VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
September 10, 2012

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee

1. Minutes of the April 9, 2012 meeting. (pages 1-8) approved by email April 13, 2012.

2. **COLLEGE OF NURSING**
    a. New Program Prospectus – DNP – Doctor of Nursing Practice (pages 9-12).

3. **COLLEGE OF EDUCATION**
    a. Revised degree requirements for the EDS in School Psychology (pages 13-14)
    b. New course PSYC 8895 (pages 15-24)

4. **COLLEGE OF BUSINESS**
    a. Revised electives for the BBA in Management – Certificate in Human Resource Mgnt (pages 25-26)
    b. Revised minor list page 77 of current catalog (pages 27-29)
    c. New course ACCT 2099 (pages 30-37)
    d. New course MBA 7640 (pages 38-42)
    e. New Program Prospectus – BBA with a major in Healthcare Administration (pages 43-44)

5. **COLLEGE OF ARTS AND SCEINCES**
    a. Revised Admission requirements for the MS in Criminal Justice (pages 45-46)
    b. Revised degree requirements for the MS in Criminal Justice (pages 47-50)
    c. Revised course description CRJU 7910 (pages 51-53)
    d. Revised Selected Educational Outcomes for the MS in Marriage and Family Therapy (pages 54-56)
    e. Revised program description for the MS in Marriage and Family Therapy (pages 57-59)
    f. New MFT program philosophy statement (pages 60-62)
    g. Revised Outcome Assessments for the MS in Marriage and Family Therapy (63-65)
    h. Revised beginning of 2nd paragraph of program description for the MS in Marriage and Family Therapy (pages 66-68)
    i. New certificate programs for Public Administration – Public Management, Human Resources Management, and Non-Profit Management (pages 69-74)
    j. New Program Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry (pages 75-76)

6. **Pending items**
    a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
    b. Revised course CHEM 1010 – USG General Education Council approval
    c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
    d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
    e. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 9, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 9, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Michelle Dykes (Proxy for Dr. Deborah Weaver), Ms. Laura Wright, Ms. Catherine Schaeffer, Dr. Linda Jurczak, Dr. Kathe Lowney (Proxy for Dr. Frank Flaherty), Dr. Kathe Lowney, Dr. Ray Elson, Dr. Ray Elson (Proxy for Dr. Donna Cunningham), Dr. Nicole Gibson, Dr. Ann Marie Smith, Dr. Michelle Dykes, and Ms. Laura Wright (Proxy Dr. Colette Drouillard).

Members Absent: Dr. Deborah Weaver, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Jessica Goldsmith, Dr. Frank Flaherty, Dr. Donna Cunningham, Dr. Melissa Benton, Dr. Carol Rossiter, and Dr. Colette Drouillard.

Visitors Present: Dr. Barbara Stanley, Dr. Nanci Scheetz, Dr. Marvin Smith, Dr. Darrell Ross, Dr. Ellen Wylie, Dr. Don Leech, Dr. Lars Leader, Dr. Reynaldo Martinez, Dr. Mark Smith, Dr. Alfred Fuciarelli, Dr. Tracy Meyers, Dr. Jane Kinney, and Mr. Lee Bradley.

The Minutes of the March 5, 2012 meeting were approved by email on March 9. (pages 1-5).

A.   Women and Gender Studies

1. Revised requirements for the minor in Women's and Gender Studies were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 6-7).

2. New course, Womens and Gender Studies (WGST) 4100, "Queer Theory, (QUEER THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to - An introduction to queer theory, looking at the cultural context from which it emerges, its central tenets, debates within an field, and the activist strategies that have been connected with it.. (pages 8-17).

3. Revised prerequisites and course description, Womens and Gender Studies (WGST) 4400, "Women's and Gender Studies Seminar, (WGST SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description change to – 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. (pages 18-20).

B.   College of Arts and Sciences

1. Revised senior curriculum for the BS in Computer Science was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 21-22).

2. New course, Computer Science (CS) 2800, "Computer Ethics", (COMPUTER ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 23-28).

3. Revised course title, Computer Science (CS) 4500, "Formal Languages and Automata Theory", (FORMAL LANG & AUTOMATA THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 29-31).

4. Revised course description, Computer Science (CS) 4900, "Senior Seminar", (SENIOR SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 32-34).

5. Revised Selected Educational Outcomes for the BA in Sociology and Anthropology was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 35-36)

6. Revised senior college curriculum for the BA in Sociology and Anthropology was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 37-39).

7. New course, Anthropology (ANTH) 3140, "World Prehistory", (WORLD PREHISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 40-45).

8. New course, Anthropology (ANTH) 3170, "Language and Culture", (LANGUAGE AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 46-53).

9. Revised prerequisites, Sociology (SOCI) 3000, "Sociological Analysis and Statistical Applications", (SOCI ANALYSIS/STATISTICAL APP – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2012. (pages 54-56).

10. Revised prerequisites, Sociology (SOCI) 3500, "Sociological Theory", (SOCIOLOGICALTHEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 57-59).

11. Revised major – MA with a major in Literature and Language to MA with a major in English Studies for Language Arts Teachers was approved effective Fall Semester 2012. (pages 60-62).

12. Revised catalog program description for the MA in English was approved effective Fall Semester 2013 with the effective term changed from 2012 to 2013 and with the "Applicant must" removed from the beginning of each bullet item. (pages 63-65).

13. Revised admission requirements for the MA in English was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 and the first bullet item changed to read – Have earned a bachelor's degree… . (pages 66-68).

14. Revised Progression, Retention, Dismissal, and Readmissions policies for the MA in English were approved effective Fall Semester 2013 with effective date changed from 2012 to 2013, bullet 4 …determination by GSC equals…, bullet 9 …At the discretion of the departmental GSC, courses…, bullet 12 …departmental GSC if so desired. In cases of illness or other factors that effects their progression, students may request a waiver. The request must be in writing… . (pages 69-73)

15. Revised Non-Thesis Option-Comprehensive Exam (on the web) was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 74-76).

16. New course, Journalism (JOUR) 4570, "Introduction to Sportswriting", (SPORTWRITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read …magazines, and….coverage, and the history of sports… . (pages 77-87).

17. Revised course number, English (ENGL) 2111, "World Literature I: The Ancient World", (WORLD LIT I: THE ANCIENT WORLD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 88-90). Deactivation ENGL 2110. Pending approval BOR-General Education.

18. Revised course number, English (ENGL) 2111, "Honors World Literature I: The Ancient World", (HONRS WRLD LIT: THE ANCIENT WRD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 91-93). Deactivation ENGL 2110H. Pending approval BOR-General Education.

19. Revised course number, English (ENGL) 2112, "World Literature II: The Age of Discovery", (WRLD LIT II: THE AGE DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 94-96). Deactivation ENGL 2120. Pending approval BOR-General Education.

20. Revised course number, English (ENGL) 2112H, "Honors World Literature II: The Age of Discovery", (HON WRLD LIT II: AGE DISCVRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 97-99). Deactivation ENGL 2120H. Pending approval BOR-General Education.

21. Revised course number, English (ENGL) 2113, "World Literature III: The Development of Modern Thought", (WRLD LIT III: DVLPMNT MOD THOUG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 100-102). Deactivation ENGL 2130. Pending approval BOR-General Education.

22. Revised course number, English (ENGL) 2113H, "Honors World Literature III: The Development of Modern Thought", (HON WRLD LIT III: DVLP MOD THOU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was

approved effective Fall Semester 2013 with effective date changed from 2012 to 2013. (pages 103-105). Deactivation ENGL 2130H. Pending approval BOR-General Education.

23. Revised course title and description, Journalism (JOUR) 2510, "Journalism Magazine Seminar", (JOURNALISM MAGAZINE SEMINAR – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 106-108).

C.   College of Education

1. Revised degree requirements for the MED in Middle Grades Math and Science were approved effective Fall Semester 2013 with the effective year changed from 2012 to 2013. (pages 109-110).

2. New course, Middle Grades Math & Science (MGMS) 5999, "Professional Orientation", (PROFESSIONAL ORIENTATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2012 with the description changed to – Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.. (pages 111-116).

3. Revised degree requirements for the MED in Curriculum and Instruction – Accomplished Teaching were approved effective Fall Semester 2013 with the effective year changed from 2012 to 2013. (pages 117-118).

4. New course, Education Accomplished Teaching (EDAT) 5999, "Professional Orientation", (PROFESSIONAL ORIENTATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2012 with the description changed to – Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.. (pages 119-124).

5. Revised degree requirements for the EDS in Curriculum and Instruction – Teaching & Learning Exemplary Teaching were approved effective Fall Semester 2013 with the effective year changed from 2012 to 2013. (pages 125-126).

6. New course, Education Exemplary Teacher (EDET) 5999, "Professional Orientation", (PROFESSIONAL ORIENTATION – 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2012 with the description changed to – Required non-credit course that must be successfully completed at entry to advanced programs. Candidates are required to establish an electronic portfolio and provide evidence that all advanced entry requirements have been satisfactorily met.. (pages 127-132).

7. Revised degree requirements for the MED in Special Education – Deaf Education were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 133-135).

8. Revised course number, prerequisite, and description, Deaf Education (DEAF) 5010, "Student Teaching: Deaf & Hard-of-Hearing", (STUDNT TCHNG DEAF/HARD OF HEAR – 5 credit hours, 0 lecture hours, 20 lab hours, and 20 contact hours), was approved effective Fall Semester 2012 with "Graded Satisfactory/Unsatisfactory" added to the beginning of the description and the "note" from the old description was added to the new description. (pages 136-138). Deactivation SPEC 5010 effective Fall 2013.

9. Revised course number, and prerequisite, Deaf Education (DEAF) 5020, "Student Teaching Seminar: Deaf & Hard-of-Hearing", (STUDNT TCHNG DEAF/HARD OF HEAR – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Fall Semester 2012. (pages 139-141). Deactivation SPEC 5020 effective Fall 2013.

10. Revised catalog copy Admission deadline section MAT in Special Education – Deaf Education was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 142-144)

11. Revised degree requirements for the MAT in Special Education – Deaf Education were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 145-147).

12. New course, Deaf Education (DEAF) 6020, "Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf", (AUDIOCONSID& AUDI/ORAL METHODS – 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2012. (pages 148-155).

13. New course, Deaf Education (DEAF) 6030, "Internship in Teaching", (INTERNSHIP IN TEACHING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed

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to read ...instructor. Graded "Satisfactory" or "Unsatisfactory". A Clinical practice designed.... (pages 156-163).

14. Deactivation of the Associate of Applied Science – Business, Service, Technical, and Health was noted effective Spring Semester 2013. (pages 164-166).

15. Deactivation of the BSED in Business Education was noted effective Spring Semester 2014. (pages 167-169).

16. Revised catalog narrative for the Department of Adult and Career Education was approved effective Fall Semester 2013 with the following changes ...Education that has options in Career...adult students as a bachelor's completion program. . (pages 170-172).

17. Revised admission requirements for the MED in Adult Career Education – Business Education & Information Technology option was approved effective Fall Semester 2013 with effective term changed from 2012 to 2013 with the second bullet changed to read – Must have earned a cumulative graduate GPA of 2.5.... (pages 173-175).

18. Revised admission requirements for the MED in Adult Career Education – Workforce Education and Development Option and Career and Technical Education Option was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 176-178).

19. Revised Selected Educational Outcomes for the MED in Adult and Career Education – Business Education and Information Technology Option was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 and the following changes under the Examples of Outcomes - item #2 changed to read - ..."B" or above in all core classes. and item #1 and #3 "Capstone experience" was changed to "capstone project". (pages 179-181).

20. Revised Outcomes Assessments for the MED in Adult and Career Education – Workforce Education and Development Option was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 and the following changes - item #2 changed to read - ..."B" or above in all core classes. and item #1 and #3 "Capstone experience" was changed to "capstone project".. (pages 182-184).

21. Revised degree requirements for the MED in Adult Career Education – Workforce Education and Development Option – Career and Technical Education Option – Business Education and Information Technology option was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 185-187).

22. New course, Adult and Career Education (ACED) 7070, "Advanced Office Procedures", (ADV OFFICE PROCEDURES – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...procedures integrating previously learned office skills,.... (pages 188-195).

23. New course, Adult and Career Education (ACED) 7350, "Organizational Learning and Development", (ORG LEARNING & DEVELOPM – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...theories, and practices ...workforce education. Students will study.... (pages 196-203).

24. New course, Adult and Career Education (ACED) 7610, "Advanced Web Design and Development", (ADV WEB DESIGN & DEVEL – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...practice of designing web sites for business and/or education settings, incorporating...standards. The course includes use of.... (pages 204-211).

25. New course, Adult and Career Education (ACED) 7700, "Advanced Desktop Publishing", (ADV DTOP PUBLISHING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Advanced theory and practice of designing business-related documents such as brochures, newsletters, advertisements, and books, integrating several software packages taught in business technology programs for desktop publishing, photo editing, and graphic design. (pages 212-218).

26. Revised course title and description, Adult and Career Education (ACED) 7110, "Workforce Human Performance Improvement", (WRKFRC HUMAN PERFMNC IMPVMNT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...recent developments in practices of workforce.... (pages 219-221).

27. Revised course title and description, Adult and Career Education (ACED) 7150, "Adult Learning and Development", (ADULT LEARNING AND DEVELOPMENT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was

approved effective Fall Semester 2012 with the description changed to read - Advanced study of the socio-historical context of contemporary methods, agencies, programs, and issues in adult education, including adult nonformal education as well as formal and informal learning in diverse organizational and global context. (pages 222-224).

28. Revised course title and description, Adult and Career Education (ACED) 7220, "Improvement of Instruction in Business Technology Education", (IMPRVMNT INSTR BUS TECH EDUC – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 225-227).

29. Revised course title and description, Adult and Career Education (ACED) 7510, "Communication in Business Technology Education", (IMPRVMNT INSTR BUS TECH EDUC – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 228-230).

30. Revised course title and description, Adult and Career Education (ACED) 7680, "Contemporary Instructional Practices in Workforce Education", (CONTEMPRRY INSTR PRAC WRKFC EDU – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 231-233).

31. Revised course title and description, Adult and Career Education (ACED) 7810, "Computer Programming for Business Technology Education", (COMPUTER PRGMNG BUS TECH EDUC – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Advanced study and the teaching of programming for a business environment in a high-level language, including algorithm design, data types and classes, basic control structure, file processing arrays, and object-oriented programming. Also includes an overview of computer environments, hardware and software components, machine-level programming, and information systems. (pages 234-236).

32. Revised course description, Adult and Career Education (ACED) 7100, "Current Practices in Workforce Education and Development", (CURRENT PRACTS IN WKF ED & DEV – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the 2nd sentence changed to – Emphasis is on program design, needs assessment, costs, and benefits of training programs and methods of trainer performance in the workplace. (pages 237-239).

33. Revised course description, Adult and Career Education (ACED) 7530, "Supervision and Mentoring in Adult and Career Education", (SUPERVISION ADULT/CAREER EDUC – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read …those in, or aspiring to positions in secondary,… . (pages 240-242).

34. Revised course description, Adult and Career Education (ACED) 7600, "Applied Computer Technology", (APPLIED COMPUTER TECHNOLOGY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read …software. The course is designed for business…adult education settings. . (pages 243-245).

35. Revised course description, Adult and Career Education (ACED) 7620, "Evaluation of Adult and Career Education Programs", (EVAL ADULT/CAREER ED PROGRAMS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 246-248).

36. Revised course description, Adult and Career Education (ACED) 7900, "Special Topics in Adult and Career Education", (SPECIAL TOPICS ADULT/CAREER ED – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 249-251).

37. Revised course description, Adult and Career Education (ACED) 8450, "Multimedia Authoring and Design", (MULTIMEDIA AUTHORING/DESIGN – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read – Advanced theory and practice of writing, designing… . (pages 252-254).

38. Revised catalog narrative for the EDD in Curriculum and Instruction was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 with the first line changed to read – DOCTOR OF EDUCATION WITH… . (pages 255-259).

39. Revised degree requirements for the EDD in Curriculum and Instruction – concentration – General Curriculum and Instruction was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 and the correction of the spelling of "concentration". (pages 260-261).

40. Revised degree requirements for the EDD in Curriculum and Instruction – concentration – P-12 Curriculum and Instruction was approved effective Fall Semester 2013 with the correction of the spelling of "concentration". (pages 262-264).

41. New certification requirements for the EDD in Curriculum and Instruction – Certification Only in Curriculum and Instruction was approved effective Fall Semester 2013. (pages 265-266).

42. Revised catalog copy for the EDD in Leadership was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013 with the 2nd sentence of the first paragraph changed to read ...organization. The program emphasizes connecting the knowledge and inquiry skills developed in the core curriculum with research courses and school or organizational improvement. Also, under the Examples of Outcomes Assessments – "Doctoral candidates will" was removed from beginning of each bullet item and placed as statement before the bullet items. (pages 267-270)

43. Revised degree requirements for the EDD in Leadership were approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013, and under Area C of revised requirements Interdisciplinary was changed to Interdisciplinary courses. (pages 271-272).

44. Revised Curriculum, Leadership and Technology department narrative was approved effective Fall Semester 2013 with the effective date changed from 2012 to 2013. (pages 273-275).

45. Revised degree requirements for the EDS in Instructional Technology – concentration – Technology Applications was approved effective Fall Semester 2013. (pages 276-278).

46. Revised degree requirements for the MED in Instructional Technology – concentration – Technology Applications were approved effective Fall Semester 2013 with "Area of Specialization" changed to "Courses in area of specialization". (pages 279-281).

47. Revised degree requirements for the EDS in Instructional Technology – concentration – P-12 Technology Applications was approved effective Fall Semester 2013. (pages 282-285).

48. Revised degree requirements for the MED in Instructional Technology – concentration – P-12 Technology Applications was approved effective Fall Semester 2013. (pages 286-289).

49. New course, Instructional Technology (ITED) 7600, "Introduction to Discipline-Based Best Practices Literature", (DISCIPLINE-BASED LITERATURE – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 290-300).

50. New course, Instructional Technology (ITED) 8600, "Professional Development and Program Evaluation", (PROF DEVEL & PROGRAM EVAL – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 301-311).

51. Revised course description, Instructional Technology (ITED) 7100, "Foundational Theories in Instructional Technology", (FUNDTNL THEORIES IN ITED – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 312-314).

52. Revised course description, Instructional Technology (ITED) 7200, "Information Sources and Uses", (INFORMATION SOURCES AND USES – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...environments. Topics include legal issues.... (pages 315-317).

53. Revised course title, and description, Instructional Technology (ITED) 7300, "Instructional Technology for Teaching, Learning, and Assessment", (INSTR TECH TCH, LRNG, & ASSMNT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Integration of technology into personal teaching practice, emphasizing collaboration with other educators to improve teaching, learning, and assessment. (pages 318-320).

54. Revised course description, Instructional Technology (ITED) 8100, "Theories, Models, and Perspectives of Instructional Technology", (THRY, MODL, PERSPECT OF IT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Modeling and facilitation of theoretical.... (pages 321-323).

55. Revised course description, Instructional Technology (ITED) 8200, "Instructional Design for Training and Education",

(ID TRAINING & ED – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...context. The course addresses learner.... (pages 324-326).

56. Revised course description, Instructional Technology (ITED) 8300, "Technology Tools for Training and Education", (TECH TOOLS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...development. The course includes in-depth.... (pages 327-329).

57. Revised course description, Instructional Technology (ITED) 8500, "Leadership in Instructional Technology", (LDRSHP INSTRUCTIONALTECHNOLGY – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...demonstrate leadership in securing.... (pages 330-332).

58. Revised course description, Instructional Technology (ITED) 8999, "Action Research Project", (ACTION RESEARCH PROJECT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Implementation of research-based...learning. The students will use digital...to collect systematically and analyze... and the last two sentences were deleted. (pages 333-335).

59. Revised prerequisites and course description, Instructional Technology (ITED) 8970, "Action Research Methods and Planning", (ACTION RES METHODS & PLANNING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...research. This course includes.... (pages 336-338).

60. Revised course title and description, Curriculum and Instruction (CIED) 9100, "Curriculum Design, Implementation, and Evaluation", (CURRCI DESIGN IMPLEM & EVAL – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 339-341).

61. Revised course title and description, Curriculum and Instruction (CIED) 9200, "Instructional Planning, Implementation, and Evaluation", (INST PLAN IMPLEM & EVAL – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 342-344).

62. Revised course title and description, Curriculum and Instruction (CIED) 9300, "Using Assessment to Maximize Student Learning", (USING ASSMT TO MAX STU LEARN – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 345-347).

63. Revised course title and description, Curriculum and Instruction (CIED) 9400, "Review of Academic Discipline and Pedagogy Literature", (REVIEW ACAD DISC PEDAGOGY LIT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to – Advanced analysis and synthesis of pedagogy related to the literature of the academic discipline documented through application.... (pages 348-350).

64. Revised course title and description, Instructional Technology (ITED) 7070, "Decision-Oriented Research, Evaluation, and Professional Learning", (RESEARCH EVAL & PROF LEARNING – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...best practices in technology-based professional learning. This course includes an.... (pages 351-353).

65. Revised course title and description, Instructional Technology (ITED) 7400, "Digital Learning Environments", (DIGITAL LEARNING ENVIRONMENTS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Creation, support, and effective management of digital learning environments. Includes troubleshooting basic software and hardware problems and evaluation and selection of digital tools and resources for compatibility with school technology infrastructure. (pages 354-356).

66. Revised course title and description, Instructional Technology (ITED) 7500, "Vision and Planning for Instructional Technology", (VISION & PLANNING INSTR TECH – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...context. The course includes theory.... (pages 357-359).

67. Revised course title and description, Instructional Technology (ITED) 8400, "Technology for Learning Environments: Evaluation, Selection, Management, and Collaboration", (TECH FOR LEARNING ENVIRONMENTS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Research, review, and application of commercial, and educational technology. This course includes

facilitation... . (pages 360-362).

68. Revised course title and description, Instructional Technology (ITED) 8960, "Discipline-based Best Practices Literature", (DISCIPLIN-BASED BEST PRACT LIT – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2013.   (pages 363-365).

69. Revised course title and description, Education Leadership (LEAD) 9010, "Seminar in Organizational Leadership", (SEMINAR IN ORG LEADERSHIP – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to – Theoretical and practical aspects in the development of leadership focusing on the skills and processes needed to lead diverse organizations.   (pages 366-368).

70. Revised course title and description, Education Leadership (LEAD) 9020, "Planning and Change for Leaders", (PLANNING/CHANGE FOR LEADERS – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to – Planning and change with emphasis on the knowledge and skills for effective and systematic continuous improvement.   (pages 369-372).

71. Revised course title and description, Education Leadership (LEAD) 9040, "Organizational Theory, Culture, and Leadership", (ORG THEORY, CULTURE, & LEAD – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with a hyphen added between high-performing in the course description. (pages 373-375).

D.   Miscellaneous

1.   New program Proposal Process and forms were presented for review. (pages 376-380).

Respectfully submitted,

Stanley Jones
Registrar

New Program Prospectus

Institution Information

Institution	Valdosta State University	Institutional Contact (President or Vice President for Academic Affairs)	Dr. Philip Gunter
Date	4/19/2012		

Program Information

Name of Proposed Program/Inscription	Doctor of Nursing Practice
Degree	Doctor of Nursing Practice-DNP
Major (applicable if this is not a stand-alone degree)	Nursing
Indication of whether the program will be offered 50% or more online (Yes or No):	○ Yes ● No

Prospectus Narrative (Justification of Need): Provide a justification of how the program is a primary need for the university system, the state, and the institution's service region. Explain how the proposed program is tied to the state's economic development and any relevant major statewide initiatives (e.g., Complete College Georgia) and provide an analysis of demand for the program. Include evidence that the program does not unnecessarily duplicate existing USG programs.

The response should be provided in no more than 650 words. This is approximately a one page Word document. Copy and paste the text into the box below.

The Valdosta State University College of Nursing (VSU CON) is proposing the establishment of a new degree, the Doctor of Nursing Practice (DNP). The National Academy of Sciences report titled *Advancing the Nation's Health Needs: NIH Research Training Programs* (2005) notes the need for the nursing profession to develop a "non-research clinical doctorate" to prepare expert practitioners who can also serve as clinical faculty. The Institute of Medicine (IOM) and the Robert Wood Johnson Foundation joint committee report *The Future of Nursing: Leading Change, Advancing Health,* recommends that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression (IOM, 2010).

Nursing education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AANC, 2004). DNP programs will eventually replace MSN programs in the education of advanced-practice nurses. In July 2011, the CON conducted a needs assessment. This needs assessment included 78 undergraduate and graduate students actively enrolled in the programs at VSU and 48 alumni of the CON. When polled regarding their likelihood of pursuing the DNP degree, 60% reported their intention to seek the degree.

Ideally, all programs within the state preparing nurse practitioners should house the DNP. At the time of this proposal, three USG institutions and two private institutions offer the DNP. Other institutions within the USG and neighboring institutions which offer the DNP degree are a considerable distance Georgia Southern University (Statesboro) is 167 miles from Valdosta and Georgia College & State University (Macon) is 152 miles from Valdosta and do not meet the demands identified in our needs assessment for not only electronic access but also face-to-face interaction with faculty in academic programs.

Georgia Health Sciences University has conferred a total of 72 DNP degrees over the past five years, averaging 18 per year since FY2007. The number of degrees conferred has experienced a 44.4% increase since FY2007. Based on this trend and enrollment projections for advanced practice nursing, 80 DNP placements a year is needed to appropriately prepare graduates for practice consistent with professional expectations. VSU CON has experienced a steady increase in MSN enrollments in the NP track over the past four years, indicating significant growth among our students for access to the DNP. VSU is positioned to provide the educational resources required for academic success for the citizens of our region, meeting their documented needs and preferences for regionally- situated access to graduate programs in the health professions.

VSU's 41 county service area includes counties that do not compare favorably with the remainder of Georgia's counties or with the state as a whole on any key demographic variables related to education, employment, and self-sufficiency. A needs assessment conducted in September 2009, indicating the need to expand nurse practitioner programs in South Georgia. The DNP expands access to essential primary healthcare services desperately needed by the citizens of South Georgia. According to *County Health Rankings* (2011) Health Outcomes rankings for the 159 counties in Georgia, approximately 71% of the counties within VSU's service region are ranked 79th or higher, which indicates the overall poor general health of the citizens in South Georgia.

The DNP program will enhance the educational opportunities in VSU's service area and will assist the economic development of the area. The DNP program will: a) address the need for professional workforce development in the area of primary healthcare, b) provide rural South Georgia a new opportunity in higher education, c) expand VSU's commitment to improve higher educational opportunities and thereby the quality of life in its service area.

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: 199 immediately preceding General Business Administration	Proposed Effective Date for Curriculum Change: (Month/Year): August,2012	Degree & Program Name: (e.g., BFA, Art): N/A

Present Requirements: no business minor currently exists	Proposed Requirements (Underline changes after printing this form:
	Minor in Entrepreneurship (open only to nonbusiness majors).....Total Hours 18
	ECON 2106
	ACCT 2099
	MKTG 3050
	MGNT 3250
	MGNT 3900
	MGNT 3910
	All courses in the minor must be completed with a grade of C or better.

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: AACSB accredited schools offer minors to nonbusiness majors to allow such majors to obtain the fundamentals of business operations for use in their careers.

☐ 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. A business minor is often requested, and AACSB-International peer and aspirant institutions have such minors. The establishment of minors is a goal in the Langdale College strategic plan and has been requested by the Langdale College Business Advisory Board.

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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.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of learning outcomes is already done in these courses using embedded questions with results reported to the Langdale College Assessment of Learning Committee. For the entrepreneurship course, embedded questions will also be used with results reported in the fall semester.

Approvals:

Department Head: *Phyllis A. Holland*	Date: 3/26/2012
College/Division Exec. Committee: *Kent Moore*	Date: 4/12/12
Dean(s)/Director(s): *J. Wagner Handly*	Date: 4/17/12
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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
PSYC

Current Catalog Page Number: 137	Proposed Effective Date for Curriculum Change: (Month/Year): Fall, 2012	Degree & Program Name: (e.g., BFA, Art): EdS in School Psychology
Present Requirements: PSYC/SCHC 8895		**Proposed Requirements (Underline changes after printing this form:** PSYC 8895

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: Corect previous error on program/curriculum change submitted in 2011.

Source of Data to Support Suggested Change:

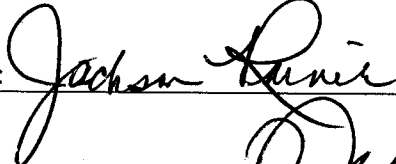☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidate/faculty understanding of catalog requirements

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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.) Candidate/faculty understanding of catalog requirements

Approvals:		
Department Head: *Jackson Lanier*	Date:	8.16.12
College/Division Exec. Committee:	Date:	8/16/12
Dean(s)/Director(s):	Date:	8/16/12
Grad. Exec. Committee: (for graduate course)	Date:	8-30-12
Graduate Dean: (for graduate course)	Date:	8-30-12
Academic Committee:	Date:	

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 9/30/2012 (mm/dd/yyyy)

Department Initiating Request: Psychology & Counseling	**Faculty Member Requesting:** Larry Hilgert
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PSYC 8895	**Proposed New Course Title:** Capstone Project **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Capstone Project
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Annually

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

Lecture Hours: 03	**Lab Hours:** 01	**Credit Hours:** 03

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: RSCH 8000. Development, implementation, and evaluation of a project in the school environment.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: This applied project provides an acceptable alternative to the thesis course since the intervention to be used must be evidence-based and requies a literature review as well as data analysis for the intervention outcome (s).

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Aligns with NASP Standards listed in syllabus.

☒ Other: Supports previously approved curriculum changes.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Graduation rate: students will complete their program of study in a more timely mannor

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Supports previously approved curriculum changes.

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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.) COE Literature Review Assessment Rubric

☐ Other:

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

Approvals:	
Dept. Head: _Jackson Rainu_	Date: 8.16.12
College/Division Exec. Comm.: _Dm_	Date: 8/16/12
Dean/Director: _Dm_	Date: 8/16/12
Graduate Exec. Comm.: (for graduate course): _Alftulll_	Date: 8-20-12
Graduate Dean: (for graduate course): _Alftulll_	Date: 8-20-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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PSYC 8895
CAPSTONE SEMINAR
3 CREDIT HOURS

■■■

Dewar College of Education
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
FALL 2012

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

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long 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.

Positively Impacting Learning Through Evidence-Based Practices"

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COURSE DESCRIPTION

Prerequisites: RSCH 8000. Students will use knowledge gained in previous courses to develop, implement and evaluate a project in the school environment.

REQUIRED TEXTS

Duane R. Monette (2008). *Applied social research: A tool for the human services* (7th ed.). Belmont, CA: Cengage Learning.

APA Manual (6th ed). (2009). Washington, DC: American Psychological Association.

ED.S. SCHOOL PSYCHOLOGY OUTCOMES

Students will:

1. demonstrate a disposition appropriate for the school environment.

2. follow appropriate professional and ethical guidelines. (NASP 2.10 School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.)

3. demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, and primary prevention. (NASP 2.3 School psychologists have knowledge of human learning processes, techniques to asses these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.)

4. design system level interventions used to resolve behavioral and academic issues with school-aged youth increasing the academic success of all students. (NASP 2.2 School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.)

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5. evaluate and assess educational curricula and behavioral interventions to determine appropriate interventions leading to student success. (NASP 2.1 School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring needs and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically based decisions about service delivery, and evaluate the outcomes of services. Data based decision-making permeates every aspect of professional practice.)

6. employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment. (NASP 2.11 School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.)

7. demonstrate the ability to assess and evaluate educational curriculums and/or psycho-educational and counseling interventions. (*See NASP 2.1 and 2.3 above*)

ACTIVITIES/ASSIGNMENTS AND REQUIREMENTS

Activities

1. Literature Review   2. Interventions 3. Data analysis 4. Presentations 5. Discussion

Assignments

Project Proposal: A proposal that details the presenting problem based on the data in your school, literature review, methods of interventions, how the intervention will be evaluated, and how the data will be analyzed. The project must be approved by the instructor prior to implementation (25 percent of your grade)

Project Presentation: A formal presentation consisting of a description of the project followed by an open discussion will be presented during a scheduled synchronous class meeting. The presentation (with speaker's dialogue and notes) will be submitted to the instructor at least one week prior to the scheduled presentation for review. The presentation will be delivered in LiveClassroom within WebCT. Peers and course instructor will have the opportunity to ask questions and discuss the project and its findings (25 percent of your grade).

Project Report: The student will write a report that summarizes the capstone project. The written report will be written as if it were an article that will be submitted for publication using APA style. (50 percent of your grade)

Course Evaluation

Evaluation Instruments/Methods/Schedule*

Project Proposal	250
Project Report	500
Project Presentation	250
Total	1000 points

Schedule of Evaluation

Project Proposal	September 14
Project Report	October 24
Project Presentation	November 24

*See final page of the manual for more detailed timeline

Grading Scale

900-1000	A
800-890	B
700-790	C
600-690	D
Below 600	F

Requirements

Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to access BlazeVIEW. You must also use the VSU e-mail account which you are to check regularly, the ability to attach and open documents readable in MS-Word, access to Adobe Acrobat (5.0 or higher) and access to a fax machine. You will also need a headphone/microphone for the LiveClassroom presentation and discussion. These individual requirements are not fulfilled by Valdosta State University, but must be supplied by you at your home (preferable) or workplace.

Participation Requirements

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the students to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism. Online work is generally conducted asynchronously, and does not require students to be online at scheduled times. There may be occasional synchronous class activities such as chats that will be scheduled at mutually agreed upon times. The formal presentation of the Capstone Project will be a synchronous class meeting.

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PROFESSIONALISM

Students will act in a professional manner in the school and the classroom. This means that you will be on time to class, turn papers in on time, be responsible, participate in class and in your groups, dress appropriately (when in the schools or presenting), participate in online classes, and be respectful to those you are working with. When involved in online activities students will topics and other students in a respectful manner using appropriate netiquette.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGERISM

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

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

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

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty

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(http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

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

INSTRUCTOR
Name: Larry D. Hilgert, Ph.D.
Office Number: Psychology Building 2nd floor
Telephone Number: 229-333-5930
Email Address: lhilgert@valdosta.edu

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School Psychology Ed.S. Program Outcomes

Outcome	NASP Standard	Activity	Evaluation
demonstrate a disposition appropriate for a leader in the school environment.	N/A	Presentations Use of Data	Project Proposal Project Presentation Project Report
follow appropriate professional and ethical guidelines.	NASP 2.10	Discussion Presentations	Project Proposal Project Presentation Project Report
demonstrate best practices that may include but are not limited to: academic and behavioral intervention/remediation techniques, consultation, counseling, and primary prevention.	NASP 2.3	Presentations Use of Data	Project Proposal Project Report
design system level interventions used to resolve behavioral and academic issues with school-aged youth increasing the academic success of all students.	NASP 2.2	Presentations Use of Data	Project Proposal Project Report
evaluate and assess educational curricula and counseling interventions to determine appropriate interventions leading to student success.	NASP 2.1	Discussion Presentations Use of Data	Project Proposal Project Report
employ current technology to collect, monitor, and analyze indicator data that impacts academic achievement and advocate for student experiences and resources that will reduce identified problems in the environment.	NASP 2.11	Discussion Presentations Use of Data	Project Proposal Project Presentation Project Report
demonstrate the ability to assess and evaluate educational curriculums and/or psycho-educational and counseling interventions.	NASP 2.1 & 2.3	Discussion Presentations Use of Data	Project Report

Demonstrated from previous research course(s): NASP 2.9 School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services

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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: 207	Proposed Effective Date for Curriculum Change: (Month/Year): August, 2012	Degree & Program Name: (e.g., BFA, Art): BBA in Management - Certificate in Human Resources Management

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Elective Courses (choose three): MGNT 4010, MGNT 4020, MGNT4060, MGNT 4650, MGNT 4980...9 hours	Elective Courses (choose three): MGNT 4010, MGNT 4020, MGNT4060, MGNT 4650, MGNT 4980, <u>HCAD 4100</u> ....9 hours

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: To include relevant human resource course in curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The course in healthcare human resources should be available as an elective for candidates for the Certificate in Human Resources. It provides application of human resource theory and practice to a specific organizational setting -- healthcare administration.

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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. Assessment of the management major will not be affected by this change.

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

Approvals:

Department Head: _Ellis B. Holland_	Date: 3/26/2012
College/Division Exec. Committee: _Kent Moore_	Date: 4/12/12
Dean(s)/Director(s): _[signature]_	Date: 4/17/12
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 77	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 2012

Degree and Program Name: Minor in Entrepreneurship

Present Requirements:	**Proposed Requirements:** (highlight changes after printing) Add to list of minors currently on p. 77.

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.) **N/A**

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Approvals:	
Department Head: *Phyllis A. Holland*	Date: 3/26/2012
College/Division Exec. Committee: *Kent*	Date: 4/12/12
Dean(s)/Director(s): *J Wayne Kennedy*	Date: 4/17/12
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 FOR A NEW COURSE

Valdosta State University

Date of Submission: 3/9/2012 (mm/dd/yyyy)

Department Initiating Request: Department of Accounting & Finance	**Faculty Member Requesting:** Dr. Leisa Marshall
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACCT 2099	**Proposed New Course Title:** Accounting Principles for Entrepreneurs **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Accounting for Entrepreneurs
Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** annual

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A survey course of introductory financial and managerial accounting, and federal taxation. This course develops the potential entrepreneurs' financial literacy with a focus on understanding, interpreting, and applying basic financial and managerial accounting, and federal taxation concepts. For non-business majors only and may not be taken for credit by business majors.

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: Meet the requirements of a minor in Entrepreneurship

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Business Alumni Advisory Board suggestion, request from other majors/departments.

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

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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.) Exam and quiz embedded questions.

☐ Other:

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

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Approvals:	
Dept. Head: *[signature]*	Date: 3/26/12
College/Division Exec. Comm.: *Kent Moore*	Date: 4/13/12
Dean/Director: *[signature]*	Date: 4/17/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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Accounting Principles for Entrepreneurs
Valdosta State University - LCOBA - Accounting & Finance

ACCT 2099 – Course Syllabus – Fall 2012

Professor:	Leisa L. Marshall, DBA, CPA, CMA
Office:	209 Pound Hall
Phone:	(229) 245-3815 (Office); 630-1821 (cell); 333-5967 (Acct. office)
e-mail:	lmarshal@valdosta.edu; FAX: (229) 249-2706
Office hours:	TBD

REQUIREMENTS:

Texts: (1) Edmonds, T. P., P. R. Olds, and F. M. McNair. 2012. *Survey of Accounting, 3rd Edition.* The McGraw Hill Companies. ISBN: 13 9780078110856.

(2) Kay, Donna. 2013. *Computer Accounting with Quickbooks 2012 and Student CD, 14st Edition.* The McGraw Hill Companies. ISBN: 13 9780077624538.

and/or

(3) Yacht, C. and M. Fujita. 2005. *Excel Accounting w/Student CD-ROM, 1st Edition.* The McGraw Hill Companies. ISBN: 13 9780072987812

COURSE POLICIES

GRADING:

	Percentage of total grade	
Four (4) Tentative Examinations		
♦ Income taxes & Chapters 1 -4	20	
♦ Chapters 5 -8	20	
♦ Chapters 9-12	20	
♦ Chapters 12-16	20	80
Assigned end-of-chapter homework		
• Edmonds et al. text	10	
• QuickBooks ® and/or Excel®	10	20
Total Points		100

Grading scale: Grades based on the typical 90, 80, 70, 60 scale.

EXAMINATIONS: Exams will consist of mainly matching, problem-solving, and/**or** short answer questions. All improprieties while taking examinations present cause for immediate expulsion from class. *Material will cover income taxes and text material, as well as applicable software.*

Missed Exams: Make-up tests will not be administered during the term. A missed exam receives a grade of **ZERO (0).**
HOMEWORK: Homework will be assigned from the main course text (Edmonds et al.) and the supplements (Excel® and/or QuickBooks®). The supplements are self-explanatory and may or may not be discussed in class. Timely completion of

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homework (hard copy ready for submission when requested) or electronic submission is critical – late homework is **not** accepted. <u>Attendance</u>: You are expected to attend class and participate in daily class discussions and/or activities. Attendance will be recorded daily.

ADDITIONAL POLICIES

<u>PROFESSIONALISM & CODE OF CONDUCT</u>: You are expected to conduct yourself as a professional. Among other things, this means that you extend common courtesies to all with whom you come in contact, present yourself in a mature manner, arrive to class on time, attend class, arrive to class prepared, submit timely homework, etc.

<u>ACADEMIC INTEGRITY</u>: As stated in the VSU *Student Handbook* (http://www.valdosta.edu/studentaffairs/documents/SAF_Student_Handbook_08_FINAL.pdf), you are expected to comply with all rules and regulations established by VSU. This includes, but is not limited to, information listed in the Student Code of Conduct section of the *Student Handbook* (see Appendix A, Section I). Sanctions for an academic integrity violation will result in an "F" grade in the course.

Academic integrity violations as they appear in the *Student Handbook* and hence apply in this course include, but are not limited to (1) the use of unauthorized materials to achieve a better grade, (2) giving or receiving unauthorized assistance in the preparation of course materials, and/or (3) engaging in plagiarism (this includes but is not limited to the purchase and/or use of solutions materials and other unauthorized textbook materials from the Internet or any other unauthorized source). The unauthorized use of technology (cell phones, computers, etc.) to further enhance one's grade also constitutes an academic integrity violation. You are responsible for all information contained in the Student Code of Conduct section of the VSU *Student Handbook*.

<u>LANGDALE COLLEGE FOOD & DRINK POLICY</u>: Food and/or drinks <u>are allowed</u> in the **Student Lounge** of Pound Hall (located in the basement of Pound Hall). Food and/or drinks are <u>NOT allowed</u> in the Decision Center, the Decision Center classrooms, Pound Hall classrooms, or Pound Hall Auditorium. Students will be required to remove any food and/or drinks from these areas.

<u>CELLULAR PHONES & BEEPERS</u>: The sound should be turned OFF upon entering the classroom and remained in the OFF position until class is over.

<u>ACCESS OFFICE FOR STUDENTS WITH DISABILITIES</u>: The Access Office is designed to assist students with disabilities pursue educational goals to the fullest. Students that require the services of the Access Office should contact the Access Office at 245-2498 (voice) or 219-1348 (tty), 1115 Nevins Hall, in addition to informing the professor.

COURSE CONTENT & ASSESSMENT

<u>Course Description</u>:
A survey course of introductory financial and managerial accounting, and federal taxation. This course develops the potential entrepreneurs' financial literacy with a focus on understanding, interpreting, and applying basic financial and managerial accounting, and federal taxation concepts. *For non-business majors only.*

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

1. Apply basic taxation, and financial & managerial accounting concepts to activities and decisions faced by entrepreneurs (LCOBA #5).
2. Effectively utilize analytical skills to solve business problems faced by entrepreneurs (VSU#7, LCOBA#1).
3. Display competence in the use of technology, typically used by entrepreneurs (VSU#3, LCOBA#7).

Assessments/Assurance of Learning (AOL) Activities: Consistent with the Valdosta State University's and Langdale College of Business Administration's AOL activities, the following and measures will be used to evaluate the learning outcomes in this course.

1. **Knowledge**. Demonstrate competence in taxation, financial and managerial accounting principles. Measures include responses to end-of-topic assignments, in-class examinations, and applications in QuickBooks ® (an accounting software package) and/or Excel ® (LCOBA #7).

2. **Analytical (critical) Thinking**. Responses to the end-of-topic assignments that require the analysis of the presented materials to generate solutions (VSU #7, LCOBA #1).

3. **Technology**. Students will be required to complete computer applications in a common small business-type accounting software (either Excel® or QuickBooks®) (VSU #3, LCOBA #7).

(please see next page)

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Proposed Schedule & Topics
Edmonds et al. – Income Taxes foundation and *Survey of Accounting* Text

Week	Chapter Title	Subtopics
1	Taxes – Handout materials	Schedule C, MACRS, §179, Self-employment tax, non-deductible expenses
Financial Accounting		
2	An Introduction to Accounting; Understanding the Accounting Cycle	Accounting and financial reporting system, importance of financial information, reporting requirements
3	Accounting for Merchandising Businesses	Sales, Inventory and Cost of Goods Sold; Classified Balance Sheet and Multiple-step Income Statement
4	Internal Controls, Accounting for Cash, and Ethics	Bank Reconciliations, Cash Management, Segregation of duties
5	Accounting for Receivables and Inventory Cost Flow	Aging Accounts Receivable; Inventory valuation
6	Accounting for Long-Term Operational Assets	Depreciation
7	Accounting for Liabilities	Loans; Payroll and Interest; Amortization schedule
8	Proprietorships, Partnerships, and Corporations	Forms of organizations
Managerial Accounting		
9	Financial Statement Analysis	Common-sized financial statements; Horizontal and vertical analysis; Ratio analysis
10	An Introduction to Managerial Accounting;	Basic managerial accounting concepts
11	Cost Behavior, Operating Leverage, and Profitability Analysis	Fixed and variable costs; Cost flows; Ratio analysis
12	Cost Accumulation, Tracing and Allocation	Job order costing
13	Planning for Profit and Cost Control	Budgeting; Cost-volume-profit; Breakeven analysis
14	Performance Evaluation	Ratio analysis
15	Planning for Capital Investment	Capital budgeting

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Excel® and QuickBooks® Supplements

~ *Excel* – Yacht and Fujita

Part 1: Excel Tutorial

1   Excel Basic

2   Using Formulas

3   Formatting

Part 2: Accounting for Projects

4   Template Tutorial

5   Financial Accounting

6   Managerial Accounting

Part 3: Model Building

7   Financial Statements

8   Inventory

9   Payroll

10   Fixed Assets

11   Amortization Schedule

12   Cost of Goods Manufactured

13   Job Order Costing

14   Not applicable

15   Cost-Volume-Profit

16   Budgeting & Analysis

Part 4: Case Problems

~ *QuickBooks* – Kay

Section I: Exploring QuickBooks (QB) with Rock Castle Construction

1   Quick Tour of QB

2   Customizing QB and the Chart of Accounts

3   Banking

4   Customers and Sales

5   Vendors, Purchases, and Inventory

6   Employees and Payroll

7   Reports and Graphs

Section II: Small Business Accounting with QB 2010

8   New Company Setup

9   Accounting for a Service Company

10   Merchandising Corporation: Sales, Purchases, and Inventory

11   Merchandising Corporation: Sales

12   Advanced QB Features for Accountants

13   Live Project: QB in Action

Section III: Quick Guide

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 12/15/2011 (mm/dd/yyyy)

Department Initiating Request: MBA	**Faculty Member Requesting:** Schnake
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MBA7640	**Proposed New Course Title:** Strategic Human Resource Management **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Strategic HRM
Semester/Year to be Effective:	**Estimated Frequency of Course Offering:** once per year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Strategic Human Resource Management focuses on linkages between human resource management activities and programs and an organization's effectiveness. The emphasis is on aligning organizational strategy and human resource management practices. A number of human resource management metrics will be examined.

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: Strategic Human Resource Mangement takes a long-term view of managing human resources. This course is offered by both AACSB-International peer and aspirant schools. We currently offer a Strategic Management course and a Marketing Strategy course, and a strategic HRM course would fit well in the MBA curriculum.

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

☒ Other: The MBA program was revised recently to require two electives. This course will provide another elective from which MBA students can choose.

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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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.) This course will include assessment questions embedded in objective and essay exams as well as a project involving using HR metrics to assess HR's contribution to firm performance.

☐ Other:

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

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Approvals:	
Dept. Head: *Ayllis B. Holland*	Date: 3/26/2012
College/Division Exec. Comm.: *Kent Moore*	Date: 4/12/12
Dean/Director: *[signature]*	Date: 4/17/12
Graduate Exec. Comm.: (for graduate course): *[signature]*	Date: 8-30-12
Graduate Dean: (for graduate course): *[signature]*	Date: 8-30-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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MBA 7640, Strategic Human Resource Management

Instructor: Dr. Mel Schnake   **Office:** 208 Pound Hall

Phone: (229)245-3822   **Email:** mschnake@valdosta.edu

Office Hours: Tuesday and Thursday; 1:00 to 3:30 on Tuesday and Thursday; 6:00 to 6:30 on Tuesday, and by appointment. Most questions can usually be handled via email.

- **Required Text: Anthony, W.P., Kacmar, K.M. and Perrewe, P.L. (2010)** Human Resource Management: A Strategic Approach. Sixth Edition. (ISBN-10: 1424063930 ISBN-13: 9781424063932).

Course Description: This course examines the systems and strategies used to manage people at work. Theories and methods of strategic, operational and tactical planning and their relationship to HR activities are covered. The focus is on how HRM activities can help organizations gain and sustain competitive advantages.

Format of the Course: The format of this course can be described as a graduate seminar. This type of material makes heavy participation and discussion of multiple viewpoints critical for maximum learning. Reading assignments will be discussed in class, and students will present additional material.

Professor's Biography: Dr. Schnake has taught graduate management courses at Mississippi State University, Illinois State University, the University of Southern Mississippi, and Eastern Illinois University before arriving at Valdosta State University. His primary teaching areas are Organizational Behavior, Labor Relations, and Human Resource Management. He received his Bachelor of Science degree in Business Administration from Illinois College, a Master of Business Administration degree from Illinois State University, and a Doctor of Business Administration degree from Mississippi State University.

Dr. Schnake's research interests include organizational citizenship behaviors, employee turnover, and work motivation. Dr. Schnake has published papers the Journal of Applied Psychology, the Journal of Management, Human Relations, Personnel Psychology, and the Journal of Occupational and Organizational Psychology. Also, he has presented papers at the annual meetings of the Academy of Management, the Southern Management Association, the Eastern Academy of Management, the Midwest Academy of Management, and the Decision Sciences Institute.

Grading

10 Chapter Quizzes (online in Blazeview, time limited, 10 MC questions from chapter).....100 points

Midterm (MC/essay exam)...100 points

Final (MC/essay exam)..100 points

Team Project Presentation...150 points

Total possible points = 450

A = 90% to 100%   B = 80% to 89%   C = 70% to 79%

D = 60% to 69%   F = Below 60%

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Team Project: You will be provided with a data base in Excel format which contains a variety of information about employees, departments and the organization. Your team will apply a number of metrics and types of analysis to determine the HR function's overall performance, HR's contribution to the net profitability of the organization, and the effectiveness of various HR programs. Your team will make a presentation to summarize your analysis.

Special Services: Students requiring classroom accommodations or modifications because of documented disability should meet and discuss this need with the professor at the beginning of the semester. VSU's Office of Special Services works with students with special needs. Students not registered with the Special Services Program should contact the Special Services Office in Nevins Hall, Room 1115. The telephone number is 229-245-2498.

Tentative Schedule of Assignments

Jan 11- Introduction to the Course.
 Class Expectations and the Syllabus.
 Testing (Online and in-class).
Anthony, Chapter 1: The Strategic Approach to Human Resource Management
Introduction to Strategic Human Resource Management
 HRM vs. SHRM

Jan 18 – Anthony, Chapter 2: Formulating a Corporate and Human Resource Strategy
 Anthony, Chapter 3 The External and Global Environment for Human Resources: Change and Diversity

Jan 24 - Anthony, Chapter 4: Human Resource Planning and Information Systems

Feb 1 – Anthony, Chapter 5: Equal Employment Opportunity
 Anthony, Chapter 6: Job Analysis

Feb 8 – Anthony, Chapter 7: Recruitment, Selection, and Retention

Feb 15 – Anthony, Chapter 8: Job Design

Feb 22 – Midterm Exam

Mar 1 – Anthony, Chapter 9: Orientation, Training, and Development

Mar 8 – Anthony, Chapter 10: Strategies for Effective Performance Appraisal Systems

Mar 15 – Spring Break – class will not meet.

Mar 22- Anthony, Chapter 11: Strategic Compensation Systems
 Anthony, Chapter 12: Improving Productivity

Mar 29 – Anthony, Chapter 14: Managing Health, Safety and Stress
 Anthony, Chapter 15: Ethics, Employee Rights, and Employer Responsibilities

Apr 5 – Anthony, Chapter 16: Unions and Strategic Collective Bargaining

Apr 12 – Team Presentations
Apr 19 – Team Presentations
Apr 26 – Team Presentations

FINAL EXAM: Tuesday, May 3, 2011, 6:30 to 8:30 pm

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New Program Prospectus

Institution Information

Institution	Valdosta State University	Institutional Contact (President or Vice President for Academic Affairs)	Dr. Philip Gunter
Date	2012-05-02		

Program Information

Name of Proposed Program/Inscription	Healthcare Administration
Degree	Bachelor of Business Administration (BBA)
Major (applicable if this is not a stand-alone degree)	Healthcare Administration
Indication of whether the program will be offered 50% or more online (Yes or No):	○ Yes ◉ No

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Valdosta State University's Langdale College of Business proposes a bachelor of business administration degree (BBA) in healthcare administration. Healthcare administrators manage medical and health services. Healthcare managers work in healthcare facilities such as hospitals, group medical practices, nursing homes, home health care services, and outpatient care centers. They coordinate business functions such as human resources, accounting, finance, marketing, health informatics, and risk management and insurance.   New technologies, shifting demographics (aging population), and changing legal requirements and regulations create an outlook for robust job growth in healthcare fields. The U. S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (2012) estimates that employment of healthcare managers will grow by 22 percent from 2010 to 2020. The average growth rate for all occupations is expected to increase by only 14 percent. For the State of Georgia, the Occupational Supply and Demand System (OSDS) projects employment growth between 2008 to 2018 for healthcare managers to be 46.4 percent. The Long-term Occupational Projections for the South Georgia Workforce Investment Area (WIA018) for 2008-2018 estimates a 45.24 percent growth in employment of healthcare managers, which is a 3.8 percent annual growth rate. This represents the largest forecasted percentage change in employment in the South Georgia area. The Georgia Department of Labor reports that the average hourly wage in 2011 for medical and healthcare managers was $41.61 (median $36.91) and the average annual income was $86,549. This hourly wage is among the largest reported statewide. The growth in healthcare management job opportunities through the next decade represents an economically significant impact on South Georgia.   The BLS Occupational Outlook Handbook (2012) states: "Prospective medical and health services managers have a bachelor's degree in health administration. These programs prepare students for higher level management jobs than programs that graduate with other degrees". Complete College Georgia (pg.9) states: "To properly set plan objectives, an analysis of workforce requirements will be conducted in order to inform completion goals as to the level of degree. System and campus-level goals will then be set and aligned based on participation from target populations and informed by Georgia's workforce requirements." Given the employment outlook for healthcare professionals, the BBA in healthcare administration addresses several of the workforce requirements. In addition, the BBA will significantly contribute to USG's Health Professions and Education Committee (HPEC) 2011 initiative to "ensure that Georgia has the health workforce it needs in the future".   The University System of Georgia Strategic Goal Three Challenge calls for the USG to produce more health profession programs and increase the number of graduates produced by its health programs. The recently approved VSU's Health Science/Business Administration building will house existing health programs as well as newly proposed programs. This will allow for closer collaboration between the health sciences and healthcare administration. The cross-discipline healthcare administration curriculum will develop management and business skills with medical knowledge and applications.

No USG institutions offer a BBA in healthcare administration. Two USG institutions offer bachelor's degrees in healthcare administration related programs: a BS in healthcare management at Clayton State University and a BS in health services administration at Macon State University. No USG institutions in our service region offer a bachelor's degree in healthcare administration-related programs. No private institutions in Georgia offer related bachelor's degree.   One of the key strategies in VSU's Strategic Plan is to develop degree programs in high need areas. Given the employment forecast by the BLS and the Georgia Department of Labor, the BBA in healthcare administration will address workforce shortages. The BBA degree in healthcare administration will have a significant impact on the quality of life in South Georgia.

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REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

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/gradschool/cj_admiss.shtml	Proposed Effective Date for Curriculum Change: (Month/Year): 08/2012	Degree & Program Name: (e.g., BFA, Art): MS CJ

Present Requirements: Required Documents: Official scores on the Graduate Record Exam (GRE) http://www.gre.org; Admission Requirements: •	Proposed Requirements (Underline changes after printing this form: Required Documents: Official scores on the Graduate Record Exam (GRE)
Minimum GRE Requirements:	http://www.gre.org OR Official
o **800 score combined verbal and quantitative sections AND a 400 on the verbal score with a 3.5 analytical score.**	Scores on the Miller Analogies Test (MAT) http://www.milleranalogies.com;
o **For GRE's taken before October 2002 a minimum score of 800 on any two combined sections (verbal + quantitative or verbal plus analytical).**	Admission Requirements: •
	Minimum GRE Requirements:
	o 800 score combined verbal and quantitative sections AND a 400 on the verbal score with a 3.5 analytical score.
	o For GRE's taken before October 2002 a minimum score of 800 on any two combined sections (verbal + quantitative or verbal plus analytical)
	Minimum MAT Requirements:
	o 387 scaled score.

Revise (handwritten, right margin)

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: Since the inception of the VSU DPA program, it has become increasingly apparent that several students who wish to pursue an MSCJ have already taken the MAT as a graduate entrance exam. The Criminal Justice Department has received a few requests recently asking to accept MAT scores in place of GRE requirements. To avoid a situation in which an increasing number of waiver requests become common, the Criminal Justice faculty have decided to add an equivalent MAT score to the admission 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. Student inquiry phone calls, emails, and formal requests to the Criminal Justice Department for the Graduate School.

☐ **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.) Evaluation of the number of waiver requests received and the number of applications utilizing the MAT to fulfill their Graduate Admissions Requirements.

Approvals:

Department Head:	_Darrell L. Ross_	Date: 5/8/12
College/Division Exec. Committee:	_Connie Richards_	Date: 5/9/12
Dean(s)/Director(s):	_Connie Richards_	Date: 5/9/12
Grad. Exec. Committee: (for graduate course)	_[signature]_	Date: 8-30-12
Graduate Dean: (for graduate course)	_[signature]_	Date: 8-30-12
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE CORRECEIVED
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

MAY 1 1 2012

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number: 62	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) 08/2012

Degree and Program Name: Master of Science in Criminal Justice

Present Requirements: REQUIREMENTS FOR THE M. S. WITH A MAJOR IN CRIMINAL JUSTICE Required Core.	**Proposed Requirements:** (highlight changes after printing) REQUIREMENTS FOR THE M. S. WITH A MAJOR IN CRIMINAL JUSTICE Required Core.
.... 18-21 hours CRJU 7000, CRJU 7370 .... 6 hours CRJU 7411, CRJU 7412 .... 6 hours CRJU 7600 .... 3 hours CRJU 7990 .... 3 hours or CRJU 7999 .... 6 hours Criminal Justice Track. .... 15-18 hours Applied Criminal Justice Track: Any combination of the following courses: CRJU 7100 (3 hours), CRJU 7620 (3 hours), CRJU 7510 (3 hours), CRJU 7630 (3 hours), CRJU 7710 (3 hours), CRJU 7900 (1-6 hours), or Guided electives selected with the approval of the advisor (up to 6 hours) or Research and Theory Track: Any combination of the following courses: CRJU 7010 (3 hours), CRJU 7350 (3 hours), CRJU 7413 (3 hours), CRJU 7500 (3 hours), CRJU 7610 (3 hours), CRJU 7300 (3 hours), CRJU 7900 (1-6 hours), or Guided electives selected with the approval of the advisor (up to 6 hours)	.... 18-21 hours CRJU 7000, CRJU 7370 .... 6 hours CRJU 7411, CRJU 7412 .... 6 hours CRJU 7600 .... 3 hours CRJU 7990 .... 3 hours or CRJU 7999 .... 6 hours Criminal Justice Track. .... 15-18 hours Applied Criminal Justice Track: Any combination of the following courses: CRJU 7100 (3 hours), CRJU 7620 (3 hours), CRJU 7510 (3 hours), CRJU 7630 (3 hours), <u>CRJU 7700 (3 to 6 hours)</u>, CRJU 7710 (3 hours), CRJU 7900 (1-6 hours), <u>CRJU 7910 (3 to 6 hours)</u>, or Guided electives selected with the approval of the advisor (up to 6 hours) or Research and Theory Track: Any combination of the following courses: CRJU 7010 (3 hours), CRJU 7350 (3 hours), CRJU 7413 (3 hours), CRJU 7500 (3 hours), CRJU 7610 (3 hours), CRJU 7300 (3 hours), <u>CRJU 7700 (3 to 6 hours)</u>, CRJU 7900 (1-6 hours) or Guided electives selected with the

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Total Required for the Degree .... 36 semester hours	approval of the advisor (up to 6 hours) Total Required for the Degree .... 36 semester hours

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other The CRJU 7910 Criminal Justice Internship was created as one of the key electives for the Masters of Science in Criminal Justice applied track to give students the opportunity to aquire experience related to their field of choice related to their course credit. Proof of completing an internship has become an important aspect of one's resume when applying for jobs, especially when there is not a history of prior experiences in the field. This request is the next logical step in the process after CRJU 7910 Criminal Justice Internship was approved as a reactivated course. CRJU 7700 Special Topics in Criminal Justice is an approved CRJU elective under the current structure. Students have to get special permission to use the course which is not necessary.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The MSCJ Graduate coordinator has had to complete several course substitutions due to the revised track structure and additional overrides are anticipated if the change is not enacted.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Criminal Justice faculty evaluated curriculum for Georgia Southern and Albany State based on what information was available on their websites. Based on this initial evaluation, the Applied and Research/Theory Tracks were created and CRJU 7910 was proposed for reactivation so that it could be included in the Applied Track. Since the reactivation was approved, the next logical step is to request that the course be included in the Applied Track catalog listing.**

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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. **The MSCJ graduate coordinator will continue to assess the effectiveness of the changes through monitoring MSCJ checklist, graduation applications and course substitution requests.**

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student Thesis and Area Papers will be evaluated for effectiveness as well as student internship directed study portfolios and instructor assessment.**

Approvals:	
Department Head: _Danelle Ross_	Date: 5/8/12
College/Division Exec. Committee: _Connie Richards_	Date: 5/9/12
Dean(s)/Director(s): _Connie Richards_	Date: 5/9/12
Graduate Exec. Comm.: (for grad program)	Date: 8-30-12
Graduate Dean: (for grad program)	Date: 8-30-12
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 05/07/2012 (mm/dd/yyyy)

Department Initiating Revision: Soc., Anth., & CJ w/MFT	**Faculty Member Requesting Revision:** Shani Wilfred

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

CRJU 7910 Criminal Justice Internship

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

Current:	**Requested:**
Course Prefix and Number:	**Course Prefix and Number:**
Credit Hours:	**Credit Hours:**
Course Title:	**Course Title:**
Prerequisites:	**Prerequisites:**
Co-requisites:	**Co-requisites:**
Course Description: The internship involves placement in a work/observer situation in a criminal justice agency requiring academic performance and supervision as described in the Criminal Justice Internship Guidelines, or a research internship in which the student works with a criminal justice graduate faculty member to obtain knowledge of special research applications including data collection and organization, analysis, and publication. The internship plan must be determined in advanced and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record.	**Course Description:** <u>May be taken for a maximum of 6 credit hours.</u> The internship involves placement in a work/observer situation in a criminal justice agency requiring academic performance and supervision as described in the Criminal Justice Internship Guidelines, or a research internship in which the student works with a criminal justice graduate faculty member to obtain knowledge of special research applications including data collection and organization, analysis, and publication. The internship plan must be determined in advanced and approved by the Coordinator of the Criminal Justice Graduate Program as well as the instructor of record.

Semester/Year to be Effective: Fall 2012	**Estimated Frequency of Course Offering:** Yearly

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

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

☒ Other: The Internship is designed to allow students to earn up to 3 to 6 credit hours, the catalog is being changed to refelct that intention.

Source of Data to Support Suggested Change:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This decision is based on the experiences of Criminal Justice Undergraduate Intership Coordinator, which suggests that allowing students to take more than six hours in an internship would prevent their exposure to a broader range of Criminal Justice electives.

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. As part of the internship portfolio, students will be asked to evaluate their experiences. It will also be asked whether or not students believe that three to six hours is sufficient to prepare them for their career.

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

5ə

Approvals:	
Dept. Head: *[signature: Danell L. Ross]*	Date: 5/8/12
College/Division Exec. Comm.: *[signature: Connie Richards]*	Date: 5/9/12
Dean/Director: *[signature: Connie Richards]*	Date: 5/9/12
Graduate Exec. Comm.: (for graduate course) *[signature]*	Date: 8-30-12
Graduate Dean: (for graduate course) *[signature]*	Date: 8-30-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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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: 64	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: Master of Science Degree with a Major in Marriage and Family Therapy

Present Requirements: Selected Educational Outcomes	Proposed Requirements: (highlight changes after printing) Selected Educational Outcomes:
Students completing the Marriage and Family Therapy Master of Sciences degree program will demonstrate mastery in the following: 1. Assuming the professional role and identity of a marriage and family therapist. 2. Applying a systems/relational understanding to the assessment and treatment of mental health and emotional problems. 3. Considering the relevance of ethnicity, race, gender, socioeconomic status, and culture when developing treatment plans. 4. Applying the various theoretical models of marriage and family therapy to practice. 5. Demonstrating clinical competency in the practice of MFTH. 6. Practice according to the American Association for Marriage and Family Therapy's (AAMFT) ethical code.	Upon successful completion of the MFT program students will: 1. practice from a culturally sensitive lens. 2. practice from a systemic lens. 3. be prepared to obtain entry-level employment in mental health agencies. 4. claim the professional identity of Marriage and Family Therapist.

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 : Our accreditation standards have signficantly changed and our selected educational outcomes have changed accordingly. The new outcomes conform to the language used by our accrediting body and reflect the Marriage & Family Therapy Core Competencies that underpin accreditation guidelines.These new learning outcomes are linked to data the program collects and uses to demonstrate that the program is producing educational outcomes that conform to accreditation requirements.

☐ Other

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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.) Recent Program Review and a current self-study for re-accreditation for the Commission on Accreditation for Marriage and Family Therapy Education both indicate the changes are needed.

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. Exit Survey, State licensure test pass rates, employer survey, and alumni surveys
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Practicum evaluations, internship evaluations, and comprehensive exam pass rates

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Approvals:		
Department Head: *Darrell L. Ross*	Date: 4/4/12	
College/Division Exec. Committee: *Connie Richards*	Date: 4/10/12	
Dean(s)/Director(s): *Connie Richards*	Date: 4/10/12	
Graduate Exec. Comm.: (for grad program)	Date: 8-30-12	
Graduate Dean: (for grad program)	Date: 8-30-12	
Academic Committee:	Date:	

Form last updated: January 6, 2010

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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: 64	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2012

Degree and Program Name: Master of Science Degree with a Major in Marriage and Family Therapy

Present Requirements:	Proposed Requirements:
Present Requirements: Currently the Catalog description includes the following statement: Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFTH, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems. The Master of Science degree with a major in marriage and family therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive at least 500 hours of direct client contact and 100 hours of AAMFT approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.	**Proposed Requirements:** (highlight changes after printing) In addition to the description that is currently in the graduate catalog we need to add the following section between the existing narrative and selected educational outcomes: MFT Program Mission Statement: The mission of the Valdosta State University Marriage and Family Therapy Program is to provide students the academic and clinical training required to practice relationally informed clinical work and ready graduates for work in a variety of mental health settings.

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies : Our accreditation standards have signficantly changed and our philosophy must be reflective of our student learning outcome's and must be published.

☐ 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.)

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Approvals:

Department Head: *Darrell L. Ross*	Date: 4/4/12
College/Division Exec. Committee: *Connie Richards*	Date: 4/10/12
Dean(s)/Director(s): *Connie Richards*	Date: 4/10/12
Graduate Exec. Comm.: (for grad program) *[signature]*	Date: 8-30-12
Graduate Dean: (for grad program) *[signature]*	Date: 8-30-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY RECEIVED

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

Valdosta State University

Area of Change:	☐ Core	☐ Senior	☒ Graduate

Current Catalogue Page Number: 64	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: Master of Science Degree with a Major in Marriage and Family Therapy

Present Requirements:	Proposed Requirements:
Present Requirements: Currently the Catalog description includes the following statment: Marriage and Family Therapy addresses the interpersonal and social context of mental health and emotional problems. To qualify students to practice MFTH, the curriculum for the master's degree program in marriage and family therapy focuses on the knowledge and skills necessary to assess and intervene in the interactions among people. It prepares students to use an active, positive approach to therapy that will help individuals and their families build on their strengths, improve communication, and develop solutions to their problems. The Master of Science degree with a major in marriage and family therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT). The curriculum, developed to meet national accreditation standards, links theory and practice throughout training. A twelve-month clinical practicum is required. Students receive at least 500 hours of direct client contact and 100 hours of AAMFT approved supervision. Practicum experience is provided at the on-site Marriage and Family Therapy Training Clinic and through community placements. Course work includes some assignments and activities that encourage self-exploration and personal growth.	**Proposed Requirements:** (highlight changes after printing) In addition to the description that is currently in the graduate catalog we need to add the following section directly above the selected educational outcomes: <u>MFT Program Philosophy: The philosophy of the Valdosta State University Marriage and Family Therapy Program is guided by a commitment to diversity and the belief that the differences that make up the weave of humanity must be embraced and cherished; a relational understanding that all human behavior and meaning-making are context-dependent, and so a deep appreciation of each client's context is a prerequisite of respectful treatment; and the belief that students' uniqueness should be respected and developed through active engaged learning with an accessible and supportive faculty.</u>

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies : Our accreditation standards have signficantly changed and our philosophy must be reflective of our student learning outcomes and must be published

☐ Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: ~~Darell L. Ron~~	Date: 4/4/12
College/Division Exec. Committee: ~~Connie Richards~~	Date: 4/10/12
Dean(s)/Director(s): ~~Connie Richards~~	Date: 4/10/12
Graduate Exec. Comm.: (for grad program)	Date: 8-30-12
Graduate Dean: (for grad program)	Date: 8-30-12
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY RECEIVED
(New Learning Outcomes, Admissions, or Other Program Policies) MAY 1 1 2012
Valdosta State University

Area of Change: ☐ Core   ☐ Senior   ☒ Graduate

Current Catalogue Page Number: 64	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Master of Science Degree with a Major in Marriage and Family Therapy

Present Requirements: Examples of Outcome Assessments	Proposed Requirements: (highlight changes after printing) Examples of Outcome Assessments
1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and make case application. Written case applications are stressed.	1. Faculty assessment of student performance in all courses includes requiring students to demonstrate their ability to integrate course content and <u>translate their coursework to clinical practice.</u>

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 : Our accrediting body requires that all didactic learning relate to clinical practice. To better reflect the language of our accrediting body we are replacing the dated language of "case application" and "written case application" to currently accepted language of "clinical practice."

☒ Other In addition, our student learning outcomes no longer stress written case applications, and thus have removed this language.

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.)

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Approvals:		
Department Head: [signature]	Date:	3/22/12
College/Division Exec. Committee: [signature]	Date:	4/10/12
Dean(s)/Director(s): [signature]	Date:	4/10/12
Graduate Exec. Comm.: (for grad program) [signature]	Date:	8-30-12
Graduate Dean: (for grad program) [signature]	Date:	8-30-12
Academic Committee:	Date:	

Form last updated: January 6, 2010

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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: 64	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Master of Science Degree with a Major in Marriage and Family Therapy

Present Requirements: Currently the Catalog description includes the following sentence: The Master of Science degree with a major in marriage and family therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for clinical membership in the American Association for Marriage and Family Therapy (AAMFT).	Proposed Requirements: (highlight changes after printing) The Master of Science degree with a major in Marriage and Family Therapy prepares students for licensure as Marriage and Family Therapists in Georgia and for Associate membership in the American Association for Marriage and Family Therapy (AAMFT).

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 American Association for Marriage and Family Therapy has changed their membership criteria. To meet these new categories we had to also change the language in the catalog. Also new graduates must first become an "associate member" before they can become eligible for clinical membership.

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.)

Approvals:	
Department Head: *Darrell L. Ross*	Date: 3/22/12
College/Division Exec. Committee: *Connie Richards*	Date: 4/10/12
Dean(s)/Director(s): *Connie Richards*	Date: 4/10/12
Graduate Exec. Comm.: (for grad program)	Date: 8-30-12
Graduate Dean: (for grad program)	Date: 8-30-12
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: 249-253	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2012 ~~3~~	Degree & Program Name: (e.g., BFA, Art): PADM

| Present Requirements: There are currently no certificate programs in the Public Administration Program. | Proposed Requirements (Underline changes after printing this form: The Public Administration Program offers three Certificate Programs: Public Management, Nonprofit Management, and Human Resources Management. Each program consists of 12 credit hours with two required courses and two elective courses from a set list of courses that are applicable to the certificate subject area. A final portfolio is required for completion of the certificate and will be evaluated by a Public Administration Faculty Committee appointed by the Program Chair. A period of three years for completion of the certificate is allowed.

Students must hold a bachelor's degree from a~~f~~ *regionally* accredited university and ~~be~~ admitted ~~to~~ the Graduate School in order to enroll in the *through* Certificate Program. Students who successfully complete a certificate program and who are formally accepted into the Public Administration Program may apply all courses in which they earn a grade of B or higher to the MPA degree.

Public Management
Required:
PADM 7140: Government Budgeting and Finance
PADM 7350: Intergovernmental Management

Electives:
PADM 7020: Public Sector Planning
PADM 7260: Democracy and Public Administration
PADM 7410: Performance Analysis for Government and Non-Governmental Organizations
PADM 7120: Accounting for the Public Sector
PADM 7110: Information Management
PADM 7400: Ethics and Public Administration
PADM 7250: Managing Small Cities and Counties |

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	PADM 7400: Grant Writing PADM 7270: Innovation and Creative Problem Solving in the Public Sector PADM 7380: Politics of Managing Urban Areas PADM 7670: Quality Management in Public Administration Human Resources Management Required: PADM 7000: Human Resource Management PADM 7010: Public Sector Labor Relations Electives: PADM 7170: Organizational Theory and Behavior PADM 7180: Labor Law PADM 7220: Managing Diversity in the Public Workforce PADM 7410: Performance Analysis for Government and Non-Governmental Organizations Non-Profit Management Required: PADM 7040: Non-Profit Management PADM 7240: Public Administration and Community-Based Organizations Electives: PADM 7400: Ethics and Public Administration PADM 7860: Grant Writing and Management PADM 7410: Performance Analysis for Government and Non-Governmental Organizations PADM 7670: Quality Management in Public Administration PADM 7270: Innovation and Creative Problem Solving in the Public Sector PADM 7170: Organizational Theory and Behavior PADM 7120: Accounting for the Public Sector PADM 7020: Public Sector Planning

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 these Certificate Programs in Public Administration will provide opportunities for students in other Master's and Doctoral Programs, including Sociology, Criminal Justice, Social Work, Adult Education, and Education, in particular, to increase their capacity for leadership in public and non-profit organizations.

☒ Adopting current best practice(s) in field: The inclusion of practitioners in the classroom setting will enrich the learning experience for pre-service students. These interactions will provide other opportunities for experiential learning that is considered by NASPAA a best practice in the field of Public Administration.

☒ Meeting mandates of state/federal/outside accrediting agencies: The addition of Certificate Programs would further demonstrate the VSU MPA program's efforts to meet the mission of the accrediting organization, which requires that programs "pursue the public interest" and demonstrate "public service values." In addition, adding practitioners to the classroom would further the program's efforts to ensure diversity, in keeping with the NASPAA standard that requires "promotion of diversity" and a "climate of inclusiveness" and would comply with the NASPAA standard that requires "interactions with practitioners."

☒ Other: As a regional university serving 41 counties in southern Georgia and with the Public Administration Program's expansive on-line Master's Degree and Doctoral Degree programs, we believe this is an opportunity to serve our community by providing opportunities for continuing education for elected and appointed officials and others involved in the public and non-profit sectors. We also believe that once enrolled in a Certificate Program, that more students will be more likely to enroll in the MPA/DPA programs. Certificate Programs can provide a less threatening entrance into graduate school for people who have not been in an academic setting in recent years.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The addition of Certificate Programs was recommended by a SWOTS analysis conducted in Fall 2010 by the Public Administration Advisory Committee. The Executive Committee of the PAAC was also queried with positive results in Spring 2012 to ensure that there is continuing support for the implementation of Certificate Programs. In Fall of 2011, a survey was conducted through an on-line survey tool in all of the VSU service area counties to include government entities and nonprofit organizations. While we realize that this does not reach the many on-line students who could potentially enroll from areas outside the service area, we did find strong support for the addition of Certificate Programs for college graduates, as well as strong interest in continuing education. 31 persons out of 42 who returned the survey were interested in graduate certificate programs. Nearly 70% of those interested in certificate programs would be more likely to enroll in a public management certificate program. About 35% were interested in a certificate program in HR. 70% of respondents preferred an on-line environment for a certificate program.

☐ **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. Surveys of the Public Administration Advisory Committee, current students, and alumni will be used to learn more about program outcomes once Certificate Programs are in place.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Once the Certificate Programs are in place, a faculty committee will use end of course tests, specific assignments, and a final portfolio to assess the program's success. The faculty committee on Certificate Programs will also assess enrollment to determine success of the venture.

Approvals:

Department Head:	*James X. Peterson*	4/10/12 Date:
College/Division Exec. Committee:	*Connie Richards*	Date: 4/10/12
Dean(s)/Director(s):	*Connie Richards*	Date: 4/10/12
Grad. Exec. Committee: (for graduate course)	*[signature]*	Date: 8-30-12
Graduate Dean: (for graduate course)	*[signature]*	Date: 8-30-12
Academic Committee:		Date:

Form last updated: January 6, 2010

Recommendations for Certificate Programs in Public Administration

Graduate Certificate Program Recommendations

A recent study completed by the Public Administration Program demonstrates strong support for Certificate Programs for college graduates, as well as strong interest in continuing education and undergraduate certificate programs.

31 persons out of 42 who returned the survey were interested in graduate certificate programs.

- Nearly 70% of those interested in certificate programs would be more likely to enroll in a public management certificate program, followed by nearly 42 percent in a budget and finance program. About 35% were interested in a certificate program in HR.
- 70% of respondents preferred an on-line environment for a certificate program.

The Public Administration Program proposes three new Certificate Programs beginning in Fall 2012. Each program will consist of two required courses and two elective courses from courses that are applicable to the certificate subject area. A period of three years for completion of the certificate is allowed. Students who successfully complete a certificate program with a minimum of a B average may be eligible for enrollment in the VSU MPA program. Admission to the graduate school of Public Administration is a requirement for participation in certificate programs.

Public Management

Required: PADM 7140: Government Budgeting and Finance
              PADM 7350: Intergovernmental Management

Electives: PADM 7020: Public Sector Planning
              PADM 7260: Democracy and Public Administration
              PADM 7410: Performance Analysis for Government and Non-Governmental
                        Organizations
              PADM 7120: Accounting for the Public Sector
              PADM 7110: Information Management
              PADM 7400: Ethics and Public Administration
              PADM 7250: Managing Small Cities and Counties
              PADM 7400: Grant Writing
              PADM 7270: Innovation and Creative Problem Solving in the Public Sector
              PADM 7380: Politics of Managing Urban Areas
              PADM 7670: Quality Management in Public Administration

Human Resources Management

Required: PADM 7000: Human Resource Management

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PADM 7010: Public Sector Labor Relations

Electives: PADM 7170: Organizational Theory and Behavior
             PADM 7180: Labor Law
             PADM 7220: Managing Diversity in the Public Workforce
             PADM 7410: Performance Analysis for Government and Non-Governmental
                        Organizations

Non-Profit Management

Required: PADM 7040: Non-Profit Management
             PADM 7240: Public Administration and Community-Based Organizations

Electives: PADM 7400: Ethics and Public Administration
             PADM 7860: Grant Writing and Management
             PADM 7410: Performance Analysis for Government and Non-Governmental
                        Organizations
             PADM 7670: Quality Management in Public Administration
             PADM 7270: Innovation and Creative Problem Solving in the Public Sector
             PADM 7170: Organizational Theory and Behavior
             PADM 7120: Accounting for the Public Sector
             PADM 7020: Public Sector Planning

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MAY 02 2012

New Program Prospectus

Institution Information

Institution	Valdosta State University	Institutional Contact (President or Vice President for Academic Affairs)	Dr. Philip Gunter
Date	2012-05-02		

Program Information

Name of Proposed Program/Inscription	Professional Science Master's
Degree	Professional Science Master's (PSM)
Major (applicable if this is not a stand-alone degree)	Chemistry and Biochemistry
Indication of whether the program will be offered 50% or more online (Yes or No):	○ Yes ◉ No

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DEGREE Valdosta State University seeks approval to develop a Professional Science Master's degree (PSM) in Chemistry and Biochemistry. Launched nationally by the Sloan Foundation in 1997, the PSM degree is designed to increase the United States' worldwide competitive edge in the marketplace by providing a degree focused on scientific knowledge and practical workplace skills. This interdisciplinary degree offers a unique combination of content courses in chemistry as well as courses in business and communications in addition to a summer internship in the workplace. At VSU we plan to offer cutting-edge courses in applied chemistry and biochemistry. Students will have hands-on practical experience with all the modern instrumentation of spectroscopy used in quality control in industry and will design strategies to solve industrial problems. Students who finish this degree will require no additional onsite training and will be more employable than students who have the M.S. degree in chemistry. NEED The PSM degree answers the growing need for interdisciplinary-trained scientists, particularly in the pharmaceutical, biotechnology, defense, polymer, and industrial sectors. According to the Council of Graduate Schools its popularity is rapidly growing and PSM graduates enjoy high rates of employment and compensation (1).

No such degree currently exists anywhere in Georgia; in fact, no advanced degree in chemistry is available anywhere south of Atlanta. Therefore, a VSU PSM degree will provide baccalaureate-trained chemists in South Georgia and the entire state with an interdisciplinary degree enabling them to work in a business environment, in state and private laboratories, in hospitals, and in research environments. The degree will also provide an educated and skilled workforce that will attract industry to our service area and to Georgia in general.   During the past five years, the number and diversity of chemistry majors at VSU has increased dramatically.   Approximately 35% of our chemistry majors are minority students and over 50% are women. Many of our students currently inquire about graduate degrees to enhance their chances of obtaining good jobs in industry and academia. In a questionnaire distributed recently, a total of 114 majors out of 346 expressed an interest in pursuing a PSM degree at VSU if one were available. Additionally, VSU receives frequent inquiries from industrial employees in our region who would like to obtain advanced degrees while working for industry. VSU's Office of Strategic Research and Analysis performed a detailed needs analysis in 2007 and 2011 showing strong support for the new degree. This analysis shows that potential students could be chemistry, biochemistry, and biology graduates from all USG institutions. Statewide, enrollment in chemistry has increased by 69% since 2004. Valdosta and the surrounding region house many private, state, and federal laboratories, as well as chemical industries. Currently, VSU supplies many of the trained chemists for these laboratories, but we get increased inquiries for chemists with more advanced degrees. In particular these employers stress the need for employees who can start working without onsite training. The internship and hands-on practical training that the PSM degree affords will answer this need. VSU has already established an industrial advisory board as required by the national PSM program. All board members enthusiastically support the new degree.   CONCLUSION The new degree will be in line with the mission of Valdosta State University as a regional university and with the strategic plan of the Department of Chemistry. Valdosta State University has a commitment to provide professional and interdisciplinary graduate education that meets the scientific and economic needs of our region and of a diverse student body. A high quality post-baccalaureate education in chemistry and business, combined with hands-on analytical training and an industrial internship, will meet these needs.   Reference (1) Council of Graduate Schools (2011)History of the Development of the Professional Science Master's Degree. CGC Communicator 44 (8).