEADERSHIP – 2 credit hours, 2 lecture hours, 1 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read – Introduce strategies... . (pages 43-49).
6. New course, Coaching Health & Physical Edu (CHPE) 3000, “Principles of Sports Officiating, (PRIN OF SPORTS OFFICIATING – 2 credit hours, 2 lecture hours, 1 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 50-56).
7. New course, Kinesiology/Physical Education (KSPE) 1090, “Racquetball, (RACQUETBALL – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2018. (pages 57-62).
8. New course, Kinesiology/Physical Education (KSPE) 1110, “Archery, (ARCHERY – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2018. (pages 63-68).
9. New course, Coaching Health & Physical Edu (CHPE) 4300, “Coaching Principles, (COACHING PRINCIPLES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017 with the description changed to read – A study of the basic theoretical and (pages 69-75).
10. New course, Coaching Health & Physical Edu (CHPE) 4700, “Fundamentals of Coaching, (FUNDAMENTALS OF COACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 76-83).
11. New course, Coaching Health & Physical Edu (CHPE) 2000, “Fundamentals of Recreation and Leisure, (FUND IN REC & LEISURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 115-123).
12. New course, Coaching Health & Physical Edu (CHPE) 3050, “Recreation and Leisure Program Planning, (REC & LEISURE PROG PLAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018 with the description changed to read ...Leisure with real world...aquatics, competitive sports, fitness, (pages 124-132).
13. New course, Coaching Health & Physical Edu (CHPE) 4000, “Inclusive Recreation and Leisure Activities, (INCLUSIVE REC & LEISURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018. (pages 133-142).
14. New course, Coaching Health & Physical Edu (CHPE) 4010, “Risk Management for Recreation and Leisure, (RISK MGMT FOR REC & LEISURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 143-151).

15. New minor in Recreation and Leisure was approved effective Fall Semester 2018. (pages 152-153). ****Requires BOR Notification****
16. Revised requirements for the MED in Instructional Technology – Library Media Concentration (pages 154-156)
TABLED
17. New course, Instructional Technology (ITED) 7204, “Literature for the P-12 School Librarian, (LITR P-12 SCHOOL LIBRARIAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018. (pages 157-167).

Respectfully submitted,

Stanley Jones
Registrar

RECEIVED

OCT 18 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/1/2018

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

Present Requirements:

Core Courses/Credit Hours **18**
MAcc 7100-Financial Accounting Theory **3**
MAcc 7220-Advanced Accounting **3**
MAcc 7390-Governmental and Not for Profit **3**
MAcc 7410-Advanced Accounting
Information Systems **3**
MAcc 7510-Corporate and Partnership
Accounting **3**
MAcc 7800-Advanced Auditing **3**

Electives/Credit Hours **12**
 Any MACC 7xxx or MBA 7xxx course (except MBA 7030) may be taken as an elective for credit in the MAcc program.

Total Credit Hours Required for Degree **30**

Proposed Requirements (Underline changes after printing this form:

Core Courses/Credit Hours **18**
MAcc 7100-Financial Accounting Theory **3**
MAcc 7220-Advanced Accounting **3**
MAcc 7390-Governmental and Not for Profit **3**
MAcc 7410-Advanced Accounting
Information Systems **3**
MAcc 7510-Corporate and Partnership
Accounting **3**
MAcc 7800-Advanced Auditing **3**

Electives/Credit Hours **12**
 Any MACC 7xxx* or MBA 7xxx course (except MBA 7030) may be taken as an elective for credit in the MAcc program.

Total Credit Hours Required for Degree **30**

* Includes MAcc 7600

Justification:

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

Improve student learning outcomes: The addition of MAcc 7600 will permit Masters level Accounting students the ability to access and develop research skills by adding depth and breadth to the MAcc program by utilizing a state of the art research data base which is used in the profession and recommended by our Accounting Advisory Board.

Adopting current best practice(s) in field: Comprehensive universities in Georgia with MAcc programs have added an Accounting Research course.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

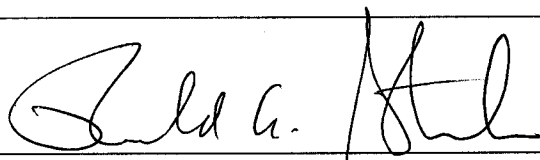


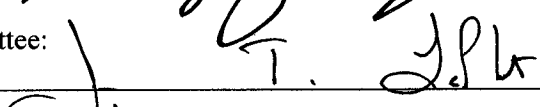
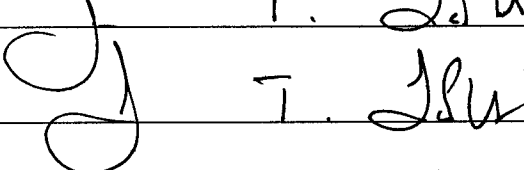
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Employer and Accounting Advisory Board feedback.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Submitted research papers.

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.) research papers.

Approvals:

Department Head:		Date: 8/25/17
College/Division Exec. Committee:		Date: 8/25/17
Dean(s)/Director(s):		Date: 8/25/17
Grad. Exec. Committee: (for graduate course)		Date: 11-1-17
Graduate Dean: (for graduate course)		Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

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OCT 18 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/1/2018

Degree and Program Name: MAcc

Present Requirements:

Core Courses/Credit Hours 18
MAcc 7100-Financial Accounting Theory 3
MAcc 7220-Advanced Accounting 3
MAcc 7390-Governmental and Not for Profit 3
MAcc 7410-Advanced Accounting Information Systems 3
MAcc 7510-Corporate and Partnership Accounting 3
MAcc 7800-Advanced Auditing 3

Electives/Credit Hours 12
Any MAcc 7xxx or MBA 7xxx course (except MBA 7030) may be taken as an elective for credit in the MAcc program.

Total Credit Hours Required for Degree 30

Proposed Requirements: (highlight changes after printing)

Core Courses/Credit Hours 18
MAcc 7100-Financial Accounting Theory 3
MAcc 7220-Advanced Accounting 3
MAcc 7390-Governmental and Not for Profit 3
MAcc 7410-Advanced Accounting Information Systems 3
MAcc 7510-Corporate and Partnership Accounting 3
MAcc 7800-Advanced Auditing 3

Electives/Credit Hours 12
Any MAcc 7xxx* or MBA 7xxx course (except MBA 7030) may be taken as an elective for credit in the MAcc program.

Total Credit Hours Required for Degree 30

* Includes MAcc 7600

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 - By adding an accounting research course to the MAcc curriculum, MAcc 7600, the College provides additional depth and breadth to the program. It will also better prepare the students for an accounting career through utilization of the pre-eminent accounting research data base used in the profession.

Adopting Current Best Practice(s) in Field - Comprehensive universities in Georgia with MAcc programs have added a managerial accounting component to the 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. Employer and Accounting Advisory Board feedback.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:		
Department Head:	<i>Paul G. Hill</i>	Date: 8/25/17
College/Division Exec. Committee:	<i>Eric Hunter</i>	Date: 8/25/17
Dean(s)/Director(s):	<i>F. Wayne Phelan</i>	Date: 8/25/17
Graduate Exec. Comm.: (for grad program)	<i>J. I. J. L. A.</i>	Date: 11-1-17
Graduate Dean: (for grad program)	<i>J. I. J. L. A.</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 18 2017

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/1/2017 (mm/dd/yyyy)

Department Initiating Request:

Accounting

Faculty Member Requesting:

Ron Stunda

Proposed New Course Prefix & Number:

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

MAcc 7600

Proposed New Course Title:

Accounting Research

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Accounting Research

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An applied research course with a focus on real world data analysis.

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

Improving student learning outcomes: Students will master accounting research through utilization of the Accounting Research Manager database, which is the pre-eminent research data base in the discipline.

Adopting current best practice(s) in field: Comprehensive universities in Georgia with MAcc programs currently include an Accounting Research course.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Recommended by the VSU Accounting Advisory Board.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Employer and Accounting Advisory Board feedback

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

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>Donald G. Stahl</i>	Date: 8/25/17
College/Division Exec. Comm.:	<i>Elmer A. Gatz</i>	Date: 8/25/17
Dean/Director:	<i>J. W. [unclear]</i>	Date: 8/25/17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. [unclear]</i>	Date: 11-1-17
Graduate Dean: (for graduate course):	<i>J. T. [unclear]</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

Course Syllabus

MACC 7600 – Accounting Research

Fall 2018

Professor Information

Name: Dr. Ron Stunda
Office: 3017C-Bus. Bldg.
Telephone: 229-253-4228
E-mail: rastunda@valdosta.edu
Office hours: M-F 8-5

Class Information

Time: **MACC 7600**
TBA
(on-line course)

UNIVERSITY POLICIES

Accommodations Statement (provided by the Access Office)

“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 Success Center (provided by the Student Success Center)

“The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services.”

Class Attendance (from the VSU Catalog)

Since this is an on-line course there will be no class attendance requirement. Students are strongly encouraged to contact the professor if there are any questions involving the course requirements.

Course Withdrawal

Prior to midterm, any student may withdraw online through BANNER and receive a grade of W. Students who wish to withdraw after midterm must file a petition for late withdrawal. A student petitioning for late withdrawal must withdraw from all courses. For additional information go to the VSU Academic Affairs website:

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

Grades of Incomplete

To request a grade of Incomplete, students must fill out a “Request for Assigning a Grade of Incomplete” form, must meet with the professor to set up a plan for completing the course requirements, and must obtain the Department Head’s approval. For additional information go to the VSU Academic Affairs website:

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

Email Communication (from the VSU policy on electronic communications)

“Uses of non-university email for communication with students regarding university business or educational matters are not acceptable... Faculty may expect that students will read messages sent to their official email addresses, and faculty should use the official email addresses accordingly.”

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

CLASS POLICIES

Textbook and other required materials.

Textbook. There is no textbook required for the course. This is a case-based research course and cases assigned for research will be provided to the students by the professor. The students are required to use the industry-standard *Accounting Research Manager* (log-in information will be provided) for all research requirements of the course.

Grading Policy

Graded Assignments. Ten cases will be provided. The student will select any seven of these ten cases and provide the required research for each. Once complete, the research may be submitted via email to the professor or a hard copy may be submitted. After the seven cases are submitted and grades assigned, the student has completed the requirements of the course.

Grading Scale	
A ...	90% or higher
B.....	80% to <90%
C.....	70% to <80%
D	60% to <70%
F....	Less than 60%

Email Communications

I use Blazeview to communicate course handouts with the class. Check your Blazeview account regularly. Grades will also be posted on Blazeview.

If you have questions or need help outside of normal business hours, you are invited to email me. I will respond to student questions within 24 hours, many times much sooner. And I do normally check my email on weekends.

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Of-

Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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

EDUCATIONAL OUTCOMES

Course Overview

This accounting research course is a challenging topic that takes the student a step beyond the financial concepts outlined in Accounting Principles, Intermediate Accounting, and Advanced Accounting. The focus will be on real world data research in an attempt to expose the students to topics that will be expected to be mastered by the student once on the job.

Educational Outcomes for this Course

The Master of Accountancy is a specialized graduate degree that prepares its graduates for careers in public accounting. It also integrates accounting knowledge within the broader context of the other functional areas of business. Finally, the MAcc program develops its students' critical thinking and problem-solving, written communications, and technology skills.

Upon completing of this course, students should be able to:

- (1) demonstrate an understanding of the theory and application advanced financial accounting (MAcc #1 Langdale College #5),
- (2) demonstrate the ability to use critical thinking and problem solving skills (MAcc #2, Langdale College #1),
- (3) effectively communicate accounting information in writing (MAcc #3, Langdale College #2),

These outcomes will be assessed by:

- (1) assessing the degree of financial accounting research,
- (2) assessing the critical thinking and problems solving skills,
- (3) assessing written presentation of the research.

Pick any seven (7) of the following cases. Search the *Accounting Research Manger* database and provide the appropriate responses. Responses should be well thought-out and appropriately referenced. Submit via email or hard copy.

1.

For each of the following research cases, search the FASB ASC database for information to address the issues. Copy and paste the FASB paragraphs that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 10-1 Debt and Equity Investments**

A variety of authoritative accounting pronouncements have addressed accounting for debt and equity investments

1. Summarize the current accounting treatment for investments in debt and equity securities.
2. The EITF has addressed many implementation issues for accounting for investments in debt and equity securities. List five of these issues.

• **FASB ASC 10-2 Research and Development**

In addition to the FASB's statement on accounting for research and development activities, the EITF has

addressed three implementation issues. List and briefly summarize each of these issues.

• **FASB ASC 10-3 Best-Efforts Basis, Research and Development Cost-Sharing Arrangements**

The FASB ASC provides guidance on accounting for best-efforts basis, research and development cost-sharing arrangements by federal government contractors. Find, cite, and copy that guidance.

• **FASB ASC 10-4 Direct-Response Advertising**

The FASB ASC contains guidance on accounting for direct-response advertising that can result in reported assets. Search the FASB ASC and find answers to the following questions:

1. How are such assets to be measured initially?
2. How will the amounts ascribed to such assets be amortized?
3. How can the realizability of such assets be assessed?

**FASB ASC
RESEARCH**

2.

**FASB ASC
RESEARCH**

For each of the following FASB ASC research cases, search the FASB ASC database for information to address the issues. Cut and paste the FASB paragraphs that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 6-1 Comprehensive Income**

SFAS No. 130 establishes the guidelines for reporting comprehensive income. Search the FASB ASC database for the requirements for reporting comprehensive income.

• **FASB ASC 6-2 Net Income**

The definition of net income is contained in the FASB ASC. Find this definition, cite the paragraph, and copy it.

• **FASB ASC 6-3 APB Opinion No. 9**

Several parts of *APB Opinion No. 9* are still GAAP. Find three of these references in the FASB ASC.

• **FASB ASC 6-4 Discontinued Operations**

The revised definition of discontinued operations is contained in the FASB ASC. Find this definition, cite the paragraph, and copy it.

• **FASB ASC 6-5 Accounting Changes**

The topic of accounting changes is discussed in the FASB ASC. Find this discussion, cite the paragraph, and copy it.

• **FASB ASC 6-6 Earnings Per Share**

The topic of earnings per share is contained in the FASB ASC. Find, cite the paragraph, and copy the objectives of earnings per share and the glossary of terms associated with earnings per share.

3.

**FASB ASC
RESEARCH**

For each of the following FASB ASC research cases, search the FASB ASC database for information to address the issues. Cut and paste the FASB paragraphs that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 7-1 Classification of Savings Accounts by Credit Unions**

If you have a savings account, it is an asset. In the past, some credit unions reported savings accounts (often called member share accounts) as equity and others reported them as liabilities. Search the FASB ASC database to see whether the Emerging Issues Task Force (EITF) has responded to this issue, and if so, what their conclusion is. Cut and paste what you find, and write in your own words a summary of what it means.

• **FASB ASC 7-2 Statement of Cash Flows**

Several FASB pronouncements and the EITF addressed the presentation of the statement of cash flows. Identify the pronouncements that addressed the preparation of the statement of cash flows, and summarize your findings.

• **FASB ASC 7-3 Historical Cost**

Historical cost has been the most commonly used measurement attribute for assets. Find the places in the FASB ASC that cite historical cost.

• **FASB ASC 7-4 Current Cost**

The concept of current cost is discussed in the FASB ASC. Find three references to current cost in the FASB ASC. Cite and copy these references.

• **FASB ASC 7-5 Fair Value**

Find the discussion of *SEAS No. 157* in the FASB ASC. Summarize what you find.

• **FASB ASC 7-6 Statement of Cash Flows**

Search the FASB ASC to find the discussion of the statement of cash flows.

1. What is the stated objective of the statement?
2. How should the information provided help investors and others?

• **FASB ASC 7-7 Development Stage Enterprises**

The FASB ASC contains guidance on development stage enterprises. Search the FASB ASC for answers to the following questions:

1. How is a development stage enterprise defined?
2. What types of financial statements are to be presented by development stage enterprises?
3. What additional information should be presented?

4.

**FASB ASC
RESEARCH**

For each of the following research cases, search the FASB ASC database for information to address each question. Cut and paste the FASB requirements that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 3-1 IASB and GAAP**

Search the FASB ASC database to determine if International Accounting Board pronouncements are considered GAAP. Cite and copy your answer.

• **FASB ASC 3-2 Share-Based Payments**

The SEC issued an opinion on the whether there are differences in the measurement provisions for share-based payment arrangements with employees under International Accounting Standards Board International Financial Reporting Standard 2, Share-based Payment (*IFRS No. 2*) and Statement 123R (Topic 718). Cite and copy this opinion.

5.

• **FASB ASC 4-1 Employee Stock Options**

According to agency theory, linking management pay to stock price changes through stock option plans and other forms of stock-based compensation should better align management's goals with those of stockholders. At the same time, if stock options are measured at their fair value, an expense would be recorded and any portion of

management's bonus that is based on accounting earnings may be negatively affected. Search the FASB ASC database to determine whether companies are required to report an expense for employee stock options measured at the option's fair value. Copy and paste your findings, citing the source. Then write a brief summary of what you found.

**FASB ASC
RESEARCH**

6.

**FASB ASC
RESEARCH**

For each of the following research cases, search the FASB ASC database for information to address the issues. Cut and paste the FASB requirements that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 15-1 Cost to Issue Equity Securities to Effect a Business Combination**

Search the FASB ASC database to determine how a company should account for the cost incurred to issue equity securities when it issues equity securities to purchase another company. Copy and paste your findings (citing the source), and write a brief summary of what your research results mean.

• **FASB ASC 15-2 Treasury Stock**

Search the FASB ASC database to determine whether under current GAAP, treasury stock can be reported as an asset. If not, was treasury stock allowed to be reported as an asset in the past? Copy and paste your findings (citing the source), and write a brief summary of what your research results mean.

• **FASB ASC 15-3 Quasi-Reorganizations**

Accounting for quasi-reorganizations is contained in the FASB ASC. Find this topic, cite the source, and copy and paste the relevant requirements for accounting for quasi-reorganizations.

• **FASB ASC 15-4 Dividends in Arrears**

Find the requirements for disclosing cumulative preferred dividends in arrears in the FASB ASC.

• **FASB ASC 15-5 Stock Dividends and Splits**

Find the FASB ASC guidance on accounting for stock dividends and stock splits and cite it. Write a brief summary of the FASB ASC guidance on accounting for stock splits and stock dividends.

• **FASB ASC 15-6 Treasury Stock**

Find the FASB ASC guidance on accounting for treasury stock and cite it. Write a brief summary of the FASB ASC guidance on accounting for treasury stock.

• **FASB ASC 15-7 Mandatorily Redeemable Preferred Stock**

The FASB ASC contains guidance on mandatorily redeemable preferred stock. Search the FASB ASC for answers to the following questions:

1. How does the FASB ASC define mandatorily redeemable preferred stock?
2. How is mandatorily redeemable preferred stock initially measured?
3. How should entities that have no equity instruments outstanding and only mandatorily redeemable preferred stock disclose this information?

FASB ASC RESEARCH

For each of the following research cases, search the FASB ASC database for information to address the issues. Cut and paste the FASB ASC paragraphs that support your responses. Then summarize briefly what your responses are, citing the paragraphs used to support your responses.

- **FASB ASC 5-1 Revenue Recognition**

Search the FASB ASC current text section to find the paragraphs relating to revenue recognition.

- **FASB ASC 5-2 Recognition of Franchise Fee Revenue**

Under current U.S. GAAP, franchise fee revenue from an individual franchise sale ordinarily shall be recognized, with an appropriate provision for estimated uncollectible amounts, when all material services or conditions relating to the sale have been substantially performed or satisfied by the franchisor. Search the FASB ASC database to determine under what condition(s) substantial performance by the franchisor is deemed to have occurred. Cut and paste your findings, and then write a summary of what you found.

- **FASB ASC 5-3 Real Estate Sales**

Several FASB statements deal with accounting for real estate sales. Search the FASB ASC database to determine under what conditions profit from real estate sales can be recognized. Cut and paste your findings, and then write a summary of what you found.

- **FASB ASC 5-4 Current Value**

The FASB ASC has identified an area where current value financial statements are more useful than historical cost statements. Search the FASB ASC database to find the paragraphs addressing this issue, cite it, and copy the results.

- **FASB ASC 5-5 Accounting for Inflation**

The general topic of accounting for inflation is outlined in the FASB's ASC. Cite and copy the information on the topic of inflation.

- **FASB ASC 5-6 Revenue and Gains**

The general topic of revenue recognition is outlined in the FASB ASC. Within that general topic, the concepts of revenue and gains are discussed. Search the codification to find this area, cite it, and copy the results.

- **FASB ASC 5-7 Accounting for Long-Term Construction Contracts**

The percentage of completion and completed contract methods are described in the FASB ASC. Search the codification to find the paragraphs covering these topics, cite them, and copy the results.

- **FASB ASC 5-8 Use of the Installment and Cost Recovery Methods**

The use of the installment and cost-recovery methods of revenue recognition are outlined in the FASB ASC. Search the FASB ASC database to find paragraphs addressing these topics, cite them, and copy the results.

- **FASB ASC 5-9 Matching**

The concept of matching is discussed in several places in the FASB ASC. Find three references to matching, cite the paragraph numbers, and copy your findings.

- **FASB ASC 5-10 Conservatism**

The concept of conservatism is discussed in the FASB ASC in conjunction with quasi-reorganizations. Search the codification to find paragraphs addressing this area, cite them, and copy the results.

- **FASB ASC 5-11 Materiality**

The concept of materiality is discussed in several places in the FASB ASC. Find three references to materiality, cite the paragraphs addressing this issue, and copy your findings.

FASB ASC RESEARCH

For each of the following research cases, search the FASB ASC database for information to address the issues. Cut and paste the FASB paragraphs that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

- **FASB ASC 11-1 Disclosure of Liabilities by Not-for-Profit Entities**

Financial accounting standards normally address the reporting practices of for-profit business entities. Search the FASB ASC database to discover what the FASB reporting requirements are (if any) for the reporting by not-for-profit entities of their outstanding liabilities. Cut and paste your findings, cite your source(s), and write a brief summary of your findings.

- **FASB ASC 11-2 Indirect Guarantees**

FASB ASC 450 addresses accounting for loss contingencies, including those that represent a right to proceed against an outside party in the event that the guarantor is called on to satisfy the guarantee—for example, a guarantee to pay the debts of another entity. Search the FASB ASC database to determine the requirement for reporting or not reporting such guarantees. Then search for a FASB interpretation (FIN) that was issued to clarify this issue. Copy and paste your findings and, in your own words, write a summary of what the findings mean.

- **FASB ASC 11-3 Accounting for Derivatives**

SFAS No. 133 was one of the most complex standards ever issued by the FASB. As a result, numerous implementation guidelines have been issued. Search the FASB ASC data-

base to find three issues addressed by the EITF concerning accounting for derivatives. Cite and briefly summarize these issues.

- **FASB ASC 11-4 The Fair Value Option and Health Care Businesses**

The FASB ASC indicates that not-for-profit, business-oriented health care entities shall report unrealized gains and losses on items for which the fair value option has been elected within the performance indicator or as a part of discontinued operations, as appropriate. Find, cite, and copy the FASB ASC's definition of performance indicator as it relates to not-for-profit businesses.

- **FASB ASC 11-5 Use of Zero Coupon Bonds in a Troubled Debt Restructuring**

The FASB ASC provides guidance on accounting for the use of zero coupon bonds in a troubled debt restructuring. Find, cite, and copy that guidance.

- **FASB ASC 11-6 Accounting for Loss Contingencies by Regulated Entities**

The FASB ASC provides an exception for the guidance on accounting for loss contingencies for entities with regulated operations. Find, cite, and copy that guidance.

- **FASB ASC 11-7 Hedging and Gas-Balancing Arrangements**

The FASB ASC indicates that the terms of a gas-balancing arrangement should be analyzed to determine whether they meet the definition of a derivative instrument. Search the FASB ASC to find the definition of a gas-balancing arrangement. Find, cite, and copy that definition.

**FASB ASC
RESEARCH**

For each of the following FASB ASC research cases, search the FASB ASC database for information to address the issues. Copy and paste the FASB paragraphs that support your responses. Summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 14-1 Settlement and Curtailment of a Defined Benefit Pension Plan**

Search the FASB ASC database for answers to the following questions. For each question, cut and paste your findings, citing the source. Then write a brief summary response to the question asked.

1. What is the difference between a settlement and a curtailment of a defined benefit pension plan? Give an example of each.
2. Can a settlement and a curtailment occur simultaneously? If so, give an example.
3. How would a company compute the maximum gain or loss to recognize when a settlement occurs?
4. How would a company treat any remaining unrecognized prior service cost under a curtailment?

• **FASB ASC 14-2 Interpretations for Pension Accounting**

The Emerging Issues Task Force (EITF) has issued numerous interpretations of accounting for pensions. Find, cite, and copy three of these interpretations.

• **FASB ASC 14-3 Interpretations for Postretirement Benefits Accounting**

The EITF has issued numerous interpretations of accounting for postretirement benefits. Find, cite, and copy three of these interpretations.

• **FASB ASC 14-4 Discount Rate on Retirement Benefits**

The FASB ASC indicates that the discount rate for other postretirement benefits might not be the same as the rate

used for pension benefit obligations and discusses the reasons they might be different. Find, cite, and copy the FASB ASC paragraphs that discuss this issue.

• **FASB ASC 14-5 Excess Pension Plan Assets for Contractors**

The FASB ASC indicates that contractors should consider disclosing the effect, if any, of the government's rights with respect to any excess pension plan assets in the event of a plan termination. Find, cite, and copy the FASB ASC paragraphs that discuss this issue.

• **FASB ASC 14-6 Postretirement Health Benefits for Entities in the Coal Industry**

The FASB ASC addresses the accounting and reporting for postretirement health benefits for entities in the coal industry affected by the Coal Industry Retiree Health Benefit Act of 1992. Find, cite, and copy the FASB ASC paragraphs that discuss this issue.

• **FASB ASC 14-7 Pension Cost in Regulated Industries**

The FASB ASC provides guidance for accounting for the difference between net periodic pension cost and amounts of pension cost considered for rate-making purposes as an asset or a liability created by the actions of the regulator. Find, cite, and copy the FASB ASC paragraphs that discuss this issue.

• **FASB ASC 14-8 Postretirement Benefit Cost in Regulated Industries**

The FASB ASC provides guidance for accounting for the difference between net periodic postretirement benefit cost and amounts of postretirement benefit cost considered for rate-making purposes as an asset or a liability created by the actions of the regulator. Find, cite, and copy the FASB ASC paragraphs that discuss this issue.

For each of the following FASB ASC research cases, search the FASB ASC database for information to address the issues. Copy and paste the FASB paragraphs that support your responses. Then summarize briefly what your responses are, citing the pronouncements and paragraphs used to support your responses.

• **FASB ASC 13-1 Initial Direct Cost Incurred by the Lessor**

Search the FASB ASC database to address the following questions. For each question, copy and paste your research findings and then write a short summary of

**FASB ASC
RESEARCH**

your response to each question. Remember to cite your research findings.

1. How does the FASB define initial direct cost associated with leasing?
2. How do lessors account for initial direct costs incurred for a sales-type lease?
3. How do lessors account for initial direct costs incurred for an operating lease?

• **FASB ASC 13-2 Interpretations for Lease Accounting**

The EITF issued numerous interpretations of lease accounting

1. List some examples of the topics covered by these interpretations.
2. Write a brief summary of three of these interpretations.

• **FASB ASC 13-3 Profit on Time-Sharing Transactions**

The FASB ASC states that for purposes of recognizing profit on time-sharing transactions, it is necessary that such transfer be nonreversionary. If the title is reversionary, how should the transaction be recorded?

• **FASB ASC 13-4 Impact of Sale-Leaseback on Rate-Making**

Accounting for sale-leaseback transactions in accordance with the FASB ASC guidance can result in a difference between the timing of income and expense recognition

required by that subtopic and the timing of income and expense recognition for rate-making purposes. How should companies account for that difference?

• **FASB ASC 13-5 Definition of Arrangement**

The FASB ASC specifies the conditions under which an arrangement qualifies as a lease. What is an arrangement? When does it qualify as a lease?

• **FASB ASC 13-6 Definition of Lease Fiscal Funding Clause**

The FASB ASC defines lease fiscal funding clauses. What is a fiscal funding clause? How should companies account for fiscal funding clauses?

• **FASB ASC 13-7 Economic Life of Airport Terminal Facilities**

The FASB ASC indicates that because of special provisions normally present in leases involving terminal space and other airport facilities owned by a government unit or authority, the economic life of such facilities for purposes of classifying the lease is essentially indeterminate. Likewise, the concept of fair value is not applicable to such leases. Because such leases also do not provide for a transfer of ownership or a bargain purchase option, they are classified as operating leases. Leases of other facilities owned by a government unit or authority wherein the rights of the parties are essentially the same as in a lease of airport facilities shall also be classified as operating leases. Examples of such leases may be those involving facilities at ports and bus terminals. The FASB specifies the conditions that must apply to meet this guidance. What are those conditions?

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: Women's and Gender Studies

Present Requirements:

Proposed Requirements: (highlight changes after printing) WGST courses at the 2000 level cannot be counted as upper-division electives for the WGST minor.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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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.)

<u>Approvals:</u>	
Department Head: <i>Catherine Oglesby</i>	Date: <i>10-24-17</i>
College/Division Exec. Committee: <i>M. S. H.</i>	Date: <i>10-20-17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/20/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for
Curriculum Change:
(Month/Year): 11/2017

Degree & Program Name:
(e.g., BFA, Art): Women's &
Gender Studies Minor

Present Requirements:

Required Courses:

WGST 3000 Introduction to Women's Studies
WGST 3100 Feminist Theory
WGST 4400 Women's and Gender Studies
Seminar

Elective Courses:

Select 6 hours from the following:

Any 3000- or 4000-level WGST course, or
ARTH 4130 Women Artists
CRJU 4700 Special Topics in Criminal Justice
(Women in CJ)
SOCIO 4800/4810 Issues in Sociological Practice
(Domestic Violence, Human Sexuality)

Total 15 hours

Proposed Requirements (Underline changes after printing this form:

Required Courses:

WGST 3000 Introduction to Women's Studies
WGST 4400 Women's and Gender Studies
Seminar, or
WGST 4450 Women's and Gender Studies
Internship

Elective Courses:

Select 9 hours from the following:

ANY 3000- or 4000-level WGST course, or
ARTH 4130 Women Artists
CRJU 4700 Special Topics in Criminal Justice
(Women in CJ)
SOCIO 4680 Sociology of Gender
PHIL 4600/REL 4700 Sexual Ethics

Total 15 hours

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field: It is the practice of more comprehensive state universities to require one or two specific courses but not three. Universities requiring three more often have a major with more course offerings available for minors.

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. Reducing the number of specific required courses from three to two will facilitate more students being able to complete

the minor.

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. There will be no need for change in the Program assessment since the existing assessment plan did not rely on the course that is being removed from the required category.

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

Approvals:

Department Head: *Catherine O'Leary* Date: *17 Oct. 2017*

College/Division Exec. Committee: *in situ* Date: *10-20-17*

Dean(s)/Director(s): *Connie Richards* Date: *10/20/17*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 10/16/2017 (mm/dd/yyyy)

Department Initiating Revision:
Women's & Gender Studies Program

Faculty Member Requesting Revision:
Professor Catherine Oglesby

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
WGST 4400, Women's and Gender Studies Seminar

List Current and Requested Revisions:

Current:
Course Prefix and Number: WGST 4400
Credit Hours: 3
Course Title: Women's and Gender Studies Seminar.
Pre-requisites: WGST 3000, 3100, and at least two WGST 3000/4000-level course electives.
Course Description: WGST 4400. Women's and Gender Studies Seminar. 3 Hours.
Prerequisites: WGST 3000, 3100, and at least two WGST 3000/4000-level course electives.
A capstone project culminating in a senior research paper that critically analyzes women and/or gender issues from a feminist theoretical perspective.

Requested:
Course Prefix and Number: WGST 4400
Credit Hours: 3
Course Title: Women's and Gender Studies Seminar
Pre-requisites: Must have passed WGST 3000 and at least nine hours of WGST 3000/4000-level electives with a "C" or better.
Course Description: A capstone project culminating in a senior research paper that critically analyzes women and/or gender issues from a feminist theoretical perspective. Open to WGST minors only.

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Reducing the number of prerequisites facilitates completion of the minor. Research of more than two dozen other institutions reveals that most state comprehensive universities require either one or two but not three prerequisite courses for a WGST minor.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: Success in the course will be determined by students' ability to accomplish course objectives: Students will be able to synthesize and summarize key knowledge and concepts learned in WGST courses: history from women's perspective; the role and influence of feminist thought on U.S. history and social policy; and the role and influence of gender identity in shaping human experience.

Students will be able to fulfill research paper requirements in WGST 4400, demonstrating the ability to identify trends in feminist scholarship, relate it to their career goals, and to a timely and relevant topic for their research papers.

Students will be able to identify ways feminist scholarship and feminist activism work together to influence policy decisions affecting women and oppressed minorities.

Approvals:	
College/Division Exec. Comm.: <i>W. S. H.</i>	Date: <i>10-20-17</i>
Dept. Head: <i>Catherine Oglesby</i>	Date: <i>17 Oct. 2017</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>10/20/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 16, 2017

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 08/20/2017 (mm/dd/yyyy)

Department Initiating Request:

Women's and Gender Studies

Faculty Member Requesting:

Catherine Oglesby

Proposed New Course Prefix & Number:

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

WGST4450

Proposed New Course Title:

Internship in Women's & Gender Studies

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Internship WGST

Semester/Year to be Effective:

Spring 2018

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.)

Prerequisites: must have passed WGST 3000 and at earned least nine hours of WGST 3000-4000-level courses with at least a "C" or better; overall 2.5 GPA.

Supervised on-site field experience in a community, government, or private organization that serves women or educates the public about women and gender issues. Students will apply knowledge from WGST coursework, especially regarding gender equity and cultural diversity, to their internship setting. Graded Satisfactory or Unsatisfactory. Open to WGST minors only. Must have approval of WGST Coordinator in collaboration with Internship agency. This course may be repeated for credit.

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: Research shows that Programs with internships available for minors have success in recruitment and retention.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Internships enhance student marketability

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Qualitative research project conducted by Intern Walker Lee during Spring 2017 interviewing WGST department

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Qualitative research project conducted by Intern Walker Lee during Spring 2017 interviewing WGST department heads throughout the southeast, found that programs with internships saw sustained growth in their programs. They all surmised from student input that internships played a key role in the program's success.

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. Develop a tracking system that gathers information on minors who graduate.

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

Other:

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

Approvals:	
Dept. Head: <i>Catherine Oglesby</i>	Date: <i>17 Oct 2017</i>
College/Division Exec. Comm.: <i>M.G.H.</i>	Date: <i>10-20-17</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/20/17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus
WGST 4450, Internship
Date

Professor:
Phone:
E-mail:
Office Hours:

Course Prerequisites, Goals, and Objectives:

Prerequisite: WGST 3000 and three additional WGST upper division electives. WGST 4450 internships is available for WGST minors only.

The internship will provide first-hand experience in a supervised on-site community, government, or private organization that serves women or educates the public about women and gender issues. Students will apply knowledge from WGST coursework, especially regarding gender equity and cultural diversity, to their internship setting in their field experience. This internship is graded Satisfactory or Unsatisfactory.

In keeping with VSU's General Education Outcomes (GEO) and the Women's and Gender Studies Program Discipline Selected Educational Outcomes, the following are **Learning Objectives for WGST 4450:**

- a. Interns will gain first-hand experience with organizations that are led by women, serve women, or educate the public about women and gender issues.
- b. Interns will apply knowledge from WGST courses, especially regarding gender equity and cultural diversity, to their internship setting in their field experience.
- c. Interns will demonstrate in their final written assignment an understanding of how content, theory, and praxis interrelate.

Student Evaluation and Assignments: This course is graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. To receive a passing grade in the course, students must meet the following requirements:

- Complete at least 150 hours (per 3 credit units) at field placement site. (As verified by Weekly Hour Logs signed by site supervisor that are submitted weekly.);
- Be given a largely positive evaluation from the field placement site supervisor.;
- Receive a grade of "s" (or "sp") on all written assignments related to the internship position (posted in Blazeview).
- Receive a grade of C or better on the final written assignment.
- Attend all scheduled supervision meetings – unless otherwise arranged;
- Have an overall GPA of 2.5;
- Have completed all WGST requirements: WGST 3000; three upper division WGST courses or courses approved in VSU catalog for WGST minor;
- Be recommended by the Coordinator;
- Must agree to adhere to the regulations of the agency as these apply to them;

- Will not be allowed to intern in an agency of current employment unless their internship description significantly differs from their current job description

Failure to meet these criteria will result in a grade of 'U' or unsatisfactory for the course.

Requirements for Academic Credit

A. For academic credit of three hours, the internship program must involve the following:

1. at least 10 hours of activity per week;
2. a weekly log detailing work done, problems encountered and solved, and reflections on how field work relates to coursework
3. a 7-10 typed-page essay at the end of the semester relating the internship to previous WGST course work, due no later than the last class day of the semester the student interns
4. evaluation by the intern's supervisor

Intern's Final Essay on Experience in the Field

The Program recommends the following format for the intern's final paper. The paper will be evaluated for clarity of content, organization, and correct English usage.

Section I: Introduction

- (a) statement of the nature of the internship
- (b) brief outline of internship, describing functions and duties

Section II: Integration of classroom content, theory and field experience

- (a) discussion of the student's use of classroom concepts, principles, and/or theories in his or her professional experience
- (b) a critical evaluation of classroom training as preparation for professional experience

For information on VSU's **Academic Honesty Policies and Procedures**, see:

<https://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php>

Evaluation

The student's **final grade** of Satisfactory or Unsatisfactory (S/U) will be derived from an average of grades assigned for the (a) weekly log; (b) final essay, and (c) supervisor's evaluation.

Title IX Compliance: Sexual Harassment, Discrimination & Assault

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Please see VSU's website for further information on VSU's compliance with and policies governing Title IX Compliance:

<https://www.valdosta.edu/administration/legal/documents/titleix.pdf>

<https://www.valdosta.edu/administration/policies/cover-page-3005.php>

Access Office for Students with Disabilities

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

Tentative Semester Schedule

- Weeks 1-7 Weekly Journal Reports submitted every Friday on Blazeview
- Week 4 Office conference with WGST Faculty overseeing the internship
- Week 8 Mid-Term Reports
- Weeks 8-15 Weekly Journal Reports submitted every Friday on Blazeview
- Week 12 Office conference with WGST Faculty overseeing the internship
- Week 15 Final Essay due

Forms Contained in the following Application for Internship with Women's and Gender Studies Program at Valdosta State University

- 1) Request for An Internship in Women's & Gender Studies**
- 2) WGST 4450 Internship Requirements**
- 3) Student Agreement**
- 4) RELEASE AND WAIVER OF LIABILITY**
- 5) WGST Internship Employer Work Agreement
Memorandum of Understanding**
- 6) Intern Evaluation Form**

**Valdosta State University
Women's and Gender Studies
Request for an Internship in Women's & Gender Studies**

This form must be completed and returned to Women's & Gender Studies Program Coordinator before the student can be advised and enrolled in WGST 4450.

Date submitted: _____ Intern Semester: _____

Name: _____ Student Number: _____

Classification: _____

Local address: _____

Telephone number: _____ E-mail: _____

Date of expected graduation: _____

List WGST courses taken and/or currently enrolled in:

_____	Grade: _____	_____	Grade: _____
_____	Grade: _____	_____	Grade: _____
_____	Grade: _____	_____	Grade: _____

GPA: _____ GPA in minor: _____

Internship agency: _____

Address: _____

Contact person: _____

Phone number: _____ E-mail: _____

Date of agency acceptance: _____

**WGST 4450 Internship Requirements
Women's & Gender Studies Program
Valdosta State University**

The Women's & Gender Studies internship program provides students an opportunity to acquire supervised professional experience that requires them to directly apply classroom knowledge.

To receive internship course credit, students must work the equivalent of one full semester under professional supervision. Although interns are registered students, they are working as (paid or non-paid) professionals and must abide by the regulations of their jobs.

Requirements for Academic Credit

A. For academic credit of three hours, the internship program must involve the following:

1. at least 10 hours of activity per week;
2. a weekly log detailing work done, problems encountered and solved
3. a 7-10 typed-page essay relating the internship to previous WGST course work, due no later than the last class day of the semester the student interns
4. evaluation by the intern's supervisor

Intern's Final Essay on Experience in the Field

The Program recommends the following format for the intern's report. The paper will be evaluated for clarity of content, organization, and correct English usage.

Section I: Introduction

- (a) statement of the nature of the internship
- (b) brief outline of internship, describing functions and duties

Section II: Integration of classroom content, theory and field experience

- (a) discussion of the student's use of classroom concepts, principles, and/or theories in his or her professional experience
- (b) a critical evaluation of classroom training as preparation for professional experience

Evaluation

The student's **final grade** will be derived from an average of grades assigned for the (a) weekly log; (b) final essay, and (c) supervisor's evaluation.

Please initial that you have read each requirement above and below and sign in the noted place at the bottom of the following page:

Student Evaluation and Assignments: This course is graded on a Pass/Fail or S/U basis. To receive a passing grade in the course, students must meet the following requirements:

_____ Complete at least 150 hours (per 3 credit units) at field placement site. (As verified by Weekly Hour Logs signed by site supervisor that are submitted weekly.);

_____ Be given a largely positive evaluation from the field placement site supervisor.;

_____ Receive a grade of "s" (or "sp") on all written assignments related to the internship position (posted in Blazeview).

_____ Receive a grade of C or better on the final written assignment.

_____ Attend all scheduled supervision meetings – ***unless otherwise arranged;***

_____ And submit a flyer describing the internship experience at his/her placement site.

_____ Have an overall GPA of 2.5;

_____ Have completed all WGST requirements: WGST 3000; WGST 3100; two upper division WGST courses or courses approved in VSU catalog for WGST minor;

_____ Be recommended by the Coordinator;

_____ Must agree to adhere to the regulations of the agency as these apply to them;

_____ Will not be allowed to intern in an agency of current employment unless their internship description significantly differs from their current job description

Failure to meet these criteria will result in a grade of 'U' or unsatisfactory for the course.

I understand that I must meet the requirements stated above to receive a grade of "S" for WGST 4450.

Name: _____ / Date: _____ /
Sign

Print Name: _____ /

**VALDOSTA STATE UNIVERSITY
WOMEN'S AND GENDER
STUDIES INTERNSHIP**
Student Agreement

I agree that I am participating in an internship sponsored by the Women's and Gender Studies Program and _____ . I recognize that in the internship I am subject to the rules, regulations, and policies of Valdosta State University, as well as those that the field supervisor deems appropriate for the organization or agency.

I understand that I am not covered by the agency's fringe benefits and that it is my responsibility to make arraignments for my own insurance; including accident, health, and hospitalization coverage. I will not hold the internship agency or organization, no Valdosta State University, nor any of the personnel employed by these organizations liable for injury or death as a result of this internship. I have asked and been fully informed, in advance, by my field supervisor of any risks inherent in my internship activity, and knowingly consent to undertake such risks. I have informed my faculty supervisor at Valdosta State University and my field supervisor of any special problems or medical conditions that would limit me or that need to be taken into account when participating in my internship experience.

I understand that in the internship I will be representing both Valdosta State University and the Women's and Gender Studies Program; and would do nothing that would adversely affect the image of either unit. I agree that if any of my behavior is deemed improper (detrimental to the intern organization or Valdosta State University) I will withdraw from the internship and accept a grade of U (unsatisfactory).

I understand that in the failure to abide by the policies and procedures of the internship program will result in termination of the internship with a grade of U.

I further agree that I will:

- a. Notify my field supervisor and faculty supervisor as soon as possible should I not be able to report to work for any reason.
- b. Avoid becoming involved in office politics and ideological disputes.
- c. Maintain the confidentiality of records and internal matters at all times.
- d. Obtain prior approval from my faculty and agency supervisors before circulating any written work outside of the internship organization or the Women's and Gender Studies Program.
- e. Always dress appropriately for the internship.

I HAVE READ THIS AGREEMENT. THE NATURE, SCOPE, AND POLICIES OF THE INTERNSHIP PROGRAM HAVE BEEN EXPLAINED TO ME AND I AGREE TO ABIDE BY THEM.

Student

Date

Coordinator

Date

**WOMEN'S AND GENDER STUDIES PROGRAM
RELEASE AND WAIVER OF LIABILITY
READ CAREFULLY BEFORE SIGNING**

THIS RELEASE executed by _____,
Student's Name

whose address is: _____ and Student ID Number
is _____, to The Board of Regents of the University System of Georgia
and Valdosta State University.

I hereby agree and consent to my participation in the Internship with

Name of Organization Address Supervisor

I further acknowledge that during my internship work experience, I may be subjected to the following risks, including but not limited to property damage; bodily injury, including death; and/or other unforeseen injuries, be it mental or physical.

I fully understand and appreciate that the dangers, hazards and risks inherent in working at this site could include serious and even mortal injuries and/or property damage and I hereby assume any and all such risks.

For sole consideration of Valdosta State University allowing me to participate in this project I hereby release and forever discharge Valdosta State University, the Board of Regents of the University System of Georgia, their members individually and their officers, agents, and employees from any and all claims, demands, rights and causes of actions of whatever kind that participation in this cooperative experience. I understand that the acceptance of this Release and Waiver of Liability by the Board of Regents of the University of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, to its members, officers, agents and employees.

I represent that my agreement to the provisions herein is wholly voluntary, and further understand that prior to signing this agreement; I have the right to consult with a legal advisor, or counselor of my choice.

I represent that I am at least eighteen years of age or, if not, that I have secured below the signature of my parent or guardian as well as my own.

ACCEPTED:

Signature

Date

Printed Name

Notary
My commission expires:

**WGST INTERNSHIP EMPLOYER WORK AGREEMENT
MEMORANDUM OF UNDERSTANDING**

1. Provide internship positions related to the student's major or career goals that afford a varied and progressive work experience.
2. Supply a written, detailed job description with expected outcomes clearly articulated.
3. Support VSU in enforcing academic performance standards, including **Student Learning Objectives**:
 - a. Interns will reflect upon and review in their required routine journal entries the relationship between coursework and fieldwork.
 - b. Interns will apply lessons learned in WGST coursework, especially regarding gender equity and cultural diversity to their internship setting in their field experience.
 - c. Interns will demonstrate in their final written assignment an understanding of how content, theory, and praxis interrelate.
4. Assign a supervisor who is aware of the Internship's purpose and is willing to give the student the necessary supervision to make the work assignment successful. Supervisor will:
 - a. Ensure that (student) is provided information, facilities, supplies, space, etc., which are necessary for her to adequately perform his/her assigned projects;
 - b. Sign time logs to document student's hours;
 - c. Complete a midterm and an end of semester evaluation of the student's performance;
 - d. Consult with WGST Coordinator to keep her apprised of any problems or concerns about the intern and or the student's performance in a timely manner;
 - e. Offer intern constructive criticism and appropriate training activities related to the organizational mission; and
 - f. Otherwise offer suggestions to the faculty supervisor about how the student's internship or the intern program might be improved.
5. Inform the WGST Program Coordinator of any changes to job-related duties, hours, location, etc.

Title IX Compliance: Sexual Harassment, Discrimination & Assault

Title IX of the Education Amendments Act of 1972 is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Please see VSU's website for further information on VSU's compliance with and policies governing Title IX Compliance:

<https://www.valdosta.edu/administration/legal/documents/titleix.pdf>

<https://www.valdosta.edu/administration/policies/cover-page-3005.php>

Employer Representative & Company Name

Date

**Valdosta State University
Women's and Gender Studies Program
Intern Evaluation Form**

Student: _____

Supervisor: _____

Agency: _____

Period of Internship: From: _____ To: _____

Brief description of intern's assignments: _____

Please use the chart below to evaluate the performance of the student who has interned at your agency. The primary focus should be on the student's gains in knowledge and ability to carry out assignments. This rating should be submitted at least one week before the student completes the internship.

Please return to: _____
Women's & Gender Studies Program, Valdosta State University, Valdosta, GA 31698

	Criterion	Excellent	Good	Average	Poor
1.	Attendance				
2.	Initiative				
3.	Dependability				
4.	Ability to seek and use help, accept criticism				
5.	Ability to relate to co-workers				
6.	Writing ability				
7.	Other professional skills: (fill in below)				

Would you recommend this student for employment? Yes _____ No _____

Comments:

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: BA in French L&C or WLC Advanced ESOL Bridge Track

Present Requirements:

Proposed Requirements: (highlight changes after printing) The Advanced ESOL Bridge Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in French (Language and Culture or World Languages and Cultures Tracks). These 9 hours may then be applied toward the completion of degree requirements for the Master of the Arts in Teaching degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Advanced ESOL Bridge Track application to the Undergraduate French Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Advanced ESOL Bridge Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Advanced ESOL Bridge Track may revert to their original track to complete the remaining requirements for the B.A. in French Language and Culture or World Languages and Cultures. Students interested in continuing their graduate education may apply for admission to the M.A.T. in ESOL program in their senior year or upon completion of their undergraduate degree. Students in the Advanced ESOL Bridge Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Advanced ESOL Bridge Track will complete an additional 27 hours of graduate classes to meet the MAT in ESOL

degree requirement of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the MAT in ESOL Special Retention Policy regarding deficiency points.

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 4+1 bridge programs are currently considered best practice.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Ofelia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/18/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): 8/2018

Degree & Program Name:

(e.g., BFA, Art): BA in French LC or WLC Advanced ESOL Bridge Track

Present Requirements:

General Electives9
 ESOL 40103

Proposed Requirements (Underline changes after printing this form:

SPEC 3000.....3
ESOL 6020 or above 6
ESOL 6010..... 3

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: 4+1 programs are currently considered best practice.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:

Department Head: *Ofevia R. Nikolova* Date: *10-13-17*

College/Division Exec. Committee: *Connie Richards* Date: *10/18/17*

Dean(s)/Director(s): *Connie Richards* Date: *10/18/17*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED CATALOGUE COPY OCT 19 2017
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

**OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY**

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: BA in French L&C or WLC Advanced FLED Bridge Track

Present Requirements:

Proposed Requirements: (highlight changes after printing) The Advanced French FLED Bridge Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in French (Language and Culture or World Languages and Cultures Tracks). These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Advanced French FLED Bridge Track application to the undergraduate French advisor. Once admitted, a specific course of study will be developed for the student. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Advanced French FLED Bridge Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Advanced French FLED Bridge Track may revert to their original track to complete the remaining requirements for the B.A. in French Language and Culture or World Languages and Cultures. Students interested in continuing their graduate education may apply for admission to the MAT in FLED (French) program in their senior year or upon completion of their undergraduate degree. Students in the Advanced French FLED Bridge Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Advanced French FLED Bridge

Track will complete an additional 27 hours of graduate classes to meet the MAT in FLED (French) degree requirement of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the MAT in FLED Special Retention Policy regarding deficiency points.

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 4+1 bridge programs are currently considered best practice.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in FLED (French). Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>	
Department Head: <i>Ofezia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/18/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): 8/2018

Degree & Program Name:

(e.g., BFA, Art): BA in French L&C or WLC
 Advanced FLED Bridge Track

Present Requirements:

General Electives6

ESOL 40103
FREN 3000-4000 level elective.....3

Proposed Requirements (Underline changes after printing this form:

SPEC 30003
ESOL 6020 or ESOL 6030 3
ESOL 6010..... 3
FREN 5000-6000 level elective3

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: 4+1 program are currently considered best practice.
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in FLED Spanish. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Compensate for phasing out the FLED undergraduate Spanish program and create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:

Department Head:	<i>Ofelia R. Nikolova</i>	Date:	<i>10-12-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: BA in Spanish L&C or WLC Advanced ESOL Bridge Track

Present Requirements:

Proposed Requirements: (highlight changes after printing) The Advanced ESOL Bridge Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in Spanish (Language and Culture or World Languages and Cultures Tracks). These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Advanced ESOL Bridge Track application to the undergraduate Spanish advisor. Once admitted, a specific course of study will be developed for the student. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Advanced ESOL Bridge Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Advanced ESOL Bridge Track may revert to their original track to complete the remaining requirements for the B.A. in Spanish Language and Culture or World Languages and Cultures. Students interested in continuing their graduate education may apply for admission to the MAT in ESOL program in their senior year or upon completion of their undergraduate degree. Students in the Advanced ESOL Bridge Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Advanced ESOL Bridge Track will complete an additional 27 hours of graduate classes to meet the MAT in ESOL

degree requirement of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the MAT in ESOL Special Retention Policy regarding deficiency points.

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 4+1 bridge programs are currently considered best practice.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other ncrease graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>	
Department Head: <i>Ofelia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>Annun Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Annun Richards</i>	Date: <i>10/18/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): 8/2018

Degree & Program Name:

(e.g., BFA, Art): BA in Spanish LC or WLC
 Advanced ESOL Bridge Track

Present Requirements:

General Electives9
ESOL 40103

Proposed Requirements (Underline changes after printing this form:

SPEC 3000.....3
ESOL 6020 or above 6
ESOL 6010..... 3

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: Increase graduate enrollment by creating a bridge between the undergraduate Spanish or French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:

Department Head:	<i>Opel'ia R. Nikolova</i>	Date:	<i>10-12-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: BA in Spanish L&C or WLC Advanced FLED Bridge Track

Present Requirements:

Proposed Requirements: (highlight changes after printing) The Advanced Spanish FLED Bridge Track is an undergraduate-to-graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the B.A. in Spanish (Language and Culture or World Languages and Cultures Tracks). These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching degree at Valdosta State University upon graduate admission. To be admitted, students must have completed at least 60 credit hours, have an overall GPA of 3.0 or higher, and must submit the Advanced Spanish FLED Bridge Track application to the undergraduate Spanish advisor. Once admitted, a specific course of study will be developed for the student. Graduate courses taken as an undergraduate will count toward the 120-hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Advanced Spanish FLED Bridge Track, students must maintain an overall GPA of 3.0 to remain in good standing. Students who do not maintain good standing or who do not wish to continue with the Advanced Spanish FLED Bridge Track may revert to their original track to complete the remaining requirements for the B.A. in Spanish Language and Culture or World Languages and Cultures. Students interested in continuing their graduate education may apply for admission to the MAT in FLED (Spanish) program in their senior year or upon completion of their undergraduate degree. Students in the Advanced Spanish FLED Bridge Track will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Advanced Spanish FLED Bridge

Track will complete an additional 27 hours of graduate classes to meet the MAT in FLED (Spanish) degree requirement of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the MAT in FLED Special Retention Policy regarding deficiency points.

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 4+1 bridge programs are currently considered best practice.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other ncrease graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in FLED (Spanish). Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>	
Department Head: <i>Ofezia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/18/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): 8/2018

Degree & Program Name:

(e.g., BFA, Art): BA in Spanish L&C or WLC Advanced FLED Bridge Track

Present Requirements:

General Electives6

ESOL 40103
SPAN 3000-4000 level elective.....3

Proposed Requirements (Underline changes after printing this form:

SPEC 3000.....3
ESOL 6020 or ESOL 6030 3
ESOL 6010..... 3
SPAN 5000-6000 level elective.....3

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: 4+1 programs are currently considered best practice.
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Increase graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in FLED Spanish. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Compensate for phasing out the FLED undergraduate Spanish program and create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:

Department Head:	<i>Ofevia R. Nikolova</i>	Date:	<i>10-12-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Shannon Lowe

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 1051 Music Theory Lab I

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 0-2-1
Course Title:
Pre-requisites:
Course Description:

Requested:

Course Prefix and Number:
Credit Hours: 0-3-1
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

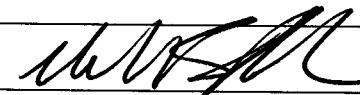

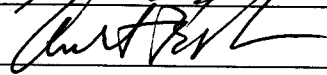
Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: An extra contact hour per week is necessary to improve and help maintain students' ear training skills and sight singing abilities.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Music (NASM)
- Other: Improve student retention.

Plans for assessing the effectiveness of the course: Tests and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10-16-17
Dept. Head: 	Date: 10/16/17
Dean/Director: 	Date: 10-12-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Shannon Lowe

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 1052 Music Theory Lab II

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 0-2-1
Course Title:
Pre-requisites:
Course Description:

Requested:

Course Prefix and Number:
Credit Hours: 0-3-1
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

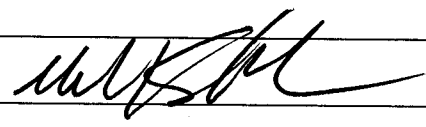
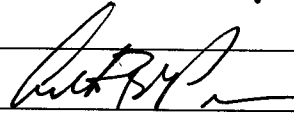
Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: An extra contact hour per week is necessary to improve and help maintain students' ear training skills and sight singing abilities.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Music (NASM)
- Other: Improve student retention

Plans for assessing the effectiveness of the course: Tests and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10-16-17
Dept. Head:	Date:
Dean/Director: 	Date: 10-12-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 2051 Music Theory Lab III

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 0-2-1
Course Title:
Pre-requisites:
Course Description:

Requested:

Course Prefix and Number:
Credit Hours: 0-3-1
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018




Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: n extra contact hour per week is necessary to improve and help maintain students' ear training skills and sight singing abilities.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Music (NASM)
- Other: Improve student retention

Plans for assessing the effectiveness of the course: Tests and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10/16/17
Dean/Director: 	Date: 10-12-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Kenneth Kirk

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MUSC 2052 Music Theory Lab IV

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours: 0-2-1
Course Title:
Pre-requisites:
Course Description:

Requested:

Course Prefix and Number:
Credit Hours: 0-3-1
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018


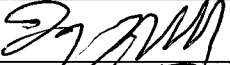
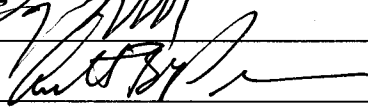
Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: An extra contact hour per week is necessary to improve and help maintain students' ear training skills and sight singing abilities.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Music (NASM)
- Other: Improve student retention

Plans for assessing the effectiveness of the course: Tests and assignments.




Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10/18/17
Dean/Director: 	Date: 10-12-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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Request for a Revised Course Valdosta State University		OCT 17 2017
Date of Submission: 10/02/2017 (mm/dd/yyyy)		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Tommy J. Crane	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 1120 Fundamental Concepts in Interior Design		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Restricted to interior design majors. An introductory course focusing on understanding elements and principles of interior design and art, with an emphasis on relationships among behavior, the built environment, sustainability, and green design.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Restricted to interior design majors. An introductory course focusing on elements and principles of interior design in relationship to contemporary issues within the building industry. Emphasis on sustainability, accessible use, and how the built environment relates to human behavior patterns.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.		

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OCT 17 2017

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Kyoung-Im Park

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARID 2112 Interior Design Studio II

List Current and Requested Revisions:

Current:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Prerequisite: ARID 2111.
Course Description: Further development of the fundamentals of interior design as applied to designing residential settings. Emphasis is placed on graphic presentation and oral communication. Site visits and field trips may be required.

Requested:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Prerequisite: ARID 2111 and ARID 2310.
Course Description: Further development of the fundamentals of interior design as applied to designing residential or small scale commercial environments. Emphasis on technical drafting, graphic presentation and oral communication. Site visits and field trips may be required.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)
- Other: New course description aligns with current course delivery.

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: <i>M. F. M.</i>	Date: <i>10.16.17</i>
Dept. Head: <i>Harold J. Brady</i>	Date: <i>10-15-17</i>
Dean/Director: <i>Ant R. W. ...</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

RECEIVED

OCT 17 2017

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Kyoung-Im Park

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARID 2310 Interior Design Graphics and Presentation

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites:

Course Description: Freehand sketching, rendering techniques, axonometric projection, one-point and two-point perspective, color and black and white media applied to the needs of interior design communication.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites:

Course Description: Hand drawing technical skills, such as freehand sketching, rendering techniques, technical drafting, along with one-point and two-point perspective utilizing color and black and white media as applied to the needs of interior design visual communication.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

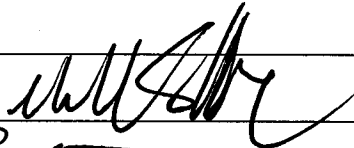

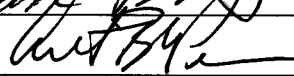
Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)

Other: Course description better aligns with current course delivery.

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

RECEIVED

OCT 17 2017

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Selena Nawrocki

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARID 3111 Interior Design Studio III

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: ARID 2112 and portfolio review
Course Description: Introduces topics and spaces of increasing scale and complexity in terms of function, aesthetics, needs and user satisfaction. Emphasis on communication of ideas through varied graphic formats: freehand sketches, technical drawings, computer applications, etc. Includes application of building codes, principles of universal design, and use of materials from sustainable sources. A variety of non-residential spaces are explored through projects. Residential spaces limited to institutional and hospitality applications.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: ARID 2112
Course Description: Built environments are researched and planned in connection with more complex, large-scale design projects. These projects emphasize design processes, creative problem solving, and effective communication through construction documents and presentation renderings. Field trips and site visits may be required.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Once per year


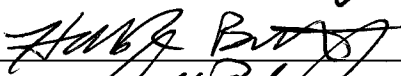
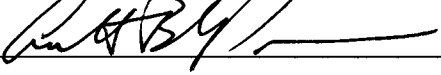
Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)

Other: The portfolio review process now occurs earlier within the program, so it is no longer associated with this junior level course. New course description aligns with current course delivery.

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OCT 17 2017

**OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY**

**Request for a Revised Course
Valdosta State University**

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Tommy J. Crane

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARID 3211 History of Interiors I

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: ARID 1120
Course Description: The historical examination of the formal and structural characteristics found in architecture, interior design, and furniture in significant periods. The course examines the relationship between human behavior and the built environment. Emphasis is placed on writing and the application of design terminology..



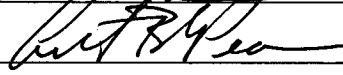
Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites:
Course Description: A historical examination of the formal and structural characteristics found in architecture, interior design, and furniture during significant periods from the prehistoric to 18th century. Emphasis on the relationship between human behavior and the built environment.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)
 Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)
 Other: Removal of prerequisite allows a non-major an opportunity to take the course. New course description aligns with current course delivery.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

OCT 17 2017

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Tommy J. Crane	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 3212 History of Interiors II		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ARID 3211 Course Description: Exploration of architecture, interior design, and furniture of the 19th and 20th centuries, with emphasis placed on characteristics of various design styles and movements.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: An exploration and examination of architecture, interior design, and furniture of the 19th, 20th, and 21st centuries. Emphasis on characteristics of various design styles and movements.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: Removal of prerequisite allows a non-major an opportunity to take this course. New course description aligns with current course delivery.		

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.: <i>W. W. Siff</i>	Date: <i>10.16.17</i>
Dept. Head: <i>Harold A. Bump</i>	Date: <i>10-15-17</i>
Dean/Director: <i>Ant Bell</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OCT 17 2017

Request for a Revised Course

Valdosta State University

**OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY**

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:

Art & Design

Faculty Member Requesting Revision:

Kyoung-Im Park

Current Course Prefix, Title, & Number:

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

ARID 3320 Materials for Interior Design

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites:

Course Description: Materials and methods used in the fabrication of interior furnishing and spaces. Knowledge of applications of varied materials and the creation of a reference notebook are required. Research and field trips may be required.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites:

Course Description: Research and application of a variety of materials and methods used in the fabrication of interior finishes, furnishing and environments. Field trips and site visits may be required.

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)

Other: Course description better aligns with current course delivery.

Plans for assessing the effectiveness of the course: SOIs and assignments.




Approvals:	
College/Division Exec. Comm.: <i>MSH</i>	Date: <i>10.16.17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10-15-17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

OCT 17 2017

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Tommy J. Crane	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 3350 Lighting and Building Systems		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Introduction to aesthetic and technical considerations of lighting and other building systems required for interior spaces. The course content also addresses plumbing, HVAC, green and sustainable design, varied new products, and systems from domestic and international sources. Case studies, computations, site visits, and research are required.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Introduction to technical and aesthetic considerations of lighting, structural, mechanical, and interior building systems within built environments. Emphasis on sustainability, domestic and international standards, and integrated technologies. Case studies, field trips, and site visits may be required.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.		

Plans for assessing the effectiveness of the course: SOIs, assignments and tests.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:


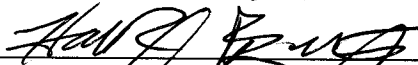

Form last updated: October 12, 2017

OCT 17 2017

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Selena Nawrocki	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 3411 Computers for Interior Design		
List Current and Requested Revisions:		
<p>Current:</p> <p>Course Prefix and Number: ARID 3411</p> <p>Credit Hours:</p> <p>Course Title:</p> <p>Pre-requisites:</p> <p>Course Description: Introduction of computer-aided design and drafting, varied software and applications for 3D visualization and design communication. Emphasis is placed on gaining skill in the use of the computer in creating and communicating design solutions. Work may be linked to design studio projects.</p>	<p>Requested:</p> <p>Course Prefix and Number: ARID 2411</p> <p>Credit Hours:</p> <p>Course Title:</p> <p>Pre-requisites:</p> <p>Course Description: Introduction of computer-aided design and drafting, software applications for 3D visualization, and design communication. Emphasis on the use of industry standard computer software to create and communicate design solutions.</p>	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<p>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.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)</p> <p><input checked="" type="checkbox"/> Other: Computer use is an increasingly important skill within the field and is a required component of professional exams. For that reason, it is critical that this training is provided at</p>		

an earlier stage in the student's progress through the degree and this number change reflects that curricular adjustment. New course description aligns with current course delivery.

Plans for assessing the effectiveness of the course: SOIs and assignments.




Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

OCT 17 2017

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Kyoung-Im Park	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 4000 Special Topics		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Special Topics Pre-requisites: Course Description:	Requested: Course Prefix and Number: Credit Hours: Course Title: Special Topics in Interior Design Pre-requisites: Junior or senior standing in the Interior Design Program or permission of the Department Head. Course Description:	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: Topics covered are designed for junior or senior standing interior design students. Permission of department head allows for easier access of course for transfer students.		

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10-16-17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OCT 17 2017

**OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY**

Request for a Revised Course
Valdosta State University

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Tommy J. Crane

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARID 4010 Interior Design Internship

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Junior standing in interior design and ARID 3112.
Course Description: Prerequisite: Junior standing in interior design and ARID 3112. A course designed to involve the student in the actual activities and processes of a professional interior design atmosphere. Interviews may be required. Assessment reviews are completed by student, internship supervisor and field supervisor. Written documentation and a journal are required.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: ARID 3112 and permission of Internship Coordinator.
Course Description: This course engages students in the activities and processes of a professional interior design experience. Weekly self-assessment and documentation of professional activities by the student, and assessment by the internship supervisor, reviewed by the internship coordinator, are required for satisfactory completion of this course. Interviews for internship may be required.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Once per year


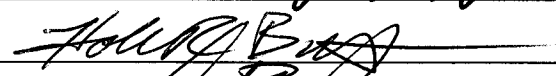
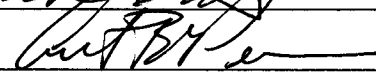
Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD)
 Other: Prerequisite change aligns with current program practice, and new course description

aligns with current course delivery.

Plans for assessing the effectiveness of the course: Student self-assessment assignments, interernship site supervisor assessments, and internship coordinator assessments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10.15.17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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Request for a Revised Course Valdosta State University		OCT 17 2017 OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Selena Nawrocki	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ARID 4112 Interior Design Studio VI		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Culmination of studio work examining large spaces with intricate criteria to explore, document, and incorporate into the design process. Communication is documented through varied media and methods. In-depth exploration of selected topics is included. Design and documentation of custom furnishings and casework are required. Field trips and site visits may be required.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Application of evidence-based design research to projects that engage built environments of increased scale and complexity within an international context. Construction drawings and renderings of designed spaces are developed that illustrate the application of concept development and ideation processes to communicate design solutions. Field trips and site visits may be required.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Council for Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.		

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>10.16.17</i>
Dept. Head: <i>[Signature]</i>	Date: <i>10-5-17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:


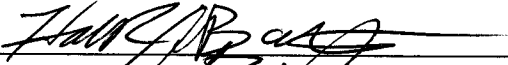

Form last updated: October 12, 2017

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Request for a Revised Course Valdosta State University		OCT 17 2017
Date of Submission: 10/02/2017 (mm/dd/yyyy)		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Craig Hawkins	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ART 1010 Drawing I		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: An introductory drawing course in which the concepts of composition, figure-ground, line, value, contour, gesture, linear and aerial perspective are studied using a variety of drawing techniques and media.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: An introductory drawing course in which the concepts of composition, figure-ground, line, value, contour, gesture, linear perspective, and atmospheric perspective are studied from direct observation using a variety of media, drawing techniques, and rendering methods.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Twice per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.		

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Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OCT 17 2017

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)	
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Craig Hawkins
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ART 3023 Figure Drawing	
List Current and Requested Revisions:	
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Interpreting the human figure through the use of a variety of media and techniques.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Compositional, gestural, and anatomical approaches to drawing the human figure directly from a live model utilizing a variety of media and techniques.
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Twice per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.	

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Plans for assessing the effectiveness of the course: SOIs, assignments and tests.



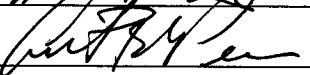
Approvals:	
College/Division Exec. Comm.: <i>MT Shurt</i>	Date: <i>10.16.17</i>
Dept. Head: <i>Har/BCT</i>	Date: <i>10-15-17</i>
Dean/Director: <i>ant/BA</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

OCT 17 2017

Request for a Revised Course Valdosta State University		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Date of Submission: 10/02/2017 (mm/dd/yyyy)		
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Abigail Heuss	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ART 3101 Jewelry and Metalsmithing I		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ART 1030 Course Description:	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: ART 1030 or permission of Department Head. Course Description:	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: Prerequisite change corrects lack of listed prerequisite error in current online catalog. Last printed catalog had prerequisite listed.		

Plans for assessing the effectiveness of the course: SOIs and assignments.

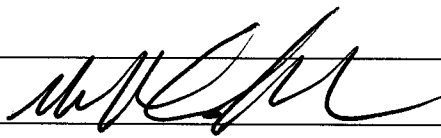

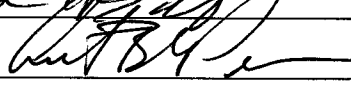
Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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Request for a Revised Course Valdosta State University		OCT 17 2017
Date of Submission: 10/02/2017 (mm/dd/yyyy)		OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY
Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Craig Hawkins	
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ART 4024 Advanced Drawing		
List Current and Requested Revisions:		
Current: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Advanced use of drawing tools and techniques sufficient to work from concept to finished product. This includes mastery of the traditional technical and conceptual approaches to drawing. May be repeated for up to 9 hours of credit.	Requested: Course Prefix and Number: Credit Hours: Course Title: Pre-requisites: Course Description: Advanced use of drawing tools and techniques including traditional technical, conceptual, and experimental approaches to drawing with emphasis on work from concept to finished project. Students produce individual projects and local exhibits within the community. May be repeated for up to 9 hours of credit.	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Once per year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Association of Schools of Art and Design (NASAD) <input checked="" type="checkbox"/> Other: New course description aligns with current course delivery.		

Plans for assessing the effectiveness of the course: SOIs and assignments.

Approvals:	
College/Division Exec. Comm.: 	Date: 10/16/17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision:
Art & Design

Faculty Member Requesting Revision:
Glenda Swan

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ARTH 4130 Women Artists

List Current and Requested Revisions:

Current:
Course Prefix and Number:
Credit Hours:
Course Title: Women Artists
Pre-requisites:
Course Description: The study of art created by women in western and non-western cultures.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Gender in Art
Pre-requisites:
Course Description: An examination of the role of gender in art making and subject matter, including gender bias and discrimination, concepts of masculinity and femininity, and gender fluidity and sexual identity.

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
Every other year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: New title and course description aligns more effectively with current status of field and current course delivery.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.: <i>MWELVA</i>	Date: <i>10.16.17</i>
Dept. Head: <i>Harold B...</i>	Date: <i>10-15-17</i>
Dean/Director: <i>[Signature]</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

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OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY
 Request for a Revised Course
 Valdosta State University
 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY
 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY

Date of Submission: 10/02/2017 (mm/dd/yyyy)

Department Initiating Revision: Art & Design	Faculty Member Requesting Revision: Glenda Swan
---	--

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 ARTH 4140 African American Art

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title: African American Art</p> <p>Pre-requisites:</p> <p>Course Description: The study of the arts created by African American artists from the late 18th century up to the present.</p>	<p>Requested:</p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title: Race in American Art</p> <p>Pre-requisites:</p> <p>Course Description: An examination of the role of race in art and artistic production in the United States, including the history of African-American art, how racial discrimination was expressed in art, and how contemporary artists engage the politics of race in their work.</p>
--	---

Semester/Year to be Effective: Spring 2018	Estimated Frequency of Course Offering: Every other year
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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.)

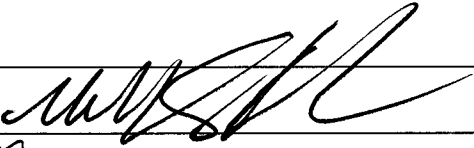

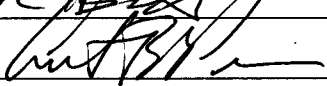
Improving student learning outcomes:

Adopting current best practice(s) in field: New title and course description aligns more effectively with current status of research in field as well as current course delivery.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: SOIs, assignments, and tests.

Approvals:	
College/Division Exec. Comm.: 	Date: 10.16.17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10/12/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 12, 2017

OCT 17 2017

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/minor-art/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name: Minor in Art

Present Requirements:

Proposed Requirements: (highlight changes after printing) The minor in art is designed for students with an interest in studio art, design, or art history that do not wish to pursue a baccalaureate degree in art.

The student seeking a minor in art **MUST** select one of the following: ART 1100, or ARTH 2121, or ARTH 2122.

Possible areas of study within the minor in art include Art History, 2D studio areas, 3D studio areas, Animation, Graphic Design, and Photography.

Art minors require 15 semester hours of course work, with at least 9 hours from courses numbered 3xxx or above.

*A grade of "C" or better must be earned in each course comprising the minor.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The proposed changes align with current departmental practice. The additional language clarifies minor requirements and possible areas of study.

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,

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portfolios, specific assignments, etc.) **Department of Art & Design procedures.**

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.) **Comprehensive Program Reviews.**

Approvals:	
Department Head: <i>[Signature]</i>	Date: 10-15-17
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/16/17
Dean(s)/Director(s): <i>[Signature]</i>	Date: 10/17/17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

17 2017

Date of Submission: 10/02/2017

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Department Initiating Deactivation:
Art & Design

Semester & Year to be Effective:
Spring 2018

List of courses (or the program or track) to be deactivated: ARTH 1120 Fundamental Concepts in the Visual Arts.

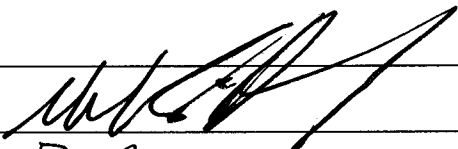
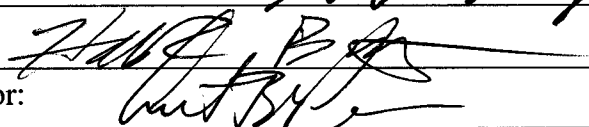
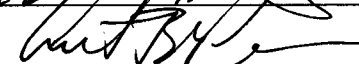
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving Student Learning Outcomes Reduce redundancy of course content with other courses.
- Adopting Current Best Practice(s) in Field Research of peer and aspirational peer institutions indicated no such course offerings.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other This course has not been offered since Spring 2015 when the Art History Survey courses were restructured (ARTH 2121 and ARTH 2122).

Source of Data to Support Suggested Change:

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

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Approvals:	
College/Division Exec. Comm.: 	Date: 10/16/17
Dept. Head: 	Date: 10-15-17
Dean/Director: 	Date: 10-12-17
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

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OCT 19 2017

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: MAT in Education FLED (French or Spanish)

Present Requirements:

Admission to Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a 2.75 GPA. Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (<https://www.actfl.org/>) and score in the Advanced range. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Proposed Requirements: (highlight changes after printing)

Admission to Program

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a 2.75 GPA or qualify for an admission by exception, see details below. Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (<https://www.actfl.org/>) and score in the Advanced range. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility

- Applicants may submit a copy of the score report received when they complete the exam.
- To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores that meet the following thresholds on the following exams:

*GRE taken before August 2011: 1030 (Verbal + Quantitative)

*GRE taken August 2011 or later: 297 (Verbal + Quantitative)

*SAT: 1000 (Verbal + Quantitative)

*ACT: 43 (English + Math)

*SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or a score report from the testing service.

Admission by Exception

Admission by Exception 1: Have a minimum of 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted in upper-division content courses as an undergraduate student working towards a bachelor's degree (must have completed at least 9 credit hours in upper-division undergraduate content courses).

Admission by Exception 2: Have a minimum 2.75 GPA (on a 4.0 scale) on all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded).

Admission by Exception 3: Undergraduate GPA obtained ten or more years prior to admission will not be considered in the GPA calculation. Instead, the applicant must provide a letter of exception and two letters of reference.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other Current admission criteria penalize disproportionately harshly applicants with low GPA in their undergraduate work which may be 10-20 years old. Meanwhile, these candidates have proven themselves as good professionals, have matured, and developed appropriate dispositions. It is unfair to hold their youthful immaturity against them their entire life.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:		
Department Head:	<i>Ofelia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee:	<i>Lyn C. Mini</i>	Date: <i>10-12-17</i>
Dean(s)/Director(s):	<i>Lyn C. Mini</i>	Date: <i>10-12-17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. W.</i>	Date: <i>11-1-17</i>
Graduate Dean: (for grad program)	<i>J. T. J. W.</i>	Date: <i>11-1-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: online at <http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) next catalog

EDS - School counseling

Degree and Program Name: Ed.S. in School Counseling

Present Requirements: Admission Requirements

1. An applicant must hold a master's degree and be a fully certified school counselor.
2. An applicant must have one year experience working as a certified school counselor in a school setting. Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. An applicant must submit scores from the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT). Applicants must have an official test score of a minimum combined score of 286 with a verbal no less than 143 on the GRE or a minimum score of 390 on the MAT.
5. Only "Regular" admission status will be used for entry into the Education Specialist Degree in School Counseling. Graduate work taken prior to admission to an Education Specialist degree program will not be counted toward the degree requirements.

Proposed Requirements: (highlight changes after printing) Admission Requirements

1. An applicant must hold a master's degree and be a fully certified school counselor.
2. An applicant must have one year experience working as a certified school counselor in a school setting. Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. Only "Regular" admission status will be used for entry into the Education Specialist Degree in School Counseling. Graduate work taken prior to admission to an Education Specialist degree program will not be counted toward the degree requirements.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Information shared at the COE Council of Program Coordinators reveals that at similar institutions, the GRE and MAT are not required for applying to the EdS program in School Counseling.
- 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. **Feedback from applicants.**
- 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. **Numbers of students who successfully complete the program without having submitted entrance exams.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<u>Approvals:</u>		
Department Head:	<i>Kathy We</i>	Date: 10/12/17
College/Division Exec. Committee:	<i>Lyn C. Min</i>	Date: 10/12/17
Dean(s)/Director(s):	<i>Lyn C. Min</i>	Date: 10/12/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J. J.</i>	Date: 11-1-17
Graduate Dean: (for grad program)	<i>J. T. J. J. J.</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 19 2017

REQUEST FOR A CURRICULUM CHANGE VALDOSTA STATE UNIVERSITY
Valdosta State University GRADUATE SCHOOL

Select Area of Change:

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

Current Catalog Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/library-media-certification.php>

Proposed Effective Date for Curriculum Change:
(Month/Year): January 2018

Degree & Program Name: (e.g., BFA, Art): non degree certification only
Library Media

Present Requirements:

Requirements for Certification Only—Library Media

Proposed Requirements (Underline changes after printing this form:

Requirements for P-12 School Library Media-Certification Only

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: The name of the program needs to reflect current terminology and clarity to avoid confusion between MLIS program and the P-12 School Library Media program which offers both a Master of Education degree as well as the non degree certification only program
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

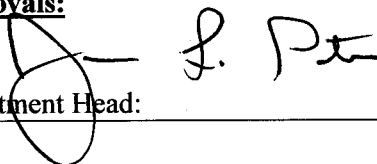
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. prospective applicant inquiries/ P-12 Leadership inquiries, field mentors, Advisory committee input
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, 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. advisory committee, applicants, field mentors
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:		Date: 10/5/17
College/Division Exec. Committee:	Lyn C. Mi	Date: 10/12/17
Dean(s)/Director(s):	Lyn C. Mi	Date: 10/12/17
Grad. Exec. Committee: (for graduate course)	J. T. Jlt	Date: 11-1-17
Graduate Dean: (for graduate course)	J. T. Jlt	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

OCT 19 2017

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

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

Current Catalog Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-instructional-technology/>

Proposed Effective Date for Curriculum Change:
 (Month/Year): January 2018

Degree & Program Name: (e.g., BFA, Art):
 MEd Instructional Technology/Library Media

Present Requirements:

Library Media Concentration

Proposed Requirements (Underline changes after printing this form:

Master of Education in Instructional Technology:
P-12 School Library Media

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field: The name of the program needs to reflect current terminology and clarity to avoid confusion between MLIS program and the P-12 School Library Media program which offers both a Master of Education degree as well as the non degree certification only program
 Meeting mandates of state/federal/outside accrediting agencies:
 Other:

Source of Data to Support Suggested Change:

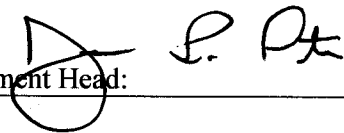
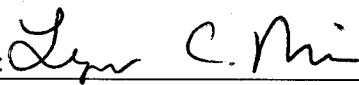

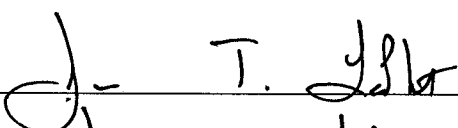
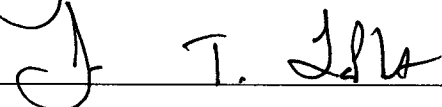
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. prospective applicant inquiries/ P-12 Leadership inquiries, field mentors, Advisory committee input
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, 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. advisory committee, applicants, field mentors
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:		Date: 10/5/17
College/Division Exec. Committee:		Date: 10/12/17
Dean(s)/Director(s):		Date: 10/12/17
Grad. Exec. Committee: (for graduate course)		Date: 11-1-17
Graduate Dean: (for graduate course)		Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/library-media-certification.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January 2018

Degree and Program Name: P12 School Library Media- Certification Only

Present Requirements:

REQUIRED DOCUMENTS

ADMISSION REQUIREMENTS

- Online Graduate Application
- Application Fee \$35 (credit or debit card and e-checks accepted)
- Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School

- Must hold a minimum of a master's or education specialist degree to be eligible for the Certification-Only Program. Must have a cumulative undergraduate GPA of 2.75 or higher on a 4.0 scale.

VSU Medical Form

- Online students complete the Student Information and Distance Learning Exemption sections of the Medical Form. Immunization records are not required.
- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.

Proposed Requirements: (highlight changes after printing)

P12 School Library Media- Certification Only

Applicants must complete the following admission requirements:

Prior to admission, applicant must request a transcript evaluation for determining program of study (contact the program coordinator for information regarding this process prior to applying for admission).

Submit an official transcript from each college or university where you have previously enrolled in a graduate program (transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School).

Hold a master's or higher degree from a regionally accredited college or university

Have a cumulative grade point average of at least 2.75 or higher on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded.

GACE Program Admission Assessment

- Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption.
- Qualifying exemptions include minimum scores on the ACT, GRE, and SAT or a valid level 4 or higher Induction, Professional,

• Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Advanced Professional, or Lead Professional teaching certificate, Leadership certificate, Service certificate, or Life certificate.

VSU Medical Form

- Online students complete the Student Information and Distance Learning Exemption sections of the Medical Form. Immunization records are not required.
- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Notes:

Prior to completing the required program of study, all enrolled students must attempt the GACE Media Specialist Content Assessment.

Prior to applying for Media Specialist certification, all students currently enrolled or who have completed their programs of study must pass the GACE Media Specialist Content Assessment.

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 -- Clarification of admission requirements and completion requirements.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies -- Clarifying GPA requirements
- Other

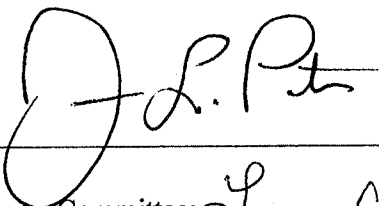
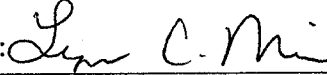
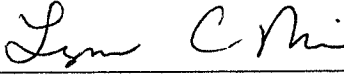
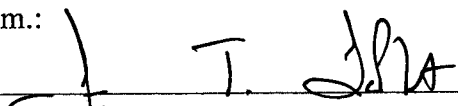
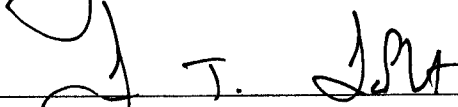
Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:		
Department Head:		Date: 10/12/17
College/Division Exec. Committee:		Date: 10/12/17
Dean(s)/Director(s):		Date: 10/12/17
Graduate Exec. Comm.: (for grad program)		Date: 11-1-17
Graduate Dean: (for grad program)		Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

RECEIVED

OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-instructional-technology-library-media.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) January 2018

Degree and Program Name: M.Ed. in Instructional Technology: P12 School Library Media

Present Requirements:

Name of Program

M.Ed. in Instructional Technology: Library Media

ADMISSION REQUIREMENTS

REQUIRED DOCUMENTS

ADMISSION REQUIREMENTS

- Online Graduate Application
 - Application Fee \$35 (credit or debit card and e-checks accepted)
 - Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School

- Must hold a bachelor's degree from a regionally- accredited institution.
- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

GACE Program Admission Assessment •

Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption.

- Qualifying exemptions include minimum scores on the ACT, GRE, and SAT or a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.

Proposed Requirements: (highlight changes after printing)

M.Ed. in Instructional Technology: P12 School Library Media

To be considered for admission the applicant must have/hold a:

Bachelor's degree or higher from a regionally accredited college or university.

ADMISSION REQUIREMENTS

REQUIRED DOCUMENTS

- Online Graduate Application
 - Application Fee \$35 (credit or debit card and e-checks accepted)
 - Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School.)

Cumulative grade point average of at least 2.75 on a 4.0 scale for an undergraduate or graduate degree. The undergraduate or graduate GPA will be calculated on all work attempted in which letter grades are awarded.

**Minimum GPA requirements may be met by other admission requirements.

Present Requirements:
Graduate Record Exam
or Miller Analogies Test

- Recommended minimum GRE Requirements:
- Verbal score of 350 (if taken before July 2011) or 143 (if taken after July 2011)
- Quantitative score of 400 (if taken before July 2011) or 140 (if taken after July 2011)
- Analytical Writing score of 3.0
- Recommended minimum MAT Requirement: 386

- GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.

All applicants must submit a Career Goals statement. Instructions for the Career Goal statement can be acquired at <http://www.valdosta.edu/academics/graduate-school/documents/med-it-goals.pdf>

GACE Program Admission Assessment

- Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption.
- Qualifying exemptions include minimum scores on the ACT, GRE, and SAT or a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, Leadership certificate, Service certificate, or Life certificate.

****OTHER ADMISSION REQUIREMENTS**

Applicants having a cumulative GPA of 2.5-2.74 on a 4.0 scale for an undergraduate or graduate degree from a regionally accredited institution must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

- GRE -- Verbal score of 350 (for tests prior to July 2011) or 143 (for tests July 2011 or later)
- GRE -- Quantitative score of 400 (for tests prior to July 2011) or 140 (for tests July 2011 or later)
- GRE -- Analytical Writing score of 3.0
- MAT -- 386

Notes:

Prior to completing the required program of study, all enrolled students must attempt the GACE Media Specialist Content Assessment.

Prior to applying for Media Specialist certification, all students currently enrolled or who have completed their programs of study must pass the GACE Media Specialist Content Assessment.

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 - Clarification of admission requirements and completion requirements.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

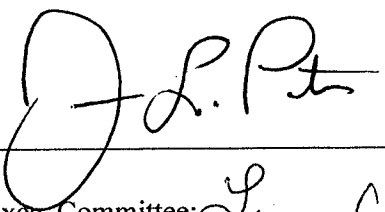
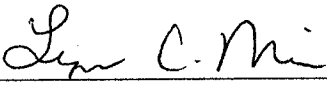
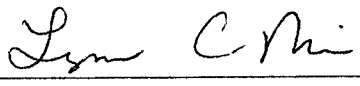
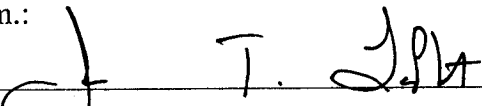
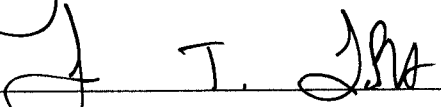
Source of Data to Support Suggested Change:

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

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

Data Sources:

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Approvals:		
Department Head:		Date: 10/12/17
College/Division Exec. Committee:		Date: 10/12/17
Dean(s)/Director(s):		Date: 10/12/17
Graduate Exec. Comm.: (for grad program)		Date: 11-1-17
Graduate Dean: (for grad program)		Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1-5-17

Degree and Program Name: Certification in Educational Leadership (Tier I / P-12 Leadership)

Present Requirements:

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

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

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

All applicants to the Valdosta State University Leadership program must have completed, but need not pass, the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) prior to becoming enrolled. Evidence of completion

Proposed Requirements: (highlight changes after printing)

To be considered for admission the applicant must have/hold a:

- Master's degree from a regionally accredited college or university;
- Cumulative grade point average of at least 3.0 on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded; applicants having a cumulative grade point average between 2.75 and 2.99 on a 4.0 scale for a graduate degree must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

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

- A passing score on the GACE Program Admission Assessment or GACE Basic Skills assessment. Applicants may submit a copy of the score report received when they complete the exam. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores meeting the following thresholds on the following exams:

- GRE taken before August 2011: 1030 (Verbal + Quantitative)
- GRE taken August 2011 or later: 297 (Verbal + Quantitative)
- SAT: 1000 (Verbal + Quantitative) - ACT: 43 (English + Math) - SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores

of the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) must be submitted to the Graduate Schools as a part of the application for admission.

posted, or a score report from the testing service.

Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement;

- Evidence of completion of the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370);
- Career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials.

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 . Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

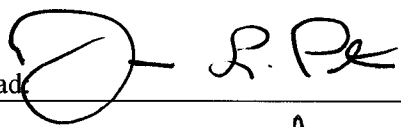
Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: 	Date: 10/13/17
College/Division Exec. Committee: Lynn C. Min	Date: 10/16/17
Dean(s)/Director(s): Lynn C. Min	Date: 10/16/17
Graduate Exec. Comm.: (for grad program) J. T. Jelt	Date: 11-1-17
Graduate Dean: (for grad program) J. T. Jelt	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1-5-17

Degree and Program Name: Certification in Educational Leadership (Tier II / Performance-Based Leadership)

Present Requirements:

To be considered for admission the applicant must have/hold a:

- A minimum of a master's degree from an accredited or approved college or university
- Tier I Educational Leadership Certificate or a grandfathered L or PL certificate in Educational Leadership issued from the Georgia Professional Standards Commission
- Serve in a leadership position at either the P-12 school or at the system level or in a related agency
- Active partnership agreement between the system/agency & Valdosta State University
- Cumulative graduate grade point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades are awarded.
- Evidence of completion of the Georgia Ethics for Educational Leadership Assessment - Program Entry Test 370. (Applicants having completed this entry requirement for Tier I certification need not complete the assessment)
- Career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials.

Submit an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test

Proposed Requirements: (highlight changes after printing)

To be considered for admission the applicant must have/hold:

- A minimum of a master's degree from a regionally accredited college or university;
- A Tier I Educational Leadership Certificate or a grandfathered L or PL certificate in Educational Leadership issued from the Georgia Professional Standards Commission;
- A leadership position at either a P-12 school, system level, or related agency; applicants not serving in a leadership position, as described, may be enrolled if Valdosta State University and the employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for a portion of the school week sufficient in length to allow the applicant to participate in, and successfully complete, residency performances.
- An active partnership agreement between the system/agency & Valdosta State University;
- A cumulative grade point average of at least 3.0 on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded; applicants having a cumulative graduate grade point average between 2.75 and 2.99 on a 4.0 scale for a graduate degree must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

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

• Evidence of completion of the Georgia Ethics for Educational Leadership Assessment - Program

(MAT) score. Recommended scores for admission are:

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

• Applicants not serving in a leadership position as described above may be enrolled if Valdosta State University and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for a portion of the school week sufficient in length to allow the applicant to participate in and successfully complete residency performances.

Entry Test 370. (Applicants having completed this entry requirement for Tier I certification need not complete the assessment);

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

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 Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

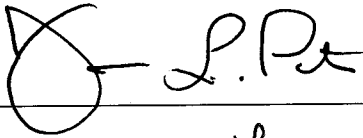
Source of Data to Support Suggested Change:

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- 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.
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Approvals:		
Department Head:		Date: 10/13/17
College/Division Exec. Committee:	Lynn C Min	Date: 10/16/17
Dean(s)/Director(s):	Lynn C Min	Date: 10/16/17
Graduate Exec. Comm.: (for grad program)	J. T. JPK	Date: 11-1-17
Graduate Dean: (for grad program)	J. T. JPK	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1-5-17

Degree and Program Name: M.Ed. in Educational Leadership (Tier I / P-12 Leadership)

Present Requirements:

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

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

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

All applicants to the Valdosta State University Leadership program must have completed, but need not pass, the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) prior to becoming enrolled. Evidence of completion

Proposed Requirements: (highlight changes after printing)

To be considered for admission the applicant must have/hold a:

- Bachelor's degree **or higher** from a regionally accredited college or university;
- Cumulative grade point average of at least 3.0 on a 4.0 scale for an undergraduate **or graduate** degree calculated on all work attempted in which letter grades are awarded; **applicants having a cumulative grade point average between 2.5 and 2.99 on a 4.0 scale for an undergraduate degree or a cumulative grade point average between 2.75 and 2.99 on a 4.0 scale for a graduate degree must submit an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score.**

Recommended scores for admission are:

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

- A passing score on the GACE Program Admission Assessment or GACE Basic Skills assessment. Applicants may submit a copy of the score report received when they complete the exam. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores meeting the following thresholds on the following exams:

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of the Georgia Ethics for Educational Leadership Assessment (Program Entry Test 370) must be submitted to the Graduate Schools as a part of the application for admission.

- SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service.
Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement;

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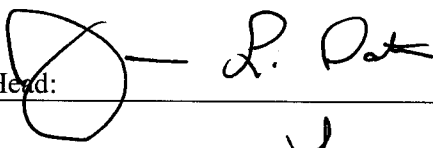
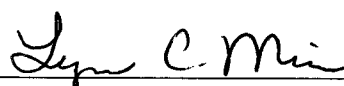
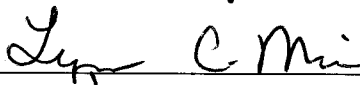
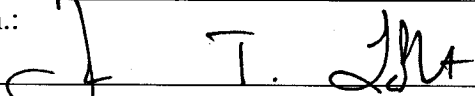
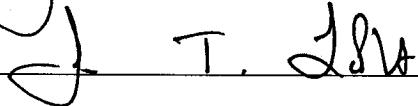
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Approvals:	
Department Head: 	Date: 10/13/17
College/Division Exec. Committee: 	Date: 10/16/17
Dean(s)/Director(s): 	Date: 10/16/17
Graduate Exec. Comm.: (for grad program) 	Date: 11-1-17
Graduate Dean: (for grad program) 	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1-5-17

Degree and Program Name: Ed.S. Degree in Educational Leadership (Tier II / Performance-Base Leadership)

Present Requirements:

To be considered for admission the applicant must have/hold a:

- A minimum of a master's degree from an accredited or approved college or university
- Tier I Educational Leadership Certificate or a grandfathered L or PL certificate in Educational Leadership issued from the Georgia Professional Standards Commission
- Serve in a leadership position at either the P-12 school or at the system level or in a related agency
- Active partnership agreement between the system/agency & Valdosta State University
- Cumulative graduate grade point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades are awarded.
- Evidence of completion of the Georgia Ethics for Educational Leadership Assessment - Program Entry Test 370. (Applicants having completed this entry requirement for Tier I certification need not complete the assessment)
- Career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials.

Submit an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test

Proposed Requirements: (highlight changes after printing)

To be considered for admission the applicant must have/hold:

- A minimum of a master's degree from a regionally accredited college or university;
- Tier I Educational Leadership Certificate or a grandfathered L or PL certificate in Educational Leadership issued from the Georgia Professional Standards Commission;
- A leadership position at either a P-12 school, system level, or in a related agency; applicants not serving in a leadership position, as described, may be enrolled if Valdosta State University and the employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for a portion of the school week sufficient in length to allow the applicant to participate in, and successfully complete, residency performances;
- An active partnership agreement between the system/agency & Valdosta State University;
- A cumulative grade point average of at least 3.0 on a 4.0 scale for a graduate degree, calculated on all work attempted in which letter grades are awarded; applicants having a cumulative grade point average between 2.75 and 2.99 on a 4.0 scale for a graduate degree must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

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

• Evidence of completion of the Georgia Ethics for Educational Leadership Assessment - Program

(MAT) score. Recommended scores for admission are:

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

• Applicants not serving in a leadership position as described above may be enrolled if Valdosta State University and employer establish a formal, written agreement specifying the candidate will be released from other responsibilities for a portion of the school week sufficient in length to allow the applicant to participate in and successfully complete residency performances.

Entry Test 370. (Applicants having completed this entry requirement for Tier I certification need not complete the assessment);

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

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 . Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

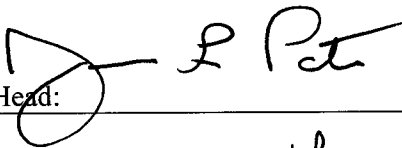
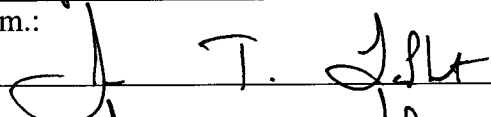
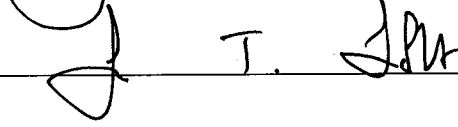
Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:		
Department Head:		Date: 10/13/17
College/Division Exec. Committee:	Lynn C. Muni	Date: 10/16/17
Dean(s)/Director(s):	Lynn C. Muni	Date: 10/16/17
Graduate Exec. Comm.: (for grad program)		Date: 11-1-17
Graduate Dean: (for grad program)		Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/instructional-technology.php>.

Proposed Effective Date for Revised Catalogue Copy: (new or revised) as soon as possible: no later than October 2017

Degree and Program Name: Ed.S. in Instructional Technology

Present Requirements:

- ADMISSION REQUIREMENTS
 REQUIRED DOCUMENTS
 Online Graduate Application
- Application Fee \$35 (credit or debit card and e-checks accepted)
 - Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School

- Must hold a minimum of a master's degree from a regionally accredited institution.
 - Minimum graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.
 - Three years professional experience.
- Valid Certificate (P-12 Concentration Only)
- Must hold a valid level 4 or higher induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.

Graduate Record Exam

or

Miller Analogies Test

- GRE or MAT scores are required.
- Recommended minimum GRE scores:
- Verbal score of 400 (if taken before July 2011) or 146 (if taken July 2011 or later)
- Quantitative score of 450 (if taken

Proposed Requirements: (highlight changes after printing)

- ADMISSION REQUIREMENTS
 REQUIRED DOCUMENTS
 Online Graduate Application
- Application Fee \$35 (credit or debit card and e-checks accepted)
 - Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School

- Must hold a minimum of a master's degree from a regionally accredited institution.
 - Minimum graduate GPA of 3.0 on a 4.0 scale from a regionally accredited institution of higher education. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.
 - Three years professional experience.
- Valid Educator Certificate (P-12 Concentration Only)
- Must hold a valid level 4 or higher induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.

Graduate Record Exam

or

Miller Analogies Test

- If Graduate GPA is between 2.5 and 2.99, test scores are required.
- Recommended minimum GRE scores are as

before July 2011) or 142 (if taken July 2011 or later)

- Analytical Writing score of 3.5
- Recommended minimum MAT score: 390
- GRE and MAT scores are only on of the factors considered in admissions decisions. These test scores are not the sole criteria for admission

Ed.S.IT Essay

- Submit the 1500 word Ed.S. IT Essay.
- VSU Medical Form**
- The form must be completed and signed by the student/applicant.
 - This form must be received prior to enrollment, NOT prior to admission.
 - Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form .

follows:

- Verbal score of 400/146
- Quantitative score of 450/142
- Analytical Writing score of 3.5
- Recommended minimum MAT score: 390.

**Ed.S.IT Essay
(Guidelines)**

- Submit the 1500 word Ed.S. IT Essay.
- VSU Medical Form**
- The form must be completed and signed by the student/applicant.
 - This form must be received prior to enrollment, NOT prior to admission.
 - Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

NOTE: Excellent performance in one or more admission criteria area may offset lower performance in other areas and qualify a candidate for admission. Minimum GPA requirements can be overridden by other admissions requirements.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Most other USG institutions do not have this requirement
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

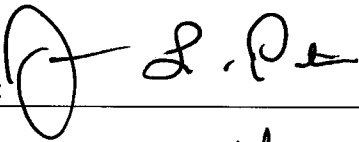
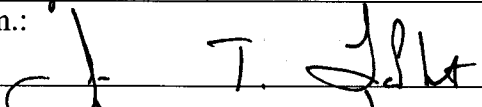
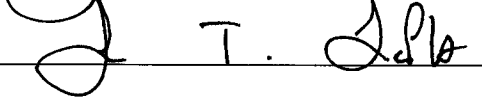
Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Email surveys indicated even when people wanted to attend VSU, they were applying to other programs instead of ours because the other programs did not require the test score. Test scores have further been shown to not be a reliable predictor of performance in grad school anyway.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:	
Department Head: 	Date: 10/13/17
College/Division Exec. Committee: Lynn C. Mini	Date: 10/16/17
Dean(s)/Director(s): Lynn C. Mini	Date: 10/16/17
Graduate Exec. Comm.: (for grad program) 	Date: 11-1-17
Graduate Dean: (for grad program) 	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY VALDOSTA STATE UNIVERSITY
 (New Learning Outcomes, Admissions, or Other Program Policies) GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php#it>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) as soon as possible: no later than October 2017

Degree and Program Name: Ed.S. in Instructional Technology

Present Requirements:

- INSTRUCTIONAL TECHNOLOGY
- 1. Students must complete an application for graduation one semester prior to their expected graduation date;
- 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 3. Students will successfully complete and Advanced Inventory of Leadership Experiences

Proposed Requirements: (highlight changes after printing)

- INSTRUCTIONAL TECHNOLOGY
- 1. Students must complete an application for graduation one semester prior to their expected graduation date;
- 2. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 3. Students will successfully complete all program requirements. Students enrolled in the P-12 certification program are required to take the GACE in IT and submit a copy of the official detailed score report to advisor.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Number 3 in the old version is not related to IT and in the new version we are adding a state requirement.
- Other

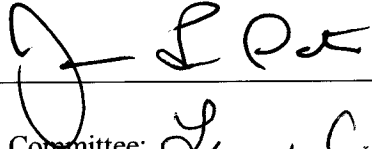
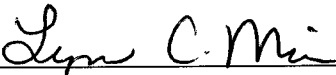

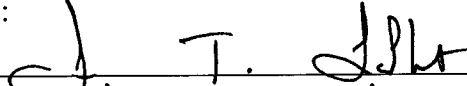
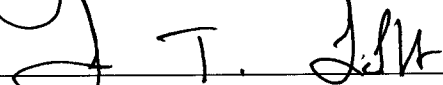
Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **lowering in the number of questions and complaints about the difference in the catalog and the requirements**

<u>Approvals:</u>	
Department Head: 	Date: 10/13/17
College/Division Exec. Committee: 	Date: 10/16/17
Dean(s)/Director(s): 	Date: 10/16/17
Graduate Exec. Comm.: (for grad program) 	Date: 11-1-17
Graduate Dean: (for grad program) 	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/eds-instructional-technology/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) as soon as possible: no later than October 2017

Degree and Program Name: Ed.S. in Instructional Technology

Present Requirements: Prior to recommendation for instructional technology certification, applicant must pass GACE Instructional Technology tests. All course work in the research sequence must be completed in the area of the candidate's prior certification.

Prior to recommendation for library media certification, applicant must pass GACE Content Assessment Test for Media Specialist and complete an approved program for recommendation for certification.

Proposed Requirements: (highlight changes after printing)
Successful completion of the program for any candidates in the P-12 concentration includes attempting the GACE in Instructional Technology and submitting a copy of the official detailed score report to advisor. Prior to recommendation for instructional technology certification, applicant must pass the GACE for Instructional Technology. All course work in the research sequence must be completed in the area of the candidate's prior certification.

Successful completion of the program for any candidates in the P-12 concentration adding Media Specialist certification includes attempting the GACE in Instructional Technology as well as the Media Specialist GACE and submitting copies of the official detailed score reports to advisor. Prior to recommendation for media specialist or instructional technology certification, applicant must pass GACE Content Assessment Tests in the respective areas and complete an approved program for recommendation for certification.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Attempting the GACE in the field is a requirement for graduation that was previously omitted and needs to be added.
- Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **incomplete information in the old catalog**

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **lowering in the number of questions and complaints about the difference in the catalog and the requirements**

Approvals:		
Department Head:	<i>J. S. De</i>	Date: 10/13/17
College/Division Exec. Committee:	<i>Lyn C. Min</i>	Date: 10/16/17
Dean(s)/Director(s):	<i>Lyn C. Min</i>	Date: 10/16/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. A.</i>	Date: 11-1-17
Graduate Dean: (for grad program)	<i>J. T. J. A.</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
http://www.valdosta.edu/academics/graduate-school/our-programs/mat-msrd-admission-requirements.php

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: Master of Teaching in Middle Grades or Secondary Education

Present Requirements:

Admission Requirements
Must hold a bachelor's degree from a regionally-accredited institution.

Minimum cumulative graduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

Minimum GRE Requirements:
Verbal - 350/143 (if taken July 2011 or later)
Quantitative - 400/138 (if taken July 2011 or later)
Analytical - 3.0
Minimum MAT Requirement: 375

Must contact the VSU College of Education to request a transcript evaluation.

Present passing scores on the GACE Basic Skills or evidence of exemption eligibility.

Present passing scores on the appropriate GACE Content Assessment.

Proposed Requirements: (highlight changes after printing)

Admission Requirements

1. Must hold a Bachelor's degree from a regionally-accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).
3. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.
4. Passing scores on the appropriate GACE Content Assessments.
5. Completed Transcript Evaluation on file and evidence of satisfying all specified prerequisite content coursework.
6. Two recommendations from professionals familiar with your professional or academic background.
7. Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

Admission by Alternative Pathway Requirements

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements

for one of the following alternative pathways:

• Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

• Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

• Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

• GRE: Verbal - 143 and Quantitative -138 (or 750 combined higher if taken before August 1, 2011)

• MAT: 375

3. Bachelor's degree from a regionally-accredited institution.

4. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.

5. Passing scores on the appropriate GACE Content Assessments.

6. Completed Transcript Evaluation on file and evidence of satisfying all specified prerequisite content coursework.

7. Two recommendations from professionals familiar with your professional or academic background.

8. Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies The GaPSC requires candidates admitted to initial preparation programs have a minimum undergraduate GPA of 2.5. The GaPSC requires an average minimum GPA of 3.0 for the admitted cohort. The changes proposed will allow more flexibility while maintaining a level of rigor when making admission decisions.

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Inquiries from prospective students and admission decisions.**

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of applicants admitted who successfully complete the program.**

Approvals:		
Department Head:	<i>R. Pelt</i>	Date: 10/13/17
College/Division Exec. Committee:	<i>Lynn C. Min</i>	Date: 10/13/17
Dean(s)/Director(s):	<i>Lynn C. Min</i>	Date: 10/13/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. Jelt</i>	Date: 11-1-17
Graduate Dean: (for grad program)	<i>J. T. Jelt</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY RECEIVED
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

OCT 19 2017

Area of Change: Core Senior Graduate

**VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL**

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-teaching-in-deaf-and-hard-of-hearing-education.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: Master of Teaching in Deaf and Hard Hearing Education (Online)

Present Requirements:

Admission Requirements
 Must hold a bachelor's degree from a regionally-accredited institution.

Minimum cumulative graduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

Transcripts must document a content concentration consisting of fifteen (15) semester hours of academic content that conforms with the GAPSC preparation requirements for content concentrations in middle grades.

Before taking some of the core courses in the program, students must provide verification of the SLPI (Speech Language Proficiency Interview) at an Intermediate Level.

Minimum GRE Requirements:

- 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350.
- If taken July 2011 or later: combined Verbal and Quantitative score of 283 with a Verbal score no less than 143.

MAT Requirement: 375

Proposed Requirements: (highlight changes after printing)

Admission Requirements

1. Must hold a Bachelor's degree from a regionally-accredited institution.
2. Minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).
3. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.
4. Completed Transcript Evaluation on file and evidence of satisfying all specified prerequisite content coursework.
5. Two recommendations from professionals familiar with your professional or academic background.
6. Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

Admission by Alternative Pathway Requirements

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

• Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

• Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

• Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

• GRE: Verbal - 143 and Quantitative -138 (or 750 combined higher if taken before August 1, 2011)

• MAT: 375

3. Bachelor's degree from a regionally-accredited institution.

4. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.

5. Completed Transcript Evaluation on file and evidence of satisfying all specified prerequisite content coursework.

6. Two recommendations from professionals familiar with your professional or academic background.

7. Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies The GaPSC requires candidates admitted to initial preparation programs have a minimum undergraduate GPA of 2.5. The GaPSC requires an average minimum GPA of 3.0 for the admitted cohort. The changes proposed will allow more flexibility while maintaining a level of rigor when making admission decisions.

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Inquiries from prospective students and admission decisions.**

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of applicants admitted who successfully complete the program.**

Approvals:	
Department Head: <i>[Signature]</i>	Date: 10-17-17
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10-13-17
Dean(s)/Director(s): <i>[Signature]</i>	Date: 10-13-17
Graduate Exec. Comm.: (for grad program) <i>[Signature]</i>	Date: 11-1-17
Graduate Dean: (for grad program) <i>[Signature]</i>	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum
- Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change: (Month/Year): Sp 18

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

Present Requirements: Optional Track in Reference Sources and Services 15 hours
 MLIS 7100 3 hours
 MLIS 7110, MLIS 7120, MLIS 7125, MLIS 7130, MLIS 7150, MLIS 7180, MLIS 7430, MLIS 7950, MLIS 7999..... 9 hours

MLIS 7960 3 hours

Proposed Requirements (Underline changes after printing this form: Optional Track in Reference Sources and Services 15 hours

MLIS 7100 3 hours

MLIS 7100, MLIS 7120, MLIS 7125, MLIS 7130, MLIS 7140, ~~MLIS 7150~~, MLIS 7180, MLIS 7430, MLIS 7950, MLIS 7999 9 hours

MLIS 7960 3 hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The requested change reflects the results of a comprehensive review of the reference track of the MLIS curriculum. We are adding MLIS 7140 and deactivating MLIS 7130 and MLIS 7150.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:

Department Head:	<i>Linda Most</i>	Date: <i>10/11/17</i>
College/Division Exec. Committee:	<i>Lynn C. Min</i>	Date: <i>10/12/17</i>
Dean(s)/Director(s):	<i>Lynn C. Min</i>	Date: <i>10/12/17</i>
Grad. Exec. Committee: (for graduate course)	<i>J. T. J. J.</i>	Date: <i>11-1-17</i>
Graduate Dean: (for graduate course)	<i>J. T. J. J.</i>	Date: <i>11-1-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Online

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: MLIS

Present Requirements: Optional Track in Reference Sources and Services 15 hours
MLIS 7100-----3 hours

MLIS 7110, MLIS 7120, MLIS 7125, MLIS 7130, MLIS 7150, MLIS 7180, MLIS 7430, MLIS 7950, MLIS 7999-----9 hours

MLIS 7960-----3 hours

*MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

Proposed Requirements: (highlight changes after printing) Optional Track in Reference Sources and Services 15 hours
MLIS 7100-----3 hours

MLIS 7110, MLIS 7120, MLIS 7125, ~~MLIS 7130, MLIS 7150, MLIS 7140, MLIS 7180, MLIS 7430, MLIS 7950, MLIS 7999~~-----9 hours

MLIS 7960-----3 hours

*MLIS 7950, MLIS 7960, and MLIS 7999 must have a reference emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The requested change is made to reflect the changes of the course offerings as the result of a comprehensive review of the MLIS reference track: we are adding a new course: MLIS 7140; and deactivating MLIS 7130 and MLIS 7150.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The revision was made based on input from stakeholders including faculty, students, graduates and employers.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:		
Department Head:	<i>Under Most</i>	Date: <i>10/16/17</i>
College/Division Exec. Committee:	<i>Lyn C. Mini</i>	Date: <i>10/12/17</i>
Dean(s)/Director(s):	<i>Lyn C. Mini</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. JPLA</i>	Date: <i>11-1-17</i>
Graduate Dean: (for grad program)	<i>J. T. JPLA</i>	Date: <i>11-1-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST TO DEACTIVATE A COURSE/PROGRAM

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Date of Submission: 10/06/2017

Department Initiating Deactivation:

MLIS

Semester & Year to be Effective:

Spring 2018

List of courses (or the program or track) to be deactivated: MLIS 7130: Humanities Information Sources; MLIS 7150 Social Sciences Information Sources

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other The courses have been replaced by a new course: MLIS 7140 Advanced Reference. MLIS 7130 was offered once every other spring semester; MLIS 7150 was offered once every other fall semester. Due to the time between the courses, many students who were interested in the reference track complained about the difficulty of taking both courses during their time in the program. In 2016, the reference track reviewing advisory committee reviewed the issue and recommended to create a new course and offer it every year. The newly created course is MLIS 7140 Advanced Reference. The new course covers both social sciences and humanities resources.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Feedback from students and instructors.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>10/12/17</i>
Dept. Head: <i>Lynda Most</i>	Date: <i>10/11/17</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.: (for grad course/program) <i>J T JPLA</i>	Date: <i>11-1-17</i>
Graduate Dean: (for grad course/program) <i>J T JPLA</i>	Date: <i>11-1-17</i>
Academic Committee: <i>J T JPLA</i>	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A NEW COURSE Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: 10/06/2017 (mm/dd/yyyy)		
Department Initiating Request: MLIS	Faculty Member Requesting: Xiaoai Ren	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MLIS 7140	Proposed New Course Title: Advanced Reference Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Advanced Reference	
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: Fall semesters	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours:	Lab Hours:	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of multi-disciplinary information domains, addressing user behavior, and information needs, resources, and services unique to researchers in the humanities and social sciences.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: MLIS 7140 Advanced Reference is created to replace two MLIS reference courses: MLIS 7130 Humanities Information Sources and MLIS 7150 Social Sciences Information Sources. MLIS 7130 is offered once every other spring semester, MLIS 7150 is offered once every other fall semester. Due to the time between the courses, many students who are interested in the reference track complained about the difficulty of taking both classes. This issue was brought to the MLIS reference track reviewing advisory committee in 2016. It was recommended to create a new course and offer it every year to make it easy for students to take the class.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Feedback from students and an observation of the class enrollment rate.		

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:	Linda Most	Date: 10/11/17
College/Division Exec. Comm.:	Lyn C. Min	Date: 10/12/17
Dean/Director:	Lyn C. Min	Date: 10/12/17
Graduate Exec. Comm.: (for graduate course):	J. T. J. [Signature]	Date: 11-1-17
Graduate Dean: (for graduate course):	J. T. J. [Signature]	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7140
Advanced Reference
Three Credit Hours**

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

ALA's Core Competences of Librarianship

(Extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1.** Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1, 2, 3, 5, 8]*
- PO 2.** Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3.** Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4.** Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

Course Description

Examination of multi-disciplinary information domains, addressing user behavior, and information needs, resources, and services unique to researchers in the humanities and social sciences.

Required textbooks / Resource Materials

Blandford, A., & Attfield, S. (2010). *Interacting with information. Synthesis Lectures on Human-Centered Informatics.*

ISBN-13: 978-1-60845-026-8 (Paper), ISBN: 978-1-60845-027-5 (eBook).

Note: Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at:

<http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

Reading materials from the LIS professional and academic literature as indicated in the detailed reading list in weekly folders. Articles will be available via GALILEO Scholar, the Odum Library's e-journals collection, or on Odum Library course reserve, or links will be provided in the course website.

Course Objectives

Upon completion of this course, the student students will be able to meet these **Student Learning Outcomes (SLOs)**:

SLO 1. To differentiate the information-seeking behaviors of researchers and practitioners in different disciplines (PO 1).

SLO 2. To utilize a working knowledge of the literature in each of the selected disciplines (PO 1).

SLO 3. To assess research needs across disciplines and demonstrate how information professionals may meet those needs (PO 1).

SLO 4. To employ a variety of print and electronic resources in a multi-subject research setting (PO 1).

SLO 5. To develop knowledge and skills for supporting multi-subject information services (PO 1).

Course Activities / Assignments / Requirements

The following list is a brief overview of the assignments used to measure learning outcomes included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeVIEW course site in advance of that assignment's due date.

Disciplinary Report

(SLOs 1, 2, 3) 10 points

Select one discipline from the social sciences, and one discipline from the humanities to study them individually. Your disciplinary report should include the definitions and overviews of your selected disciplines, as well as key resources. These resources will include resources listed by subject areas at the Odum Library website. You may also include other resources you identify from the web or from other sources.

Graded Discussion 1

(SLOs 1, 2, 3) 10 points

Assemble an annotated, illustrated list of primary sources that a historian would use 100 years from now to recreate something about your life. You may use Word or PowerPoint to create, save as a pdf file.

Graded Discussion 2

(SLOs 1, 2, 3) 10 points

From the readings, identify at least 10 aspects of social science and humanities research that librarians need to consider when serving scholars and students, and/or when developing a subject collection.

Resource Presentation I & II

(SLO 4) 20 points

You will be assigned a broad area of the social sciences and humanities for which you will select and present a specific resource to the class.

Research Reference Project

(SLOs 3, 4, 5) 30 points

This assignment requires students each select a research topic, interview one of their classmates' on their selected topic, identify their information needs, and use relevant search methods and tools to identify needed research materials for each other.

Production of a Visual Resource Guide

(SLOs 4 and 5) 20 points

Complete an illustrated resource guide on your selected subject.

Course Grade

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

To be eligible for an A in this course, a student must complete *every* assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the **COEHS Policy on Plagiarism** on page 6 and the **MLIS Guide to Ethical Conduct** at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf> for more information.

Attendance Policy

Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Communication

A course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to read the Faculty Office discussion board regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please contact us during office hours.

Submitting Written Assignments

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using required formats. The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://www.valdosta.edu/administration/it/helpdesk/>. Their telephone hotline is 229-245-4357.

Late Policy

All course work is due inside BlazeVIEW on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeVIEW is down.

A grace period of 24 hours is offered without penalty (this does not include discussion boards – due to the interactive nature of these, each module's discussion posts must be completed according to the course schedule). After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours. **The instructor WILL NOT accept work that is more than five (5) days late without prior consent.** If you inform me of extenuating circumstances **before** the deadline, we can work out a solution for submitting a late assignment without penalty. Completely skipping an assignment is not acceptable in graduate school. To receive an A in this course requires completing **every** assignment.

If you have not submitted assignments up to the Midterm in the semester, you are not eligible for an Incomplete at the end of the semester. A grade of Incomplete is also not an option unless a non-academic situation interferes with completion of assignments **after** the option to withdraw without academic penalty passed. Informing your instructor that you plan to withdraw does not remove you from the course. You must request withdrawal through the office of the VSU Registrar.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The

student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

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

Access Statement

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

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <https://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>

RECEIVED

OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 10/06/2017 (mm/dd/yyyy)

Department Initiating Revision: MLIS
Faculty Member Requesting Revision: Xiaoi Ren

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MLIS 7430 Information Literacy

List Current and Requested Revisions:

<p>Current:</p> <p>Course Prefix and Number: MLIS 7430</p> <p>Credit Hours: 3</p> <p>Course Title: Information Literacy</p> <p>Pre-requisites:</p> <p>Course Description: An examination of the information literacy movement from its origins in library instruction to the learning theories and teaching practices that shape its current standards. The information literacy model used in academic libraries will be emphasized.</p>	<p>Requested:</p> <p>Course Prefix and Number:</p> <p>Credit Hours:</p> <p>Course Title: <u>Information Literacy Instruction</u></p> <p>Pre-requisites:</p> <p>Course Description:</p>
--	---

Semester/Year to be Effective: Spring 2018
Estimated Frequency of Course Offering: Spring semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The course title needs to be revised to reflect the course content more accurately. The course content covers learning theory and teaching methods, and the application of the theory in library instruction/teaching design. The current course title does not reflect the "instruction" element of the course content.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>10/12/17</i>
Dept. Head: <i>Linda Most</i>	Date: <i>10/11/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>10/12/17</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. Ph</i>	Date: <i>11-1-17</i>
Graduate Dean (if needed): <i>J. T. J. Ph</i>	Date: <i>11-1-17</i>
Academic Committee:	Date:

Form last updated: October 11, 2017

OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-health-and-physical-education.php

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

Degree and Program Name: Masters of Education in Health and Physical Education

Present Requirements:
ONLINE GRADUATE APPLICATION

- Application fee \$35 (credit or debit care and e-checks accepted)
- Apply Online

ONE OFFICIAL TRANSCRIPT FROM EACH INSTITUTION WHERE YOU HAVE PREVIOUSLY ENROLLED (UNDERGRADUATE AND GRADUATE)

(TRANSCRIPTS OF COURSEWORK COMPLETE IN-RESIDENCE AT VSU WILL BE OBTAINED BY THE GRADUATE SCHOOL)

- Must hold a bachelor's degree from a regionally-accredited institution.
- Applicants should have an undergraduate degree in physical education, health, or both or hold a valid level four certificate in Georgia or a reciprocal state in any of the aforementioned areas of study.
- Must have access to P-12 learners in a physical education school or related setting.
- Note: Only qualified candidates with an appropriate level four certificate in Georgia (or a comparable and reciprocal certification from other states) may be eligible for level five certification following the completion of degree requirements.
- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade has been awarded.

Proposed Requirements: (highlight changes after printing)

ONLINE GRADUATE APPLICATION

- Application fee \$35 (credit or debit care and e-checks accepted)
- Apply Online

ONE OFFICIAL TRANSCRIPT FROM EACH INSTITUTION WHERE YOU HAVE PREVIOUSLY ENROLLED (UNDERGRADUATE AND GRADUATE)

(TRANSCRIPTS OF COURSEWORK COMPLETED IN-RESIDENCE AT VSU WILL BE OBTAINED BY THE GRADUATE SCHOOL)

- Must hold a bachelor's degree from a regionally-accredited institution.
- Applicants must ~~should have an undergraduate degree in physical education, health, or both and~~ hold a valid level four certificate in Georgia or a reciprocal state in ~~any of the aforementioned areas of study.~~ health education and/or physical education.
- Must have access to P-12 learners in a physical education school or related setting.
- Note: Only qualified candidates with an appropriate level four certificate in Georgia (or a comparable and reciprocal certification from other states) may be eligible for level five certification following the completion of degree requirements.
- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade has been awarded (Minimum GPA requirements

- Note: MAT or GRE scores are not required for admission into this program

VERIFICATION OF EMPLOYMENT AND YEARS OF TEACHING FORM

- This applied graduate program requires applicants to be directly involved in coaching an athletic sport and have access to student-athletes for observational analysis purposes. (The specific coaching setting and nature of the coaching experience have to be approved by the graduate coordinator.)

CURRENT RESUME OR CURRICULUM VITA

Must have access to P-12 learners in a physical education school or related setting.

THREE RECOMMENDATIONS

(GENERAL RECOMMENDATION FORM)

- Recommendations from professionals familiar with your professional and/or academic background

500 WORD WRITING SAMPLE

- A written statement (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate writing skill and goals consistent with the outcomes of the degree program.
- Download the M.ED. Writing Sample Directions and Scoring Rubric

VERIFICATION OF LAWFUL PRESENCE

- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

may be met by other admission requirements, see below).

Note: MAT or GRE scores are not required for admission into this program **unless needed** as an "other requirement for admissions" (see below).

VERIFICATION OF TEACHING FORM

CURRENT RESUME OR CURRICULUM VITA

- Must have access to P-12 learners in a physical education or health education setting.

THREE RECOMMENDATIONS

(GENERAL RECOMMENDATION FORM)

- Recommendations from professionals familiar with your professional and/or academic background

~~500 WORD WRITING SAMPLE~~

- A written statement (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate the ability to organize and articulate thoughts, writing skills including grammar and punctuation, and the ability to set goals consistent with the outcomes of this program.
- ~~Download the M.ED. Writing Sample Directions and Scoring Rubric~~

VERIFICATION OF LAWFUL PRESENCE

- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

OTHER REQUIREMENTS FOR ADMISSION

Applicants having a cumulative grade point average (GPA) between 2.50 and 2.749 on a 4.0 scale must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are
GRE - 145 Verbal and 139 Quantitative

MAT - 380

Note: An applicant with a GPA below 2.50 will not be accepted into this program.

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 Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>	
Department Head: <i>Suzanne Sanderson</i>	Date: 10-12-17
College/Division Exec. Committee: <i>Lynn C. Min</i>	Date: 10-12-17
Dean(s)/Director(s): <i>Lynn C. Min</i>	Date: 10-12-17
Graduate Exec. Comm.: (for grad program) <i>J. T. J. Ph</i>	Date: 11-1-17
Graduate Dean: (for grad program) <i>J. T. J. Ph</i>	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies) VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/education-specialist-in-coaching-pedagogy-in-physical-education.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1/5/18

Degree and Program Name: Education Specialist in Coaching Pedagogy in Physical Education

Present Requirements:
 ONLINE GRADUATE APPLICATION

- Application fee \$35 (credit or debit care and e-checks accepted)
- Apply Online

ONE OFFICIAL TRANSCRIPT FROM EACH INSTITUTION WHERE YOU HAVE PREVIOUSLY ENROLLED (UNDERGRADUATE AND GRADUATE)

(TRANSCRIPTS OF COURSEWORK COMPLETE IN-RESIDENCE AT VSU WILL BE OBTAINED BY THE GRADUATE SCHOOL)

- Must hold a master's degree from a regionally accredited institution.
- Applicants should have an undergraduate degree in physical education, health, or both or hold a valid level four certificate in Georgia or a reciprocal state in any of the aforementioned areas of study.
- Must have access to P-12 learners in a physical education school or related setting.
- Note: Only qualified candidates with an appropriate level four certificate in Georgia (or a comparable and reciprocal certification from other states) may be eligible for level five certification following the completion of degree requirements.
- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade has been awarded.

Proposed Requirements: (highlight changes after printing)

ONLINE GRADUATE APPLICATION

- Application fee \$35 (credit or debit care and e-checks accepted)
- Apply Online

ONE OFFICIAL TRANSCRIPT FROM EACH INSTITUTION WHERE YOU HAVE PREVIOUSLY ENROLLED (UNDERGRADUATE AND GRADUATE)

(TRANSCRIPTS OF COURSEWORK COMPLETED IN-RESIDENCE AT VSU WILL BE OBTAINED BY THE GRADUATE SCHOOL)

- Must hold a minimum of a master's degree from a regionally-accredited institution.
- Minimum graduate cumulative grade point average (GGPA) of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded (Minimum GPA requirements may be met by other admission requirements, see below).
- Must hold a valid level four or higher teaching certificate in health, physical education, or both in Georgia or a reciprocal state.

Note: only qualified candidates with appropriate level four or five certificates in Georgia (or comparable and reciprocal certifications from other states) may be eligible for the level six certification following the completion of degree requirements.

- Note: MAT or GRE scores are not required for admission into this program

VERIFICATION OF EMPLOYMENT AND YEARS OF TEACHING FORM

- This applied graduate program requires applicants to be directly involved in coaching an athletic sport and have access to student-athletes for observational analysis purposes. (The specific coaching setting and nature of the coaching experience have to be approved by the graduate coordinator.)

CURRENT RESUME OR CURRICULUM VITA

Must have access to P-12 learners in a physical education school or related setting.

THREE RECOMMENDATIONS

(GENERAL RECOMMENDATION FORM)

- Recommendations from professionals familiar with your professional and/or academic background

500 WORD WRITING SAMPLE

- A written statement (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate writing skill and goals consistent with the outcomes of the degree program.

- Download the M.ED. Writing Sample Directions and Scoring Rubric

VERIFICATION OF LAWFUL PRESENCE

- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

- Must have access to P-12 learners in a physical education school or related setting.

Note: MAT or GRE scores are not required for admission into this program unless needed as an "other requirement for admissions" (see below).

VERIFICATION OF EMPLOYMENT AND YEARS OF TEACHING FORM

- This applied graduate program requires applicants to be directly involved in coaching an athletic sport and have access to student-athletes for observational analysis purposes. (The specific coaching setting and nature of the coaching experience have to be approved by the graduate coordinator.)

CURRENT RESUME OR CURRICULUM VITA

THREE RECOMMENDATIONS (GENERAL RECOMMENDATION FORM)

- Recommendations from professionals familiar with your professional and/or academic background

~~500 WORD~~ **WRITING SAMPLE**

A typed writing sample (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate the ability to organize and articulate thoughts, writing skills including grammar and punctuation, and the ability to set goals consistent with the outcomes of the degree program.

~~Download the M.ED. Writing Sample Directions and Scoring Rubric~~

VERIFICATION OF LAWFUL PRESENCE

- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

OTHER REQUIREMENTS FOR ADMISSION

Applicants having a GGPA between 2.75 and 2.999 on a 4.0 scale must submit a Graduate Record Examination (GRE) or Miller's Analogy

Test (MAT) score. Recommended scores for admission are
GRE - 145 Verbal and 139 Quantitative
MAT - 380
Note: An applicant with a GGPA below 2.750 will not be accepted into this program.

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 Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Tracy Sanders</i>	Date: 10-12-17
College/Division Exec. Committee: <i>Lynn C. Meiri</i>	Date: 10-12-17
Dean(s)/Director(s): <i>Lynn C. Meiri</i>	Date: 10-12-17
Graduate Exec. Comm.: (for grad program) <i>J. T. Jha</i>	Date: 11-1-17
Graduate Dean: (for grad program) <i>J. T. Jha</i>	Date: 11-1-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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OCT 19 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 630

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 1/5/18

Degree and Program Name: Education Specialists in Coaching Pedagogy in Physical Education

Present Requirements:

Education Specialist Degree with a Major in Coaching Pedagogy in Physical Education

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states.

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. Applicants must have completed an undergraduate or master's degree at an accredited or approved institution with a major in health and physical education or physical education, with documentation of passing GACE II Content Assessment or PRAXIS II. Applicants from related fields (e.g., athletic training or exercise physiology) will be required to show a passing score on GACE II Content Assessment or PRAXIS II, provide experiential background information, and attend a selection interview demonstrating appropriate knowledge and commitment to the program.
3. Applicants must have completed 3 years of acceptable school experience, including coaching duties.
4. Students will not be admitted with a grade point average of less than 3.00 on all previous graduate work attempted.
5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or

Proposed Requirements: (highlight changes after printing)

Education Specialist Degree with a Major in Coaching Pedagogy in Physical Education

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates of the program who meet all criteria may be eligible for upgrade to T-6 certification in the state of Georgia or reciprocal states.

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. Applicants must have completed an undergraduate or master's degree at an accredited or approved institution with a major in health and physical education or physical education, with documentation of passing GACE II Content Assessment or PRAXIS II. Applicants from related fields (e.g., athletic training or exercise physiology) will be required to show a passing score on GACE II Content Assessment or PRAXIS II, provide experiential background information, and attend a selection interview demonstrating appropriate knowledge and commitment to the program.
3. Applicants must have completed 3 years of acceptable school experience, including coaching duties.
4. Students will not be admitted with a grade point average of less than 3.00 on all previous graduate work attempted.

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analytical portion) or a Miller Analogies Test (MAT) raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.

This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

~~5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400.~~

This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

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 Most USG institutions have similar requirements for admissions
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>		
Department Head:	<i>Sonny Sanderson</i>	Date: 10-12-17
College/Division Exec. Committee:	<i>Lyn C. Min</i>	Date: 10-12-17
Dean(s)/Director(s):	<i>Lyn C. Min</i>	Date: 10-12-17
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J.</i>	Date: 11-1-17
Graduate Dean: (for grad program)	<i>J. T. J. J.</i>	Date: 11-1-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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OCT 19 2017

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 09/28/2017 (mm/dd/yyyy)

Department Initiating Request:
KSPE

Faculty Member Requesting:
Dr. Sonya Sanderson

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 1015

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

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
fall/spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Theory and practice of basic yoga postures, breathing practices, stretching and relaxation techniques as a method to improve flexibility, decrease stress and improve physical and mental well-being.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This course has been taught as special topic course. The KSPE department is seeking approval to have this course as standalone course with its own course number. We are finding that students are not looking under the KSPE 1380 special topics area for these types of courses.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Numerous students have commented to faculty that they can never find particular courses under the special topics. They are just not used to searching for activities under special topics. The department head has also had numerous requests to offer Yoga as a course through the KSPE department.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Approvals:	
Dept. Head: <i>Jonas Sanderson</i>	Date: <i>10-12-17</i>
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>10-12-17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>10-12-17</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Kinesiology & Physical Education

KSPE 1015
Fundamentals of Yoga
1 Semester hour

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Theory and practice of basic yoga postures, breathing practices, stretching and relaxation techniques as a method to improve flexibility, decrease stress and improve physical and mental well-being.

REQUIRED TEXTBOOKS/ RESOURCE MATERIALS:

No book needed

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.

- All students are required to become familiar with their VSU Blazeview account. Students must check their Blazeview class site regularly to keep up with class requirements. To access Blazeview <https://vsu.view.usg.edu/>
- In addition, students will also locate and utilize additional websites and readings as needed to support projects

COURSE OBJECTIVES (CO)

Students will be able to:

1. Apply the underlying concepts of yoga.
2. Define the purpose of yoga.
3. Promote knowledge and awareness of skeletal alignment and body mechanics, emphasizing a safe and intelligent use of the body.
4. Demonstrate safe and effective yoga postures (asanas).
5. Cultivate breath control, relaxation techniques and kinesthetic awareness.
6. Demonstrate proper breathing techniques (pranayama).
7. Recognize and apply the value and benefits of an on-going yoga practice.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- A. Hatha yoga postures
- B. Breathing techniques
- C. Yoga terminology
- D. History of Yoga

Course Evaluation and Grading Scale

1. Two Assignments: Students will be given two assignments throughout the semester. Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
2. Written Tests: Students will be given written exams that will cover material from **Handouts, PowerPoint's, assignments and workouts.**
3. Attendance and Participation: Students are required to attend class regularly and participate in all workouts. Points will be deducted for late arrivals or early departures. Any student missing 6 or more classes will receive a failing grade (F).

EVALUATION

- | | | |
|--|-------------------------|--|
| • Attendance | 100 points | 0-2(100) 3(85) 4(75) 5(65) (6) F for class |
| • Participation/leaving early, tardies | 100 points | 0-2(100) 3(90) 4(80) 5(70) 6(60) |
| • Personal Yoga Plan | 100 points | |
| • Yoga History and Vocabulary Exam | 100 points | |
| • Yoga asanas/postures Exam | 100 points | |
| • Fundamentals of Yoga Exam | 100 points | |
| • Research Paper on Hatha Yoga | 100 points | |
| | Total 700 points | |

Students will **not** be allowed to make up assignments. Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).

630 – 700 points	A	A = 100 – 90%
560 – 629 points	B	B = 89 – 80%
490 – 559 points	C	C = 79 – 70%
420 – 489 points	D	D = 69 – 60%
Below 420 points	F	F = 59% and below

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About this Class. This class offers knowledge and skills to keep fit for life. It teaches **safe** performance of movement and exercise in a progressive approach and offers an opportunity to improve and/or maintain a high level of fitness through application of conditioning principles. This class is designed for all fitness levels. **Students are encouraged to understand their own limitations and work within their bounds.**

This class introduces the values and skills of Hatha Yoga to the beginning student and offers opportunities to expand knowledge, applications and skills in routines for the experienced student. Students will be given tools to reduce tension, increase energy levels, move efficiently, reconnect to self-awareness, learn about their body and get fit! The poses and flows are adaptable and can be personalized for any level of fitness. **Students are encouraged to understand their own limitations and work within their bounds.** The class is designed to take students through a journey of their own body, introducing them to a way of moving with their own inner rhythm. The course includes teacher directed yoga, yoga DVDs and opportunities for self-paced practice. Students will physically, mentally, spiritually and emotionally condition themselves and experience just how much depth there is in each pose and flow when they change focus and intention.

The emphasis of the class will be on *asanas* (poses) and *vinyasa* (flow) for increased flexibility, improved health, relaxation, and reduced stress in daily living. Class participants will also be exposed to the language, philosophy, history, and concepts of Yoga. A typical class will include breathing techniques, meditation, and asana practice, including standing, balancing, and inverted poses.

EQUIPMENT/ATTIRE/RULES

- BRING your ONE CARD with you every day for entrance to the SRC.
- **Suitable workout attire** (leotards, tights, sweats, shorts, T-shirt) required. "Street clothes" are unacceptable. We will be doing a lot of bending so clothing needs to cover all essential areas.
- Bring your **own Yoga mat** (required). A small towel is recommended for sweaty hands.
- Movement is practiced in **bare feet**
- Take off your shoes and place beside wall of classroom
- **Please be respectful to your classmates, yourself, and our space.**
- personal bags, backpacks, and other non-class related items may be placed against the classroom wall
- Cell phones should be silenced or off
- Please do not wear strong fragrances (i.e. body sprays, perfumes, lotions)
- NO food or chewing gum is allowed in the yoga room
- ONLY water in a CLOSED container is allowed in the yoga room.

COURSE REQUIREMENTS AND ASSIGNMENTS

All assignments should conform to the professional standards expected of university students. Papers must be typed, doublespaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

1. **Class Preparation:** The majority of our yoga class will involve participating in a hatha yoga workout (warmup, workout, and cooldown). Failure to attend and participate in class workouts will have an adverse effect on one's grade. It is expected that you check your Blazeview and e-mail accounts daily.
2. **This is a movement class, so attendance is essential.** New exercises are introduced in detail with each class. In subsequent classes, these exercises are practiced, modified, expanded, and tailored to each individual student. When laying the ground work for successful performance of the Yoga asanas and flow sequences during the 16-week semester, regular attendance is critical for your own safety. Poor attendance interferes with the

learning process, creating gaps in the progress between the absentee student and the rest of the class. This results in frustration and an increased risk for injury.

3. **This is a movement class, so participation is the major component of your grade.** Additionally, points are awarded for attitude, participation and effort. Students are expected to practice outside of class time, to enable continuing progress. It is strongly recommended that the student keep all handouts and e-mails until the end of the term. The written Final must be attended. Failure to attend will result in a significant drop in a letter grade.
4. **Classroom Etiquette:** Please show up early or on time. Turn off cell phones when entering the classroom or gym, do not just place them on vibrant! **NO TEXT MESSAGING** will be allowed during class. I will ask you to leave the class should your phone ring or if you choose to engage in texting. No hats, do rags, bandanas, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class. Be respectful of other students around you.
5. **Lateness:** A student late by more than five (5) minutes will receive a one-half absence. Continual tardiness of less than five minutes will result in participation points being deducted. **Be punctual!!!** Leaving early will also decrease participation points. If you arrive after the roll call and late to class, it is your responsibility to let the Instructor know you were in class.
6. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0). Sloppy assignments or ones with consistent spelling and grammar errors will be returned with a failing grade.

ATTENDANCE POLICY

Attendance is required. According to the Board of Regents, students missing 20% or more of classes are subject to being withdrawn by the Instructor and receive a grade of F for the course. **Therefore, students missing six (6) or more classes will automatically receive a failing grade (F) for the course, despite all other points earned.** Every student is allowed 2 absences which include illness, etc. without penalty. (Of course, the two allowed still count toward the six addressed above.) It is expected that if the university is open then you will be in class. A student who misses more than (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence. Excused absences include illness (with Dr.'s excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the next class meeting. Make-up attendance or alternative assignments will be given only in extraordinary circumstances and will be determined by the Instructor and the sole discretion of the Instructor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations. **University related absences are not subject to this policy.**

PROFESSIONALISM

Students will: Participate in activities that enhance collaboration and lead to professional growth and development. Demonstrate behaviors that are consistent with the professional ethics. Communicate in ways that convey respect and sensitivity.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual

orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

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

DIVERSITY

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

OCT 19 2017

Request for a Revised Course Valdosta State University	
OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY	
Date of Submission: 10/19/17 (mm/dd/yyyy)	
Department Initiating Revision: Psychology, Counseling, and Family Therapy	Faculty Member Requesting Revision: Deb Briihl
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes)	
List Current and Requested Revisions:	
Current: Course Prefix and Number: PSYC 3000, PSYC 3110, PSYC 3120, PSYC 3130, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3300, PSYC 3400, PSYC 3450, PSYC 3460, PSYC 3500, PSYC 3600, PSYC 3670, PSYC 3680, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, PSYC 3900, PSYC 3950, PSYC 4170, PSYC 4450, PSYC 4850, PSYC 4870 Credit Hours: 3 Course Title: Pre-requisites: PSYC 1101 Course Description:	Requested: Course Prefix and Number: PSYC 3000, PSYC 3110, PSYC 3120, PSYC 3130, PSYC 3200, PSYC 3210, PSYC 3220, PSYC 3300, PSYC 3400, PSYC 3450, PSYC 3460, PSYC 3500, PSYC 3600, PSYC 3670, PSYC 3680, PSYC 3700, PSYC 3710, PSYC 3800, PSYC 3850, PSYC 3900, PSYC 3950, PSYC 4170, PSYC 4450, PSYC 4850, PSYC 4870 Credit Hours: 3 Course Title: Pre-requisites: PSYC 1101 with a C or better Course Description:
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering:
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:	

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: 10/19/17
Dept. Head: <i>Kathy Warner</i>	Date: 10/19/17
Dean/Director: <i>Lynn C. Mini</i>	Date: 10/19/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2017