

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
March 7, 2016**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
March 7, 2016

1. Minutes of the February 8, 2016 meeting. (pages 1-2) were approved by email February 11, 2016.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised curriculum for the BA in Political Science (pages 3-5)
 - b. New course BIOL 6530 (pages 6-12)
 - c. New course BIOL 6540 (pages 13-18)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised curriculum for the AAS in Dental Hygiene (pages 19-20)
 - b. New course DHYG 1080 (pages 21-34)
 - c. Deactivation DHYG 1000, 1010, and 1020 (pages 35-37)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised Selected Educational Outcomes and Examples of Outcome Assessments for the BS in Office Administration and Technology (38-41)
 - b. Revised curriculum for the MLIS degree (pages 42-43)
 - c. Revised Admission requirements for the MED in Health and Physical Education (pages 44-49)
 - d. Revised Admission requirements for the EDS in Coaching Pedagogy in Physical Education (pages 50-54)
 - e. Revised title for CSD 3020 (pages 55-56)
 - f. Revised course description CSD 4020 (pages 57-58)
 - g. Revised title for CSD 4151 (pages 59-60)
 - h. Revised Selected Educational Outcomes for the MED in School Counseling (pages 61-63)
 - i. Revised Retention and Dismissal for the MED in School Counseling (pages 64-66)
 - j. Revised Examples of Outcomes Assessments for the MED in School Counseling (pages 67-69)
 - k. Revised Admission requirements for the MED in School Counseling (pages 70-72)
 - l. Revised curriculum for the MS in Psychology –Industrial Organizational (pages 73-75)
 - m. Revised credit hours and description for PSYC 7690 (pages 76-78)
 - n. New course PSYC 8380 (pages 79-86)
5. **COLLEGE OF BUSINESS**
 - a. Revised Area F and Senior College curriculum for the BBA in Accounting (pages 87-89)
 - b. Revised Area F and Senior College curriculum for the BBA in Economics (pages 90-92)
 - c. Revised Area F and Senior College curriculum for the BBA in Finance (pages 93-95)
 - d. Revised Area F and Senior College curriculum for the BBA in Management (pages 96-98)
 - e. Revised Area F and Senior College curriculum for the BBA in International Business (pages 99-101)
 - f. Revised Area F and Senior College curriculum for the BBA in Marketing (pages 102-104)
 - g. Revised Area F and Senior College curriculum for the BBA in Healthcare Administration (pages 105-107)
 - h. New minor in Operations Management (pages 108-109)
 - i. New minor in Business Law (pages 110-111)
 - j. New minor in Business Analytics (pages 112-113)
 - k. Revised requirements for the minor in Healthcare Administration (pages 114-115)
 - l. Revised requirements for the minor in Entrepreneurship (pages 116-117)
 - m. New course HCAD 3100 (pages 118-125)
 - n. New course MKTG 4530 (pages 126-130)
 - o. Revised pre-requisites HCAD 3200 (pages 131-133)
 - p. Revised pre-requisites HCAD 3400 (pages 134-136)
 - q. Revised title, pre-requisites, and description HCAD 3600 (pages 137-139)
 - r. Revised pre-requisites HCAD 4100 (pages 140-142)
6. **COLLEGE OF THE ARTS**
 - a. New course PERS 2240 (pages 143-149)
 - b. New minor in Health Communication (pages 150-153)
 - c. New course COMM 1500 (pages 154-158)
 - d. New course COMM 1800 (pages 159-163)
 - e. New course COMM 3031 (pages 164-167)
 - f. New course COMM 3111 (pages 168-171)
 - g. New course COMM 3211 (pages 172-175)
 - h. New course COMM 3331 (pages 176-179)
 - i. New course COMM 3411 (pages 180-183)
 - j. New course COMM 3421 (pages 184-187)
 - k. New course COMM 4111 (pages 188-191)
 - l. New course COMM 4151 (pages 192-196)
 - m. New course COMM 4431 (pages 197-200)
 - n. New course COMM 4441 (pages 201-204)
 - o. New course COMM 4521 (pages 205-208)
 - p. New course COMM 4531 (pages 209-212)

- q. Revised course description COMM 2300 (pages 213-214)
- r. Revised course number, title, and description COMM 2500 (pages 215-217) Deactivation COMM 2520
- s. Revised course number, title, pre-requisites, and description COMM 3011 (pages 218-220) Deactivation COMM 3071
- t. Revised course number, pre-requisites, and description COMM 3231 (pages 221-223) Deactivation COMM 4160
- u. Revised course number, title, pre-requisites, and description COMM 3311 (pages 224-226) Deactivation COMM 3100
- v. Revised course number, title, pre-requisites, and description COMM 4401 (pages 227-229) Deactivation COMM 4140
- w. Revised course number, pre-requisites, and description COMM 4421 (pages 230-232) Deactivation COMM 3320
- x. Revised course number, pre-requisites, and description COMM 4501 (pages 233-235) Deactivation COMM 3400
- y. Revised course number, title, pre-requisites, and description COMM 3321 (pages 236-238) Deactivation COMM 3410
- z. Revised course number, pre-requisites, and description COMM 4611 (pages 239-241) Deactivation COMM 3600
- aa. Revised course number COMM 3021 (pages 242-244) Deactivation COMM 2100
- bb. Revised course number, title, pre-requisites, and description COMM 4461 (pages 245-247) Deactivation COMM 4340
- cc. Revised course number, title, pre-requisites, and description COMM 4511 (pages 248-250) Deactivation COMM 4400
- dd. Revised course number, title, pre-requisites, and description COMM 4561 (pages 251-253) Deactivation COMM 4420
- ee. Revised course number, title, pre-requisites, and description COMM 4601 (pages 254-256) Deactivation COMM 4600
- ff. Revised course number, title, and pre-requisites COMM 4671 (pages 257-259) Deactivation COMM 4670
- gg. Deactivation COMM 2400, 3000, 3310, 3500, 3550, 3661, 3670, 3800, 3900, 4130, 4170, 4340, 4420, 4430, and 4440 (pages 260-262)
- hh. Revised requirements for the minor in Communication (pages 263-266)
- ii. Revised catalogue narrative for the Department of Communication Arts (pages 267-272)
- jj. Revised catalogue narrative, Area F, and Senior College Curriculum for the BFA in Communication (pages 273-278)
- kk. New major BFA in Public Relations (pages 279-284)
- ll. Revised course number, and description PREL 2000 (pages 285-287) Deactivation COMM 3200
- mm. Revised course prefix, title, pre-requisites, and description PREL 3210 (pages 288-290) Deactivation COMM 3210
- nn. Revised course prefix, title, pre-requisites, and description PREL 3220 (pages 291-293) Deactivation COMM 3220
- oo. Revised course prefix, title, pre-requisites, and description PREL 3240 (pages 294-296) Deactivation COMM 3240
- pp. Revised course prefix, pre-requisites, and description PREL 4200 (pages 297-299) Deactivation COMM 4200
- qq. Revised course prefix, pre-requisites, and description PREL 4220 (pages 300-302) Deactivation COMM 4220
- rr. Revised course prefix, title, pre-requisites, and description PREL 4230 (pages 303-305) Deactivation COMM 4230
- ss. New course PREL 3230 (pages 306-310)
- tt. New course PREL 3250 (pages 311-314)
- uu. New course PREL 4600 (pages 315-318)
- vv. New course PREL 4610 (pages 319-322)
- ww. New course PREL 4670 (pages 323-326)
- xx. Revised catalogue narrative for the BFA in Theatre Arts (pages 327-330)
- yy. Revised Core Area F for the BFA in Theatre Arts (pages 331-333)
- zz. Revised Senior College Curriculum for the BFA in Theatre Arts – Theatre Management Track (pages 334-337)
- aaa. Revised degree requirements for the MAC degree (pages 338-341)
- bbb. Revised catalogue narrative for the BFA in Dance (pages 342-345)
- ccc. Revised Core Area F and Senior College Curriculum for the BFA in Mass Media (pages 346-353)
- ddd. New course MDIA 3001 (pages 354-357)
- eee. New course MDIA 3002 (pages 358-361)
- fff. New course MDIA 3003 (pages 362-365)
- ggg. New course MDIA 3100 (pages 366-369)
- hhh. New course MDIA 3125 (pages 370-373)
- iii. New course MDIA 3175 (pages 374-377)
- jjj. New course MDIA 3225 (pages 378-381)
- kkk. New course MDIA 3250 (pages 382-385)
- lll. New course MDIA 4200 (pages 386-389)
- mmm. New course MDIA 4700 (pages 390-393)
- nnn. New course MDIA 4960 (pages 394-398)
- ooo. Revised course title, and description MDIA 2100 (pages 399-401)
- ppp. Revised course title, pre-requisites, and description MDIA 3400 (pages 402-404)
- qqq. Revised course pre-requisites, and description MDIA 3500 (pages 405-407)
- rrr. Revised course number, pre-requisites, and description MDIA 2350 (pages 408-410) Deactivation MDIA 4350
- sss. Revised course credit hours, pre-requisites, and description MDIA 4950 (pages 411-413)
- ttt. Revised course credit hours, pre-requisites, and description MDIA 4961 (pages 414-416)
- uuu. Revised course credit hours, pre-requisites, and description MDIA 4962 (pages 417-419)
- vvv. Revised course credit hours, pre-requisites, and description MDIA 4963 (pages 420-422)
- www. Revised course credit hours, pre-requisites, and description MDIA 4964 (pages 423-425)
- xxx. Revised course title, pre-requisites, and description MDIA 4965 (pages 426-428)
- yyy. Deactivation MDIA 3050, 3060, 3110K, 3120K, 3130K, 3150K, 3300, 3450, 3800, 4010, 4020, 4040, 4110K, 4120k, 4130K, 4150K, 4240K, 4270, 4333, 4334, 4335, 4450, 4600, 4650, 4800, 4951, and 4952 (pages 429-431)
- zzz. Revised requirements for the Certificate in Institutional Cross-training Certificate for Journalism and Mass Media Students (pages 432-435)
- aaaa. Revised requirements for the Certificate in Sport Broadcasting (pages 436-439)
- bbbb. Revised requirements for the minor in Mass Media (pages 440-443)

7. Pending items

- a. Revised course CHEM 1010 – USG General Education Council approval
- b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)

- c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
- d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 8, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 8, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Gary Futrell, Dr. Patti Campbell, Ms. Sarah Arnett, Ms. Cartherine Bowers (Proxy for Dr. Nicole Cox), Dr. Gary Futrell (Proxy for Dr. Lorna Alvarez-Rivera), Dr. Frank Flaherty, Ms. Sarah Arnett (Proxy for Dr. Ray Elson), Dr. Michelle Ritter (Proxy for Dr. Ellis Head), Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Dr. Marc Pufong, Dr. Kristen Johns, Dr. Nicole Cox, Dr. Lorna Alvarez-Rivera, Dr. Ray Elson, Dr. Ellis Heath, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Mrs. Alicia Roberson, Dr. Mike Savoie, Dr. Mark Borzi, Dr. Bob Gannon, Dr. Darrell Ross, Dr. Robert Harding, Dr. Shani Wilfred, Mrs. Teresa Williams, Dr. Viki Soady, Dr. Krishnendu Roy, and Dr. Greg Harrell.

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

A. Honors College

1. Revised catalog narrative for the Honors College was approved effective Fall Semester 2016. (pages 5-11).

B. College of Arts and Sciences

1. New track – International Studies – for the BA in Political Science was TABLED. (pages 12-14).
2. New course, Spanish (SPAN) 2020, “Spanish for Communication in the Criminal Justice Fields”, (SPAN COMM FOR CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the title changed to “Spanish for Communication in the Criminal Justice Fields” and the description changed to read – Basic Spanish for practical use in criminal justice...the United States. Field trips and practicum experiences will be included. (pages 15-19).
3. Revised degree, Area F and Senior College requirements for the BA in Criminal Justice to a BS in Criminal Justice was approved effective Fall Semester 2016 with “PSYC 1100 corrected to PSYC 1101”. (pages 20-32). ***BOR approval require for change to BS***
4. Revised requirements narrative for the BA in Criminal Justice was approved effective Fall Semester 2016. (pages 33-34).
5. New course, Criminal Justice (CRJU) 2500, “Written Communications in Criminal Justice”, (WRITTEN COMMUNICATIONS IN CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to - The practice of writing the various types of reports used in the criminal justice system. Producing accurate and complete documents for use in court and other administrative, investigative, and procedural processes will be emphasized.. (pages 35-43).
6. Deactivation of CRJU 2100, 2200, and 2400 was noted effective Fall Semester 2016. (pages 44-45).
7. New course, Biology (BIOL) 3530, “Biodiversity of Macrofungi”, (BIODIVERSITY OF MACROFUNGI – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Summer Semester 2016. (pages 46-52).
8. New course, Biology (BIOL) 3860, “Biology of Emerging Infectious Diseases”, (EMERGING INFECTIOUS DISEASES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the word “newly” removed from the course description. (pages 53-61).
9. New course, Biology (BIOL) 4530, “Comparative Biomechanics”, (COMPARATIIVE BIOMECHANICS – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 with the course description changed to read ...2211K. The application of engineering... (pages 62-68).

10. New course, Biology (BIOL) 4540, "Bioinformatics", (BIOINFORMATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the course description changed to read ...instructor. The theoretical principles... . (pages 69-74).
11. New course, Biology (BIOL) 5530, "Biodiversity of Macrofungi", (BIODIVERSITY OF MACROFUNGI – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Summer Semester 2016. (pages 75-81).
12. New course, Biology (BIOL) 5860, "Biology of Emerging Infectious Diseases", (EMERGING INFECTIOUS DISEASES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the word "newly" removed from the course description. (pages 82-90).
13. Revised degree requirements for the BS in Computer Information Systems was approved effective Fall Semester 2016. (pages 91-92).
14. New course, Computer Science (CS) 1003, "Introduction to Interactive Media", (INTRO TO INTERACTIVE MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – An introduction to tools...multimedia, using the Processing language... . (pages 93-101).
15. New course, Computer Science (CS) 1020, "Website Design and Development", (WEBSITE DESIGN AND DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – The design and development of websites. The course covers... . (pages 102-106).
16. New course, Computer Science (CS) 3750, "Introduction to Cybersecurity", (INTRO TO CYBERSECURITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to - Prerequisite: CS 1302 and CS 2620 with a grade of "C" or better. A study of the basic concepts related to strengths and weaknesses of a computing system. Topics include forms of malware, threats to and attacks on computers, applications, and networks; mechanisms and tools to detect and deter cyber-attacks and to secure a system; and standard security goals, principles, models, policies, and practices. (pages 107-112).
17. New course, Computer Science (CS) 4242, "Mobile Application Development", (MOBILE APPS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to – Prerequisite: CS 3410 with a grade of "C" or better. An introduction to mobile application development for the Android platform. Topics include activity lifecycle, intents, fragments, location tracking, SQLite, and maps. The course culminates in a substantial project. (pages 113-119).
18. New course, Computer Science (CS) 4731, "Big Data", (BIG DATA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – Prerequisites: CS 4721 with a grade of "C" or better. The development of... . (pages 120-126).
19. Revised course prerequisite and description, Mathematics (MATH) 4161, "Mathematical Reasoning", (INTRO TO INTERACTIVE MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read – An introduction to tools...multimedia, using the Processing language... . (pages 127-129).

C. Miscellaneous

1. Revised Request form for Revised Catalogue Copy, Revised Course, New Program, and New Course were presented for discussion – committee was asked to email Dr. Sherri Gravett with any comments concerning these forms. (pages 130-140).
2. Revised Guidelines for New or Changed Courses or Curriculum were presented for discussion – committee was asked to email Dr. Sherri Gravett with any comments or suggestions concerning this document. (pages 141-146)

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

F

Current Catalog Page Number:

172

Proposed Effective Date for Curriculum Change:

(Month/Year): August/2016

Degree & Program Name:

(e.g., BFA, Art): BA

Present Requirements: n/a

Proposed Requirements (Underline changes after printing this form:

Required Core Courses 18 hours
 POLS 2401 plus two from the following: Anth
 1102, Geog 1102, Hist 1013, Econ 2105
9 hours
 Foreign Languages and Cultures.....9 hours

Major60 hours

Required Courses.....15 hours
 POLS 3400.....3 hours
 POLS 3300.....3 hours
 One area studies course (choose from POLS
 4300, POLS 4301, POLS 4310, POLS 4320, POLS
 4330, POLS 4340, or POLS 4350)
3 hours
 POLS 3100 (Scope and Methods)
3 hours
 POLS 4100 (Capstone).....3 hours

Elective courses27 hours
 (Students may take three additional
 international POLS courses or two international
 POLS courses and one EURO course. Up to 6
 hours can be satisfied through pre-approved
 study abroad courses.)

POLS 4410 (American Foreign Policy); POLS
 4400 (International Organization and Law);
 POLS 4420 (Global Security Policy); POLS 4440
 (Model United Nations I); POLS 4442 (Model UN
 II: Diplomacy and Negotiation); POLS 4450
 (Comparative Environmental Politics and
 Policy).....3-9 hours

EURO courses: EURO 3234, EURO 4130, EURO
 4160, EURO 4230, EURO 4260, EURO 4330,
 EURO 4430, EURO 4430, EURO 4530, EURO

| | |
|--|--|
| | <p>4630, EURO 4730, or EURO 4760.....0-3 hours</p> <p>Choose six courses from at least two other departments (i.e., no more than two from the same department).....18 hours</p> <p>ANTH 3090 Africa: Inequalities Past and Present</p> <p>ECON 3600 / International Economics</p> <p>ENGL 2113 / World Literature III</p> <p>GEOG 3910 / European Geography</p> <p>GEOG 3920 Middle East Geography</p> <p>HIST 3209 Europe Since 1945</p> <p>HIST 3402 Slavic Europe since 1815</p> <p>HIST 3602 World Military History since 1618</p> <p>HIST 4302 Republican Latin America</p> <p>HIST 4304 The Caribbean</p> <p>HIST 4305 History of Mexico</p> <p>HIST 4306 History of Central America</p> <p>HIST 4402 Asia in the Modern World</p> <p>HIST 4403 The Indian Subcontinent</p> <p>HIST 4502 History of the Middle East since 1798</p> <p>PHIL 3700 Buddhism</p> <p>PHIL 3710 Hinduism</p> <p>REL 3520 Islam</p> <p>SOCI 4300 Population Problems</p> <p>WGST 4300 Global Feminism</p> |
|--|--|

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Further internationalization of curricula is appropriate to any study of political science. In addition, it will broaden our attractiveness to many students who seek an internationally focused education but are not business majors.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: This proposal calls for the creation of a new track within the Political Science major, which will be called "International Studies." This would be the second track with the major, along with the honors track. This new track offers VSU students a unique opportunity to combine elements of a traditional political science major with an expanded emphasis on internationally oriented courses in political science as well as a number of other disciplines to create a more interdisciplinary experience. This is an important addition to the curriculum because VSU currently does not offer a full-fledged major in International Studies, only a minor, which is not housed in an academic department. This International Studies track in Political Science seeks to address this shortcoming.

The need for this track goes beyond purely curricular needs of one department. The growth of the formal

study of international studies is rapidly growing in the United States. As outlined in the justification section that follows, no university in southern Georgia currently offers this option. Having a focus on International Studies will offer extra attractiveness to our current students and will be great marketing tool in the admissions of future students. Rising interest in international studies as well as the growing number of programs in international studies around the country. Currently, 67 US universities offer majors in international studies and three of those are in Georgia--two in northern Georgia (UGA and GA Tech) and one in eastern Georgia (Georgia Southern). This track would allow VSU to begin to build international studies as a formal area of study in southern Georgia.

Source of Data to Support Suggested Change:


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

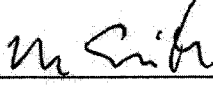
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).


Data Sources:

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

Approvals:

Department Head:  Date: 2/24/16

College/Division Exec. Committee:  Date: 2-24-16

Dean(s)/Director(s):  Date: 2-24-16

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

Graduate Dean:
(for graduate course) Date:

Academic Committee:

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

JAN 21 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Department Initiating Request:

Biology

Faculty Member Requesting:

Ted Uyeno

Proposed New Course Prefix & Number:

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

Biol 6530

Proposed New Course Title:

Comparative Biomechanics

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Comparative Biomechanics

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Once every other year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 3

Credit Hours: 4

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

Prerequisites: Acceptance into the graduate program or permission of the instructor.

An application of physics and engineering principles for the biologist. We use mechanics to investigate and understand how aquatic, terrestrial, and aerial organisms function. Integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. Sample topics include fly and bird flight, bone breakage, tendon/muscle function, and biomimetic design.

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

Improving student learning outcomes: Will include physics material present on the MCAT to be presented in a method that Biology students will understand. Will improve Biology major mathematical skills and give them some foresight into biomedical engineering.

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

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course was first offered as a senior undergraduate course (Biol 4010). It was extremely well-received with an average SOI of 4.5/5 and overwhelmingly positive comments that included: "Very unique class that not only improved my overall understanding of physics, but also improved my overall understanding of basic organisms"; "This class was interesting and completely applicable"; "the class was challenging yet not impossible"; "the only lab in history where we stayed past time voluntarily"; "the material was interesting and gives real life

explanations to physics". Perhaps most importantly, I have received emails from students who have taken the course previously, thanking me for having taught them graduate level techniques that they have since gone on to use in other classes.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Current analyses of training directions needed to prepare students for the new MCAT (PeerReview, 14(4)) suggest that a course such as Comparative Biomechanics will be crucial preparation for test components that address the new Scientific Inquiry and Reasoning Skills (SIRS) framework recommended by the AAMC Board of Directors.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The alarming VSU Data warehouse data on Biology majors who are at-risk in math suggests that a practical biology/physics course may be more beneficial at training these students. Graduate skill levels in applying physical concepts to biological systems are similarly low. Graduate students in Comparative Biomechanics are required to do a semester long integrated research paper (10% of grade) that investigates the physical phenomena surrounding their thesis topics.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be taken into consideration to assess how engaged students become with the material presented.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The course assignments include a number of components that test students of several learning types. Lecture assignments will include assignments on theory and, separately, math based questions. Lab assignments will include both directed, hands-on demonstrations as well as a full- term, graduate level, scholarly, independent inquiry-based project that will include a final presentation.
- Other:

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

| Approvals: | | |
|---|------------------------|-----------------------|
| Dept. Head: | <i>Robert G...</i> | Date: <i>11-24-15</i> |
| College/Division Exec. Comm.: | <i>V. S...</i> | Date: <i>1-19-16</i> |
| Dean/Director: | <i>Connie Richards</i> | Date: <i>1/19/16</i> |
| Graduate Exec. Comm.: (for graduate course): | <i>J. T. J...</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for graduate course): | <i>J. T. J...</i> | Date: <i>2-26-16</i> |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

Instructor - Dr. Ted Uyeno

Office – Bailey Science Center Rm. 2208

Phone: 249-4940, Bio office – 333-5759

Email: tauyeno@valdosta.edu



Hours -

Office: TBA (or by appointment)

Course: Lecture – TBA

Lab – TBA

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

Course Description: *An application of principles*
~~Access to~~ physics and engineering for the biologist: We ~~apply engineering and physics principles to~~ *use mechanics* understand how aquatic, terrestrial and aerial organisms function. Integrated lectures and labs explore the limitations and opportunities the physical world provides to organisms. ~~Some~~ *Sample* topics include fly flight, bone breakage, tendon/muscle function, and biomimetic design.

Pre-Requisite: Acceptance into the graduate program or permission of the instructor.

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

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

Assessment:

| | | | |
|---------------------------------|----|--|-------------------------------|
| Exam 1 | 50 | } 100/335 = 30% | } 175/300 = 58% lecture grade |
| Exam 2 | 50 | | |
| Assignment 1 | } | } 60/335 = 18% | |
| Assignment 2 | | | |
| Assignment 3 | | | |
| Assignment 4 | | | |
| Participation/attendance | 15 | } 15/335 = 4% | |
| Lab assignment 1 | 30 | } 125/335 = 37% lab grade | |
| Lab assignment 2 | 55 | | |
| Final presentation | 40 | | |
| MS Research synthesis | 35 | } 35/335 = 10% Graduate research paper | |

The lecture grade (175 pts) is composed of *two exams (long answer, 50 pts each), four graded assignments (problem sets, 15 pts each) and participation/attendance grades (attendance and*

participation in group work during lecture are tracked, 15 pts). An optional makeup exam will be offered during the final that can take the place of the lowest exam or assignment. The **lab grade (125 pts)** is composed of *two multi-week practical lab research assignments (these are reports in which data generation and presentation and technical writing skills will be assessed, 30 & 55 pts)* and a *final presentation (powerpoint public presentation of results, 40 pts)*. A research paper worth 10% of the overall grade is required from grad students. The paper will survey relevant biomechanical phenomena related to thesis topics/organisms. The final grade will be out of **335** points.

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

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

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

Important Dates: Mid-Term – TBA, Final Exam – TBA

*** The Instructor reserves the right to modify the above contents with prior notification.**

BIOL 4530/6530
Comparative Biomechanics
Dr. Ted Uyeno

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

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

Lecture Exams:

- 1 – TBA
- 2 – TBA

Final Exam:

Lecture – TBA

BIOL 4530/6530
Comparative Biomechanics
Dr. Ted Uyeno

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

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

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

JAN 21 2016

| REQUEST FOR A NEW COURSE Valdosta State University | | VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL |
|---|---|--|
| Date of Submission: 09/23/2015 (mm/dd/yyyy) | | |
| Department Initiating Request: Biology | Faculty Member Requesting: Dr. Jonghoon Kang | |
| Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 6540 | Proposed New Course Title: Bioinformatics Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Bioinformatics | |
| Semester/Year to be Effective: Fall/2016 | Estimated Frequency of Course Offering: Once every other year | |
| Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective | | |
| Lecture Hours: 3 | Lab Hours: 0 | Credit Hours: 3 |
| Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission into the graduate program or permission of the instructor. A study of the theoretical principles underlying bioinformatics analysis and a hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology could be included. | | |
| <p>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.</p> <p><input checked="" type="checkbox"/> Improving student learning outcomes: This course will contribute to the achievement of the educational outcome # 1 of the VSU Biology Department Graduate program: # 1. To demonstrate competency in factual content and interpretation of the major biological concept areas of cell and molecular biology, genetics, organismal biology, and evolution and ecology. In addition, this will provide students an opportunity to being exposed to an interdisciplinary biological science.</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: The Journal of Microbiology & Biology Education sponsored by the American Society for Microbiology has accepted my paper for publication. The main point of the paper is acknowledging importance of teaching this subject for biology students. The paper will be published in December, 2015.</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input type="checkbox"/> Other:</p> | | |
| Source of Data to Support Suggested Change: | | |

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

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

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

Data Sources:

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

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

Other:

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

| Approvals: | | |
|---|-----------------------------|----------------------|
| Dept. Head: | <i>Robert Gannon</i> | Date: <i>1-24-11</i> |
| College/Division Exec. Comm.: | <i>W. Smith</i> | Date: <i>1-19-16</i> |
| Dean/Director: | <i>Connie Richards</i> | Date: <i>1/19/16</i> |
| Graduate Exec. Comm.: (for graduate course): | <i>J. T. J. [Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for graduate course): | <i>J. T. J. [Signature]</i> | Date: <i>2-26-16</i> |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

BIOL 6540: Bioinformatics

1. Course Information

- Course number and section: BIOL 6540
- Course name: Bioinformatics
- Hours of credit: 3
- Pre-requisites or co-requisites as listed in university catalogue: Prerequisite: Admission into the graduate program or permission of the instructor.
- Classroom location and room number: BC 3018
- Department, College, University: Department of Biology, College of Arts and Sciences, Valdosta State University

2. Instructor Information

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

3. Course Description

- Course description as printed in university catalogue: Prerequisite: Admission into the graduate program or permission of the instructor. A study of the theoretical principles underlying bioinformatics analysis and a hands-on analysis using publicly available databases and software. Additional topics such as epigenetics or systems biology could be included.
- Required texts, resources, and materials: *Bioinformatics for Beginners* by Supratim Choudhuri from Elsevier (ISBN: 978-0-12-410471-6)

4. Standards, Goals, Objectives, or Outcomes

- Outcomes:

The departmental educational outcomes (listed in the university catalogue).

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

- Course objectives or outcomes:

- ✓ Recognize the importance of integrative approach in the study of biology
- ✓ Acquire and enhance quantitative reasoning aptitude
- ✓ Refresh knowledge on basic concepts in genomics
- ✓ Learn basic principles of bioinformatics
- ✓ Familiarize with public databases and analysis tools of bioinformatics

5. Course Policies

- Arrive on time. Attendance will be recorded in the first 5 minutes of the class. So, do not be late to class. In the event that a student misses a class with an excuse, s/he should email the instructor within 24 hours of the missed class. It is the instructor's prerogative to accept the excuse or not. Students are still responsible for all class content even if they received an excused absence.
- Cell phones are not allowed to be used in class.
- Email: Please email me only from a VSU email account. I am unable to respond to emails from non-VSU accounts.
- Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Cheating (including plagiarism) will not be tolerated. The instructor reserves the right to dismiss you from the course without credit if you are caught cheating. You will be respectful of your instructor and your fellow students at all times, or you will be dismissed from the class and potentially the course.
- No arguments on final grade. You can check any mistake in the calculation of your grade but not any other arguments.

6. Assignments

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

7. Assessment or Evaluation Policy

- ✓ Attendance (10 pt)
- ✓ Term Project Proposal (5 pt)
- ✓ Presentation of Specialized Databases (5 pt)
- ✓ Midterm Exam (35 pt)
- ✓ Presentation of Term Project (10 pt)
- ✓ Term-Paper (20 pt)
- ✓ Final (35 pt)

Total: 120 pt

Scale:

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

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

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

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

NA - Senior Curriculum

Current Catalog Page Number:
Dental Hygiene Course
Offerings for Junior Year in
Inertactive Catalog

Proposed Effective Date for
Curriculum Change:
(Month/Year): 08/2016

Degree & Program Name:
(e.g., BFA, Art): AAS; Dental
 Hygiene

Present Requirements: DHYG 1000, DHYG 1010
and DHYG 1020, offered sequentially as 2 hour,
1 hour, and 2 hour classes during the Fall
Semester of Junior Year Dental Hygiene
Curriculum.

Proposed Requirements (Underline changes
after printing this form: DHYG 1080, which is a
 5 credit hour course that reflects the
 combination of DHYG 1000, DHYG 1010 and
 DHYG 1020 in the Fall Semester of the Junior
 Dental Hygiene Curriculum.

*Please note that there are no changes to actual
 credit hours, course content, competencies or
 learning outcomes. All content from the three
 courses (DHYG 1000, 1010 and 1020) will be
 combined into one 5 credit hour course DHYG
 1080 Dental Biology.*

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: Prior to 2010, there was one class in the dental hygiene curriculum that was called Dental Biology that encompassed oral anatomy and root morphology, embryology and histology and head and neck anatomy in one class. In 2010, the Georgia Technologic College System broke this class into the three current classes noted above because technical colleges had faculty resource issues that required the classes being split to accommodate faculty resources and credentials. That is not an issue for Wiregrass Georgia College.

The problem with this arrangement is that students face the possibility of early dismissal from the program because all three courses are taught sequentially in the fall term and the later two classes have the former classes as pre-requisites. As such, slow starting students might find themselves out of the program because they did not do well in one of the short time frame classes. In addition, in order to prevent this problem, an inordinate amount of time was allocated to testing to provide students with enough grades to buffer one poor grade. Valuable instructional time was lost.

The proposed consolidation provides the student with an entire semester to master content and display competency and helps to ensure overall student success.

Adopting current best practice(s) in field: Decreased academic pressure on students to pass three classes in one semester, with two being prerequisites. Should assist with student retention.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

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.) Direct - 1. Material collected and evaluated for program assessment purposes including tests, portfolios and specific assignments. 2. National Board pass rates and score improvement.

Approvals:

Department Head:

L. Amy Carter

Date:

2/22/16

College/Division Exec. Committee:

Michelle R. Carr

Date:

2/22/16

Dean(s)/Director(s):

J. Naville

Date:

2/22/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Request for a Revised Course
Valdosta State University

Date of Submission: 02/05/2016 (mm/dd/yyyy)

Department Initiating Revision:
CONHS - Wiregrass Georgia Technical
College

Faculty Member Requesting Revision:
LaGary Carter, Sandi Woodward, Charles
Stewart

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
DHYG 1000, DHYG 1010, DHYG 1020

List Current and Requested Revisions:

Current:
Course Prefix and Number: DHYG 1000,
DHYG 1010, DHYG 1020
Credit Hours: 2, 1, 2 respectively
Course Title: DHYG 1000 - Oral Anatomy &
Root Morphology; DHYG 1010 -Oral
Embryology& Histology; DHYG1020 Head &
Neck Anatomy
Pre-requisites:DHYG 1000 - program
admission; DHYG -1010 - DHYG 1000;
DHYG 1020 - DHYG 1000 & DHYG 1010
Course Description: Titles adequately represent
content.

Requested:
Course Prefix and Number: DHYG 1080
Credit Hours: 5
Course Title: Oral Biology
Pre-requisites:Program admission
Course Description: This class represents a
merging the 3 noted current classes on the left
into one consolidated class. A Dental Biology
detailed syllabus is attached for review.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Prior to 2010, there was one class in the dental hygiene curriculum that was called Dental Biology that encompassed oral anatomy and root morphology, embryology and histology and head and neck anatomy in one class. In 2010, the Georgia Technologic College System broke this class into the three current classes noted above because technical colleges had faculty resource issues that required the classes being split to accommodate faculty resources and credentials. That is not an issue for Wiregrass Georgia College.

The problem with this arrangement is that students face the possibility of early dismissal from the program because all three courses are taught sequentially in the Fall Term and the later two classes have the former classes as pre-requisites. As such, slow starting students might find

themselves out of the program because they did not do well in one of the short timeframe classes. In addition, in order to prevent this problem, an inordinate amount of time was allocated to testing to provide students with enough grades to buffer one poor grade. Valuable instructional time was lost.

The proposed consolidation provides the student with an entire semester to master content and display competency and assists with overall student success.

- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: Direct - 1. Material collected and evaluated for program assessment purposes including tests, portfolios and specific assignments.

2. National Board pass rates and score improvement.

| | |
|--|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Michael R. Carr</i> | Date: <i>2-15-16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2/15/16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2/16/16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 15, 2016



**DHYG 1080 ORAL BIOLOGY
SYLLABUS OF INSTRUCTION
INSTRUCTOR INFORMATION**

Instructor:Charles L. Stewart, DMD, MEd
Office Location:Berrien Hall Room 228 A
Email:charles.stewart@wiregrass.edu
Office Telephone:229-245-3716
Office Hours:.....7:00-8:00 AM; 12:45-1:00 PM Monday –
Thursday; Friday by Appointment

COURSE INFORMATION

Course Name/NumberDHYG 1080
Course FormatTraditional Face-to-Face
Academic SemesterFall Semester 2016
Class TimeTBD
Credit Hours.....5
Weekly Contact Hours.....5
PrerequisiteProgram Admission
Textbook(s).....Illustrated Anatomy of the Head and Neck:
Bath-Balogh and Fehrenbach:
4th edition, 2011. Philadelphia: Saunders.
.....Illustrated Dental Embryology, Histology
and Anatomy: Bath-Balogh and
Fehrenbach: 3rd edition, 2011.
Philadelphia: Saunders

COURSE REQUIREMENTS

Lecture attendance and outside coursework as required.

COURSE DESCRIPTION/COMPETENCIES

Dental Biology provides the student with a thorough knowledge of external and internal morphological characteristics of human primary and secondary dentition. It also introduces the student to various tooth identification systems, classifications of occlusion and dental anomalies. Topics include: oral cavity anatomy, dental terminology, external and internal tooth anatomy, tooth nomenclature and numbering systems, individual tooth and root morphology, occlusion and dental anomalies.

Dental Biology also focuses on the study of cells and tissues of the human body, with emphasis on those tissues that compose the head, neck, and oral cavity. Topics include: cellular structure and organelles, histology of epithelium, histology of muscle tissue, and histology of nerve tissue, histology of connective tissue, embryological development of the head and neck, tooth development and development of tooth supporting structures.

Dental Biology focuses on anatomy of the head and neck. Emphasis is placed on those structures directly affected by the practice of dentistry. Topics include: Terminology, anatomic landmarks, osteology of the skull, temporomandibular joint, muscles of mastication, muscles of facial expression, nervous system, blood supply of the head and neck, lymphatic system and immunology, endocrine and exocrine glands of the head and neck, nasal and paranasal sinuses, and fascial spaces and the spread of dental infections.

Competency Areas

| | Hours | |
|---|--------------|-----------|
| Oral cavity anatomy | Class | 2 |
| Dental Terminology | Class | 1 |
| External and Internal tooth anatomy | Class | 1 |
| Tooth nomenclature and numbering system | Class | 2 |
| Individual tooth and root morphology | Class | 10 |
| Occlusion | Class | 2 |
| Dental Anomalies | Class | 2 |
| Cellular structures and organelles | Class | 1 |
| Histology of epithelium | Class | 2 |
| Histology of connective tissue | Class | 4 |
| Histology of muscle | Class | 3 |
| Histology of nerves | Class | 3 |
| Embryonic development of head & neck | Class | 3 |
| Tooth development | Class | 2 |
| Development of tooth supporting structures | Class | 2 |
| Terminology for H&N Anatomy | Class | 1 |
| Anatomic landmarks | Class | 2 |
| Osteology of the skull | Class | 4 |
| TMJ | Class | 2 |
| Muscles of mastication | Class | 2 |
| Muscles of facial expression | Class | 3 |
| Nervous system | Class | 6 |
| Blood supply to head & neck | Class | 3 |
| Lymphatic system and immunology | Class | 2 |
| Endocrine and exocrine glands of the head and neck | Class | 2 |
| Nasal and paranasal sinuses | Class | 1 |
| Fascial spaces and the spread of infection | Class | 1 |
| | | 75 |

TOPICS TO BE PRESENTED AND SPECIFIED INSTRUCTIONAL OBJECTIVES

| Competency | After completing this section, the student will: | Hours | |
|---|--|-------|--|
| | | class | |
| Oral cavity anatomy | | 2 | |
| | Identify various oral cavity structures. | | |
| | Identify oral structures in the laboratory. | | |
| Dental Terminology | | 1 | |
| | Communicate with colleagues and dental professionals utilizing correct terminology | | |
| | Describe the relationship of these terms to oral landmarks. | | |
| | Define various dental terms | | |
| External and Internal tooth anatomy | | 1 | |
| | Identify tooth and pulpal tissues and their relation to each other. | | |
| | Describe the attachment apparatus. | | |
| | Identify tooth anatomy in the laboratory | | |
| Tooth nomenclature and numbering system | | 2 | |
| | Name individual teeth | | |
| | Identify individual teeth utilizing various tooth numbering systems. | | |
| | Utilize nomenclature and numbering systems in the laboratory. | | |
| Individual tooth and root morphology | | 10 | |
| | Describe the anatomy and characteristics of individual secondary and primary teeth. | | |
| | Describe the sequence and eruption ages of individual secondary and primary teeth. | | |
| | Draw or identify teeth in the laboratory | | |
| Occlusion | | 2 | |
| | Classify occlusion. | | |
| | Identify forms of malocclusion. | | |
| | | | |
| Dental Anomalies | | 2 | |
| | Describe dental anomalies of tooth numbers, | | |

| | | | |
|---|---|----------|--|
| | size, shape and structural defects. | | |
| Cellular structures and organelles | | 1 | |
| | Describe various components common to all body cells. | | |
| | Describe functions of the various cellular organelles. | | |
| Histology of Epithelium | | 2 | |
| | Identify germ layer of origin for epithelium. | | |
| | Describe various types of epithelium, their location and function. | | |
| | Name various strata of stratified epithelium. | | |
| | Discuss various attachment mechanisms for epithelium. | | |
| | Discuss composition and function of the basement membrane | | |
| Histology of connective tissues | | 4 | |
| | Describe various types of connective tissue. | | |
| | Name and describe the function of specialized connective tissues and their locations. | | |
| Histology of muscles | | 3 | |
| | Name various types of muscle and their locations. | | |
| | Describe morphology of the different types of muscle cells. | | |
| | Name and describe the components of a muscle cell and its function. | | |
| Histology of nerves | | 3 | |
| | Identify various components of neurons. | | |
| | Classify various nervous systems and their functions. | | |
| | Describe nerve junctions and neurotransmitters utilizing correct terminology. | | |
| | Describe various nerve impulses. | | |
| Embryological development of the head and neck | | 3 | |
| | Describe early development of the embryo. | | |
| | Describe germ layers and their relevance. | | |
| | Describe development of the structures of the face. | | |
| | Describe development of intraoral structures | | |
| Tooth development | | 2 | |
| | Describe histology of tooth development | | |
| | Describe enamel, dentin and cementum and identify germ layer origin. | | |

| | | | |
|---|--|----------|--|
| | Describe components of the pulp and embryologic origin. | | |
| Development of tooth supporting structures | | 2 | |
| | Describe histological development of the periodontal ligament. | | |
| | Identify two types of cementum. | | |
| | Describe histological development of cementum. | | |
| | Describe histological development of the alveolus. | | |
| Terminology | | 1 | |
| | Define various terms used to describe the locations of structure in relation to the midlines or anatomical position. | | |
| | Define the anatomical position | | |
| Anatomic landmarks | | 2 | |
| | Identify anatomic landmarks utilizing proper terminology in describing their location to other landmarks. | | |
| | Integrate associated landmarks into performing patient extraoral and intraoral examinations. | | |
| Osteology of the skull | | 4 | |
| | Identify various bones of the skull and face. | | |
| | Identify various sutures, fossa, foramina and process of the bones of the skull and face. | | |
| TMJ | | 2 | |
| | Describe the temporomandibular joint. | | |
| | List the bony, soft tissue and ligaments of the TMJ | | |
| | Describe movements of the TMJ | | |
| Muscles of mastication | | 3 | |
| | Identify muscles of mastication. | | |
| | Describe origin and insertion and nerve supply of the muscles of mastication. | | |
| | Describe functions of each muscle of mastication. | | |
| Muscles of facial expression | | 3 | |
| | Identify muscles of facial expression. | | |
| | Describe origin and insertions of the major muscles of facial expression. | | |
| | Describe function of the major muscles of facial expression. | | |
| | Identify nerve supply of the muscles of facial expression. | | |

| | | | |
|---|--|----------|--|
| Nervous system | | 6 | |
| | Define central, peripheral and autonomic nervous system. | | |
| | Identify components of a neuron | | |
| | List and describe the function of each of the cranial nerves. | | |
| | Identify nerves associated with structures of the oral cavity and their importance to the practice of dentistry. | | |
| Blood Supply of the head and neck | | 3 | |
| | Describe distribution of blood to the head and neck beginning with the heart. | | |
| | Identify and describe the distribution of blood to major structures of the head and neck. | | |
| | Identify and describe the flow of venous blood in the head and neck. | | |
| | Relate the importance of the knowledge of blood flow and the practice of dentistry. | | |
| Lymphatic system and immunology | | 2 | |
| | Define the importance and function of the lymphatic system. | | |
| | Identify and describe the locations of the major lymph node groups of the head and neck. | | |
| | Describe regions drained by the various node groups. | | |
| | Describe the relationship of the lymphatic system to the overall function of the immune system. | | |
| Endocrine and exocrine glands of the head and neck | | 2 | |
| | Define an endocrine and an exocrine gland. | | |
| | Identify endocrine and exocrine glands of the head and neck and their locations. | | |
| | Describe types of secretions of the glands of the head and neck and their function | | |
| | Identify innervations of the major glands of the head and neck. | | |
| Nasal and paranasal sinuses | | 1 | |
| | Identify and locate the nasal and paranasal sinuses. | | |
| | Describe functions of the sinuses | | |
| | Describe innervations of the soft tissues of the sinuses. | | |
| Fascial spaces and the spread of dental infections | | 1 | |
| | Identify fascial triangles of the head and neck. | | |
| | Describe the spread of dental infections through | | |

| | | | |
|--|---------------------|--|--|
| | the fascial spaces. | | |
|--|---------------------|--|--|

GRADING AND EVALUATION

| Assignment | % of Grade |
|---------------------|------------|
| Examinations | 85% |
| Assignments | 15% |

- Grading Scale:
- A 90-100
 - B 80-89
 - C 70-79
 - D 60-69
 - F 0-59

Dental Department Policy for Late or Missed Assignments:

Students are required to successfully complete all assignments and clinical competencies in order to pass this course. The syllabus, schedule of classes, assignments and test dates are subject to changes deemed to be necessary by the instructor.

Students should be advised that timely completion of all assignments is required for successful completion of this course. Failure to complete assignments/evaluations as indicated will result in failure of the course. Students have **1 week (7 calendar days)** to complete a missed assignment. It is the responsibility of **the student** to communicate with the course instructor to discuss missed assignments and/or schedule make up evaluations.

Assignments include but are not limited to all homework, tests, evaluations, daily grades, work book assignments, proficiencies, online assignments, class work, projects, presentations and any other assignments designated by your instructor.

No "incomplete" (I) grade will be given unless the "I" grade is agreed upon by the Dean of Academic Affairs and the instructor (hardship cases only). Incomplete coursework might also cause the student to receive a final grade of "F" for this course. If the incomplete (I) grade is not removed by mid-term of the next semester, it will be recorded as a final grade of "F" on the official transcript of the student.

COURSE ATTENDANCE POLICY

Class attendance is calculated from the first officially scheduled class meeting through the last scheduled class meeting. Instructors will keep an accurate record of class attendance.

TARDY: 0-10 MINUTES LATE

ABSENT: MORE THAN 10 MINUTES LATE

It is at the instructor's discretion as to whether a student may join a class already in progress after the first 10 minutes of class.

The establishment of a consistent and acceptable pattern of attendance is a necessary and integral part of the academic experience at Wiregrass Georgia Technical College. Attendance is required to achieve the course competencies, as well as prepare for the professional duties and responsibilities mandated by employers. Dental Department students will not be allowed to miss more than 10% of a scheduled class, clinic session, laboratory session or internship experience. If a student misses 10% of the class, clinic session, laboratory session or internship experience, they will not be allowed to return to class. The Student Navigator, his/her designee, or the student must complete the Withdrawal Form with the Office of the Registrar in order to be removed from the class roster following the dismissal. The student will be withdrawn with a grade of 'W' prior to the last date to withdraw. If the form is submitted after the last date to withdraw, the student will receive a grade of 'F.'

The student has the right to appeal his/her dismissal from class due to attendance. A letter requesting an appeal must be submitted to the Academic Dean of the program within 24 hours of the dismissal. The student may continue to attend class pending the outcome of the appeals process. It is the student's responsibility to make sure they are aware of any assignments made when absent. Being absent from class is not an excuse for missed assignments or tests.

Detailed Attendance Policy and Procedure for Dental Programs:

A student is responsible for all procedures done and materials given on days they may be absent. Absence in excess of 10% of scheduled class time will result in automatic failure of that class. The student should be aware that time other than time spent in class will be necessary in order to complete course work.

Attendance Policy:

5% Absence = Warning

7% Absence = Drop in letter grade

10% Absence = Dismissal from Course and/or Program If Prerequisite Course

DROP/WITHDRAWAL POLICY

As an adult enrolling in college courses, the student assumes the financial and academic responsibility to properly withdraw from his or her courses if they decide not to complete them. A student has the privilege of dropping a course during the first three instructional days of each semester through his or her Banner Web account, without the drop becoming part of the permanent academic record and without it affecting the student's financial aid. However, any amount charged against Pell or HOPE in the bookstore will be owed back to the college. A student withdrawing from a class from the fourth instructional day through 60% of the term (last day to withdraw) will receive a grade of "W." Students withdrawing after this date will receive a grade of "F" in the course. The specific deadline dates for withdrawal are published on the school's home website page, under Academic Calendar. Withdrawals may also result in a loss of financial aid.

Students must submit a Withdrawal Form to the appropriate office at the college in order to officially withdraw from a course or courses. For specific information on how to withdraw, please check the Student Handbook for more information, or visit the website at http://www.wiregrass.edu/student/drop_withdrawal_procedures.php.

GENERAL

Conduct in the classroom and clinical area must follow accepted safety guidelines and all other policies set forth by the WGTC student handbook and specified dental department policies. Dress code should be in compliance with the WGTC student handbook and all dental program requirements.

Students are required to adhere to all policies in the dental department laboratory/classroom management and safety plan. A copy is available at all times in the departmental laboratory maintenance log book.

The use of cell phones or other personal electronic devices is prohibited during class time – unless otherwise instructed.

No Food, candy, beverages or gum are allowed in the clinical area.

WORK ETHICS

You will receive a work ethics grade in this course. The work ethics grade will be a numerical grade and will be determined by evaluating factors such as attendance, productivity, punctuality, teamwork, character traits, leadership, personal organizational skills, communication, respect, confidence, and appearance. Your instructor will constantly monitor your skill in these areas and will document those situations in which you exceed—or fail to meet—his or her expectations of you. At mid-semester you will receive a rating that reflects these documented situations. If you have been deficient in a certain area, you will be given the opportunity to bring your performance up to industry standards before grades are issued at the end of the semester. The work ethics grade will be placed on your permanent record.

ACADEMIC HONESTY POLICY

As stated in the student behavior section of the WGTC student handbook, any student, acting individually or in concert with others, who violates any part of the student conduct code shall be subject to disciplinary procedures including dismissal from a class session by the instructor or suspension or expulsion by the authorized administrator. Such misconduct shall include the commission of, or the attempt to commit, any of the stated offenses in the handbook including academic dishonesty. Academic dishonesty, includes, but is not limited to, cheating, plagiarism, and collusion. Cheating and/or plagiarism are the unauthorized use or close imitation of another's work without permission and/or acknowledgement.

SERVICES TO STUDENTS WITH DISABILITIES

Wiregrass Georgia Technical College is committed to providing individuals with disabilities equal access to higher education. Any student in need of testing or classroom accommodations due to a documented disability should contact Katrina Royals, Student Success Coordinator for the Valdosta Campus, by telephone at (229) 333-2100, ext. 1236 or by email at

katrina.royal@wiregrass.edu; or Amanda Walker, Student Success Coordinator for the Ben Hill-Irwin, Coffee and Cook Campuses by telephone at (229) 468-2242 or by email at amanda.walker@wiregrass.edu for an appointment to discuss support services.

GRADUATE WARRANTY

The Technical College System of Georgia (TCSG) guarantees the skills of its students for two years after they graduate from a degree, diploma, or technical certificate of credit program of study. Graduates who are found to be deficient in one or more competencies as defined in the curriculum standards can retake the related course work at no instructional cost to the graduate or employer, at any TCSG institution within the state. This warranty applies only to graduates who are employed in their fields of training. Contact the Academic Affairs office for more information.

EQUAL OPPORTUNITY STATEMENT

As set forth in its student catalog, Wiregrass Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, veteran status, or citizenship status (except in those special circumstances permitted or mandated by law).

Any violation or questions may be directed to:

Shalonda Sanders, Title IX Coordinator (all campuses)
Executive Director for Human Resources
Valdosta Campus, Berrien Hall, Room 114
(229) 333-5356 opt. 4 or shalonda.sanders@wiregrass.edu

Katrina Royal, Student ADA & Section 504 Coordinator (all campuses)
Student Success Coordinator
Valdosta Campus, Berrien Hall, Room 107
(229) 333-2100 ext. 1236 or katrina.royal@wiregrass.edu
****student ADA & student disability claims only***

Telephone numbers are accessible to persons who are deaf or hard of hearing through the [Georgia Relay](#) by dialing 711 or (800) 255-0056 from a TTY/TDD.

CODA Policy for Filing Complaints:

"The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099 extension 4653."

POLICY CHANGES

College and Program Policies are subject to change. Faculty will notify students of program specific policy changes. It is the student's responsibility to check the Angel/Blackboard and the

college website for corrections or updates. Any changes will be posted in Angel/Blackboard and the College website.

STUDENT EVALUATION OF INSTRUCTORS

At the end of the term, all students will be expected to complete a Student Evaluation of Instructors. These evaluations are anonymous, and instructors will be able to view only a summary of all responses after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Completion of the evaluation is essential to course and program improvement and student input is vital to the success of the college.

COURSE CALENDAR

Students will be provided with a Lecture, Lab and Evaluation schedule for this course. This schedule is subject to change as deemed necessary by dental program faculty or director of dental programs.

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 02/05/2016

Department Initiating Deactivation:
CONHS -Wiregrass Georgia Technical College

Semester & Year to be Effective:
Fall 2016

List of courses (or the program or track) to be deactivated: DHYG 1000 - Oral Anatomy & Root Morphology; DHYG 1010 - Oral Histology & Embryology; DHYG 1020 - Head & neck Anatomy

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 Prior to 2010, there was one class in the dental hygiene curriculum that was called Dental Biology that encompassed oral anatomy and root morphology, embryology and histology and head and neck anatomy in one class. In 2010, the Georgia Technologic College System broke this class into the three current classes noted above because technical colleges had faculty resource issues that required the classes being split to accommodate faculty resources and credentials. That is not an issue for Wiregrass Georgia College.

The problem with this arrangement is that students face the possibility of early dismissal from the program because all three courses are taught sequentially in the fall term and the later two classes have the former classes as pre-requisites. As such, slow starting students might find themselves out of the program because they did not do well in one of the short timeframe classes. In addition, in order to prevent this problem, an inordinate amount of time was allocated to testing to provide students with enough grades to buffer one poor grade. Valuable instructional time was lost.

The proposed consolidation provides the student with an entire semester to master content and display competency and assists with overall student success.

- 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. Noted student jeopardy by the sequential nature of these courses in the Fall Semester that may result in

an early termination from the program. This places undue burden on students in the critical first days of assimilating into a new program.

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

| Approvals: | |
|--|----------------------|
| College/Division Exec. Comm.: <i>M. J. R. Carr</i> | Date: <i>2-15-16</i> |
| Dept. Head: <i>L. Amy Carter</i> | Date: <i>2/15/16</i> |
| Dean/Director: <i>J. H. Novello</i> | Date: <i>2/16/16</i> |
| Graduate Exec. Comm.: (for grad course/program) | Date: |
| Graduate Dean: (for grad course/program) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

<http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/adult-careereducation/bs-office-administration-technology/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2016

Degree and Program Name: B.S. Office Administration and Technology

Present Requirements:

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of competency in job skills.
2. Program graduates will demonstrate the ability to integrate into simulated activities such higher level office administration skills as decision-making skills, communication skills, advanced keyboarding skills, advanced word processing skills, and problem-solving skills.
3. Program graduates will report an adequate level of perceived competence in a variety of computer technology applications, such as desktop publishing, multimedia applications, word processing, spreadsheets, databases, and presentation software.

Examples of Outcome Assessments

1. Program graduates will be assessed on their practicum experience through direct observation on a rating scale by the college supervisor or the job-site supervisor. Students and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.
2. Program graduates will be assessed on their performance on simulated activities in ACED 4160 (Administrative Office Procedures).
3. Program graduates will respond to a survey relating to their perceptions about their preparation for using a variety of computer/technology applications.

Proposed Requirements: (highlight changes after printing)

SELECTED EDUCATIONAL OUTCOMES

1. Students will demonstrate the ability to integrate into simulated activities higher level office administration skills as follows:
 - a. Decision-making
 - b. Spreadsheet creation
 - c. Presentation and communication
 - d. Word processing
 - e. Desktop publishing
2. Program interns will demonstrate an acceptable level of competence in workplace skills.

3. Program graduates will report an adequate level of their perceived competence with the following computer technology applications:

- a. Operating System Software
- b. Word Processing Software
- c. Email and Messaging Software
- d. Database Software
- e. Spreadsheet Software
- f. Presentation Software
- g. Desktop Publishing Software
- h. Computerized Accounting Software
- i. Webpage Design Software

EXAMPLES OF OUTCOME ASSESSMENTS

1. Students will be assessed on their performance on simulated activities in

ACED 4160-Administrative Office Procedures.

2. Program interns will be assessed on their practicum experience through direct observation using a rating scale by the job-site supervisor. Program interns and job-site supervisors will complete a post-practicum survey designed to identify program strengths and weaknesses.

3. Program graduates will respond to a survey relating their perceptions about their preparation for using a variety of computer/technology applications.

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

Improving Student Learning Outcomes Outcomes have been updated to include wording of specific skills to better match the actual assessments (rating scale, simulated activities, and survey). The order of the Outcomes and Assessments has been changed to reflect the actual sequence of student experiences.

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.) OAT Faculty decision as part of the program review process.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program reviews as part of IERs conducted annually.

| <u>Approvals:</u> | |
|--|----------------------|
| Department Head: <i>Reynold L. Matney</i> | Date: <i>2/11/16</i> |
| College/Division Exec. Committee: <i>Lynn C. Min</i> | Date: <i>2/19/16</i> |
| Dean(s)/Director(s): <i>Lynn C. Min</i> | Date: <i>2/19/16</i> |
| Graduate Exec. Comm.: (for grad program) | Date: |
| Graduate Dean: (for grad program) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

**Request for a Revised Catalogue Copy
B.S. in Office Administration and Technology (OAT)**

EXPLANATION OF CHANGES

Faculty in OAT met to revise the Selected Education Outcomes and Examples of Outcome Assessments that appear in VSU's online undergraduate catalog.

The changes we made did not include any principle or theoretical changes. The edits were completed to specifically list the outcomes and to better describe the stage students would be in when the outcomes took place. We also changed the order of both the Outcomes and the Assessments so that they appear in the order in which they occur for our students.

Ellis

January 28, 2016

FEB 11 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:
101

Proposed Effective Date for Curriculum Change:
(Month/Year): 05/16

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

Present Requirements: Optional Track in Reference Sources and Services. 12 hours
 MLIS 7100 3 hours
 MLIS 7110, MLIS 7111, MLIS 7120, MLIS 7130,
 MLIS 7150, MLIS 7160, MLIS 7170, MLIS 7180,
 MLIS 7430, MLIS 7950*, or MLIS 7999* 6
 hours
 MLIS 7960* 3 hours
 * MLIS 7950, MLIS 7960, and MLIS 7999 must
 have a reference emphasis. MLIS 7950 will be
 used only

Proposed Requirements (Underline changes after printing this form: Optional Track in Reference Sources and Services. 12 hours
 MLIS 7100 3 hours
 MLIS 7110, ~~MLIS 7111~~, MLIS 7120, MLIS 7125,
 MLIS 7130, MLIS 7150, ~~MLIS 7160~~, ~~MLIS 7170~~,
 MLIS 7180, MLIS 7430, MLIS 7950*, or MLIS
 7999* 6 hours
 MLIS 7960* 3 hours
 * MLIS 7950, MLIS 7960, and MLIS 7999 must
 have a reference emphasis. MLIS 7950 will be
 used only when other courses are note available
 to the student.

**(NOTE TO EDITOR: MLIS 7111, 7160, 7170
 previously approved for deletion from the
 curriculum by Academic Committee 1/11/16.
 Deleted here for consistency of paperwork only).**

Justification:

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

- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: MLIS 7125 Genealogy for Librarians was approved as an addition to the MLIS courses in AY 14-15. At that time it was overlooked as an addition to the Optional Track in Reference Sources and Services. This curriculum change adds MLIS 7125 to the Optional Track in Reference Sources and Services.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Reference librarians in public and academic libraries must be familiar with the basic principles of genealogical research to meet library and information center user needs.

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: *Cinda Most* Date: *1/12/16*

College/Division Exec. Committee: *Lynn C. Merri* Date: *2/11/16*

Dean(s)/Director(s): *Lynn C. Merri* Date: *2/11/16*

Grad. Exec. Committee:
(for graduate course) *J. T. J. [Signature]* Date: *2-26-16*

Graduate Dean:
(for graduate course) *J. T. J. [Signature]* Date: *2-26-16*

Academic Committee: Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED CATALOGUE COPY

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

FEB 11 2016

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-health-and-physical-education.php

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August 2016

Degree and Program Name: M.Ed in Health and Physical Education

Present Requirements: Admission Requirements

Required Documents Admission Requirements Online Graduate Application

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

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

- Must hold a bachelor's degree from a regionally-accredited institution.
• Applicants should have an undergraduate degree in physical education, health, or both.

- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework.

Proposed Requirements: (highlight changes after printing) Admission Requirements

Required Documents Admission Requirements Online Graduate Application

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

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

- Must hold a bachelor's degree from a regionally-accredited institution.
• Applicants should have an undergraduate degree in physical education, health or both or hold a valid level four certificate in Georgia or a reciprocal state in any of the aforementioned areas of study. (Must have access to P-12 learners in a physical education school or related setting.) Note: Only qualified candidates with an appropriate level four certificate in Georgia (or a comparable and reciprocal certification from other states) may be eligible for the level five certification following the completion of degree requirements.

- Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade has been awarded. (Note: MAT or

44

| | |
|---|---|
| <p>Current Resume or Curriculum Vita</p> <ul style="list-style-type: none"> • Must have access to P-12 learners in a physical education school setting. <p>Verification of Teaching Form</p> <ul style="list-style-type: none"> • Download Verification of Teaching Form here. <p>Three Recommendations (General Recommendation Form Required)</p> <ul style="list-style-type: none"> • Recommendation letters from professionals familiar with your professional and/or academic work. <p>Graduate Record Exam or Miller Analogies Test</p> <ul style="list-style-type: none"> • Target GRE Requirements (for testing sessions since August 2011): <ul style="list-style-type: none"> o 138 Quantitative o 143 Verbal o 3.5 Analytical • Target GRE Requirements (for testing sessions before August 2011): <ul style="list-style-type: none"> o 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. • Target MAT Requirement <ul style="list-style-type: none"> o On testing sessions since October 2004: 375 o On testing sessions before October 2004: 27 <p>Writing Sample</p> <ul style="list-style-type: none"> • A written statement (500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program. • Download Writing Sample instructions and rubric here. <p>Distance Learning Exemption of the VSU Medical Form Page 1 of Medical Form Page 2 of Medical Form</p> | <p><u>GRE scores are not required for admission into this program.)</u></p> <p>Current Resume or Curriculum Vita</p> <p>Verification of Teaching Form</p> <ul style="list-style-type: none"> • Download Verification of Teaching Form here. <p>Three Recommendations (General Recommendation Form Required)</p> <ul style="list-style-type: none"> • Recommendation letters from professionals familiar with your professional and/or academic work. <p>Writing Sample</p> <ul style="list-style-type: none"> • <u>A written statement (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate writing skill and goals consistent with the outcomes of the degree program.</u> • Download Writing Sample instructions and rubric here. <p>Distance Learning Exemption of the VSU Medical Form Page 1 of Medical Form Page 2 of Medical Form</p> |
|---|---|

- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)
- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)
- This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

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 There are examples of many comparable graduate degree programs not requiring a GRE or MAT score as a requirement for entrance into the program.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program faculty have not observed a direct correlation between MAT or GRE scores and student success in the program.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program faculty will compare cohort data and GPA following the approved changes with those prior to determine whether student performance changes occurred.

| Approvals: | |
|--|----------------------|
| Department Head: <i>M. Krupar</i> | Date: <i>2-11-16</i> |
| College/Division Exec. Committee: <i>Lynn C. Minia</i> | Date: <i>2-11-16</i> |
| Dean(s)/Director(s): <i>Lynn C. Minia</i> | Date: <i>2-11-16</i> |
| Graduate Exec. Comm.: (for grad program) <i>T. J. Platt</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for grad program) <i>T. J. Platt</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Department of Kinesiology & Physical Education

Valdosta State University Master of Education Degree in Health & Physical Education

Verification of Teaching

All candidates for admission to the M. Ed. degree in Health and Physical Education program must have this form completed by a school administrator (assistant principal or principal). All candidates must have access to P-12 students. Applicants must hold a bachelor's degree in health, physical education or both or hold a current level four certification in any of the aforementioned areas from Georgia or a reciprocal state. Note: Only qualified candidates with an appropriate level four certificate in Georgia (or a comparable and reciprocal certification from other states) may be eligible for the level five certification following the completion of degree requirements.

Applicant _____

I am currently teaching and/or have access to a physical education classroom to conduct assignments at:

School District _____

School Name _____

School Address _____

Other _____

Years of Teaching Experience in Public or Private Schools _____

Current Teaching Field(s) (List All) _____

(Applicant signature)

(Date)

(The section below to be completed by the appropriate school administrator.)

I certify that the information given above for the aforementioned applicant is correct and verifiable.

(Administrator/Director signature)

(Date)

(Typed/Printed Name)

(Telephone)

(Title and/or Position)

(School, School System & Mailing Address)

(City, State, and Zip)

REQUEST FOR A REVISED CATALOGUE COPY RECEIVED

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

Valdosta State University

FEB 11 2016

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number:

<http://www.valdosta.edu/academics/graduate-school/our-programs/education-specialist-in-coaching-pedagogy-in-physical-education.php>

Proposed Effective Date for Revised

Catalogue Copy: (new or revised) August 2016

Degree and Program Name: ^{EDS} Coaching Pedagogy in Physical Education

Present Requirements:

Admission Requirements

Required Documents Admission Requirements

Online Graduate Application

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

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

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

- Must hold a minimum of a master's degree from a regionally accredited institution.
- Minimum graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.

- Must hold initial teaching certification in health, physical education, or health and physical education in Georgia or a reciprocal state.

Graduate Record Exam

or

Miller Analogies Test

- Target GRE Requirements (on testing sessions since August 2011)

Proposed Requirements: (highlight changes after printing)

Admission Requirements

Required Documents Admission Requirements

Online Graduate Application

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

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

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

- Must hold a minimum of a master's degree from a regionally accredited institution.
- Minimum graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded. (Note: MAT or GRE scores are not required for admission into this program.)

- Must hold a valid level four or higher teaching certificate in health, physical education, or both in Georgia or a reciprocal state. Note: Only qualified candidates with appropriate level five certificates in Georgia (or comparable and reciprocal certifications from other states) may be eligible for the level six certification following the completion of degree requirements.

- o 140 Quantitative
- o 146 Verbal
- o 3.5 Analytical
- Target GRE Requirements (on testing sessions before August 2011)
- o 850 combined Verbal and Quantitative or Analytical score, with a Verbal score no less than 400
- Target MAT Requirement
- o Testing sessions since October 2004: 390
- o Testing sessions before October 2004: 36

Verification of Employment and Years of Teaching Form

- Must have three years of verifiable public school teaching experience AND must currently be coaching an athletic sport at the middle or high school level.

Current Resume or Curriculum Vita

- Must have 3 years of verifiable public school teaching experience.

Three Recommendations

(General Recommendation Form Required)

- Recommendations from professionals familiar with your professional and/or academic background.

500 Word Writing Sample

- Download the Ed.S. Writing Sample Directions and Scoring Rubric.

Distance Learning Exemption of the VSU

Medical Form

Page 1 of Medical Form

Page 2 of Medical Form

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

Verification of Coaching

- This applied graduate program requires applicants to be directly involved in coaching an athletic sport and have access to student-athletes for observational analysis purposes. (The specific coaching setting and nature of the coaching experience have to approved by the graduate coordinator.)

Current Resume or Curriculum Vita

Three Recommendations

(General Recommendation Form Required)

- Recommendations from professionals familiar with your professional and/or academic background.

Writing Sample

A written statement (400-500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate writing skill and goals consistent with the outcomes of the degree program.

- Download the Ed.S. Writing Sample Directions and Scoring Rubric.

Distance Learning Exemption of the VSU

Medical Form

Page 1 of Medical Form

Page 2 of Medical Form

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

Verification of Lawful Presence

Verification of Lawful Presence
(For applicants who believe they qualify for in-state tuition or a residency waiver.) •

This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.

- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

(For applicants who believe they qualify for in-state tuition or a residency waiver.) •

This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.

- This documentation must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- Complete list of accepted documents and information on residency.

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 There are examples of many comparable graduate degree programs not requiring a GRE or MAT score as a requirement for entrance into the program.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program faculty have not observed a direct correlation between MAT or GRE scores and student success in the program.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program faculty will compare cohort data and GPA following the approved changes with those prior to determine whether student performance changes occurred.

| Approvals: | |
|---|---------------|
| Department Head: <i>M. Supt</i> | Date: 2-11-16 |
| College/Division Exec. Committee: <i>Lynn C. Meiri</i> | Date: 2-11-16 |
| Dean(s)/Director(s): <i>Lynn C. Meiri</i> | Date: 2-11-16 |
| Graduate Exec. Comm.: (for grad program) <i>J. T. Jalt</i> | Date: 2-26-16 |
| Graduate Dean: (for grad program) <i>J. T. Jalt</i> | Date: 2-26-16 |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Department of Kinesiology & Physical Education

Valdosta State University Education Specialist in Coaching Pedagogy

Verification of Coaching

All candidates for admission to the Education Specialist in Coaching Pedagogy in Physical Education program must have this form completed by either a school administrator (assistant principal or principal) or an agency director (YMCA, Rec. Dept., club team, etc.), who is able to verify current employment as a coach. Note: Applicants must hold a master's degree. The undergraduate degree or at least a level four certification must be in health, physical education or both. Only qualified candidates with appropriate level five certificates in Georgia (or comparable and reciprocal certifications from other states) may be eligible for the level six certification following the completion of degree requirements.

School and School District or Agency (affiliated with coaching) _____

Years of Coaching Experience in Public or Private Schools, Agencies _____

Current Athletic Coaching Assignment(s) _____

Previous Athletic Coaching Assignment(s) if applicable _____

(Applicant signature)

(Date)

(The section below to be completed by the appropriate school administrator.)

I certify that the information given above for the aforementioned applicant is correct and verifiable.

(Administrator/Director signature)

(Date)

(Typed/Printed Name)

(Telephone)

(Title and/or Position)

(School or Agency, School System & Mailing Address)

Request for a Revised Course
Valdosta State University

Date of Submission: 02/10/2016 (mm/dd/yyyy)

Department Initiating Revision:
Communication Sciences & Disorders

Faculty Member Requesting Revision:
Dr. Theodore Johnson & Dr. Corine Myers-Jennings

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 3020, Audiology I

List Current and Requested Revisions:

Current:
Course Prefix and Number: CSD 3020
Credit Hours: 3
Course Title: Audiology I
Pre-requisites:
Course Description:
An introduction to basic auditory tests, anatomy and physiology of the hearing mechanism, and disorders of hearing. Emphasis is placed on audiometric measurement and interpretation.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Audiology I: Hearing Science
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The title was recommended by the Council of Academic Programs in Speech-Language Pathology.
- Other: The additional wording to the course title provides students and faculty with a better understanding of the course focus/intent.

Plans for assessing the effectiveness of the course: Outcomes are not expected to change. However, students and faculty are likely to benefit during advising sessions because the course title will be more revealing of the content to be covered.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm. <i>Lynn C. Min</i> | Date: <i>2-19-16</i> |
| Dept. Head: <i>C. Myers-Jennings</i> | Date: <i>2-10-16</i> |
| Dean/Director: <i>Lynn C. Min</i> | Date: <i>2-19-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 15, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 02/10/2016 (mm/dd/yyyy)

Department Initiating Revision:
Communication Sciences & Disorders

Faculty Member Requesting Revision:
Dr. Matthew & Dr. Myers-Jennings

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 4020, Speech Science

List Current and Requested Revisions:

Current:
Course Prefix and Number: CSD 4020
Credit Hours: 3
Course Title: Speech Science
Pre-requisites: CSD 2998 or CSD 2999, and CSD 3060.
Course Description: Currently this course is listed as a 2-2-3 course with a two hour lab component.

An introduction to the normal processes of communication; the intensification and prolongation of sound, the psychoacoustics of speech sound production and perception, and theories of normal speech production and perception.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites:
Course Description: It is recommended that this course appear in the catalog as a 3-0-3 course in which the separate lab component is no longer present.

The course description should not change.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Less cumbersome technological advances allow for the implementation of lab-type activities in short periods of time (no set up/take down as well as immediate results). This allows

for lab tasks to be incorporated into lectures, which eliminates the need for additional lab time.

Plans for assessing the effectiveness of the course: Outcomes are not expected to change. However, students and faculty are likely to benefit from the integration of technology into classroom-based learning opportunities. Demands on student time will also lessen.

| Approvals: | |
|--|------------------------|
| College/Division Exec. Comm.: <i>Lynn C. Min</i> | Date: <i>2/16/16</i> |
| Dept. Head: <i>C. Myers-Kearney</i> | Date: <i>2-10-2016</i> |
| Dean/Director: <i>Lynn C. Min</i> | Date: <i>2/16/16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 15, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 02/10/2016 (mm/dd/yyyy)

Department Initiating Revision:
Communication Sciences & Disorders

Faculty Member Requesting Revision:
Dr. Teodore Johnson & Dr. Corine Myers-Jenningg

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
CSD 4151, Audiology II

List Current and Requested Revisions:

Current:
Course Prefix and Number: CSD 4151
Credit Hours: 3
Course Title: Audiology II
Pre-requisites:
Course Description:
An introduction to advanced audiometric diagnostic procedures and interpretation, including electrophysical, oto-acoustic, brainstem-evoked potential audiometry, and central auditory processing disorders. Speech-language development and management procedures related to childhood hearing impairment are included.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Audiology II: Auditory Diagnostics and Disorders
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The additional wording to the course title provides students and faculty with a better understanding of the course focus/intent.

Plans for assessing the effectiveness of the course: Outcomes are not expected to change. However, students and faculty are likely to benefit during advising sessions because the course title will be more revealing of the content to be covered.

| | |
|--|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Lynn C. Min</i> | Date: <i>2/19/16</i> |
| Dept. Head: <i>C. Myers-Jennings</i> | Date: <i>2-10-16</i> |
| Dean/Director: <i>Lynn C. Min</i> | Date: <i>2/19/16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 15, 2016

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REQUEST FOR A REVISED CATALOGUE COPY

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

FEB 11 2016

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

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

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Summer 2016

Degree and Program Name: M.ED. School Counseling

Present Requirements: Selected Educational Outcomes
1. Program graduates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to the M.Ed. in School Counseling.
2. Program graduates will demonstrate content knowledge necessary to perform as a school counselor.
3. Program graduates will perform successfully as a pre-professional school counselor.

Proposed Requirements: (highlight changes after printing) Selected Educational Outcomes. Students will:
1. Demonstrate an understanding of the history, trends, ethical and legal issues, and relevant research in the counseling field and those specific to school counseling.
2. Demonstrate an understanding of professional counseling organizations, credentialing, licensure, and accreditation.
3. Develop counseling skills needed to be an effective professional school counselor with the ability to address the concerns of students and implement evidence based individual and group counseling interventions in the K-12 environment.
4. Understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.
5. Develop knowledge and understanding of community, environmental, and institutional opportunities that enhance, and barriers that impede, the academic, career, and emotional success of students.
6. Develop knowledge and application of current career programming including program development, career assessment interventions and issues, college and career readiness, and program evaluation.
7. Demonstrate an understanding of procedures to follow in the case of a crisis including assessment and intervention.
8. Develop and evaluate a comprehensive development school counseling program including a mission statement, objectives, lesson

61

plans, classroom management, and differentiated instruction.

9. Demonstrate an understanding of the use of data to inform decision making, to advocate for students, the school counseling program, and the profession, and in evaluation.

10. Demonstrate an understanding of the role of the professional school counselor as leaders, advocates, and system change agents.

11. Demonstrate professional dispositions including integrity, openness, commitment, self-awareness, and respect.

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 Alignment with updated CACREP standards
- 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: <i>Lynn C. Meni for Kate Warner</i> | Date: <i>2/11/16</i> |
| College/Division Exec. Committee: <i>Lynn C. Meni</i> | Date: <i>2/11/16</i> |
| Dean(s)/Director(s): <i>Lynn C. Meni</i> | Date: <i>2/11/16</i> |
| Graduate Exec. Comm.: (for grad program) <i>J. T. J. J. J.</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for grad program) <i>J. T. J. J. J.</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED

FEB 11 2016

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/retention-dismissal-readmission-policies.php#school-coun1>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2016

Degree and Program Name: M.Ed. School Counseling

Present Requirements: Candidates will be dismissed from the program if they accumulate three or more academic deficiency points. A grade of "C," while credited toward the degree, will result in one deficiency point. A grade of "D" is two deficiency points; a grade of "F" or "WF" or "U" is three deficiency points;

Proposed Requirements: (highlight changes after printing) Candidates will be dismissed from the program if they accumulate three or more academic deficiency points. A grade of "C," while credited toward the degree, will result in one deficiency point. A grade of "D" is two deficiency points and a grade of "F" or "WF" is three deficiency points. A grade of "U" in a one hour credit class will result in one deficiency point. A grade of "U" in a two hour credit class will result in two deficiency points and a grade of "U" in a three hour credit class will result in three deficiency points and dismissal from the program.

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

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

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

| Approvals: | |
|---|----------------------|
| Department Head: <i>Lynn C. Merin for Kate Warner</i> | Date: <i>2/11/16</i> |
| College/Division Exec. Committee: <i>Lynn C. Merin</i> | Date: <i>2/11/16</i> |
| Dean(s)/Director(s): <i>Lynn C. Merin</i> | Date: <i>2/11/16</i> |
| Graduate Exec. Comm.: (for grad program) <i>J. T. J. [Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for grad program) <i>J. T. J. [Signature]</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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

Valdosta State University

FEB 11 2016

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number:
 http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Summer 2016

Degree and Program Name: M.ED. School Counseling

Present Requirements: Examples of Outcome Assessments

1. Candidates will successfully pass the Comprehensive Professional Counseling Examination.
2. Candidates' Comprehensive Developmental School Counseling Program Portfolio will be evaluated by faculty using established criteria.
3. Candidates will be evaluated by faculty using established criteria in the M.Ed. school counseling internship

Proposed Requirements: (highlight changes after printing) Examples of Outcome Assessments

1. Students will demonstrate content knowledge and skills through individual case studies.
2. Students will demonstrate the ability to impact student learning through a project that requires students to use a pre-test, implement an intervention, and conduct a post-test to determine impact.
3. Students will demonstrate their ability to effectively conduct a classroom lesson during a faculty observation.
4. Students will demonstrate their ability to use data to develop a project that focuses on closing achievement gaps.

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 Alignment with updated CACREP standards
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Alignment with updated CACREP standards
- 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: <i>Lynn C. Min for Kate Warner</i> | Date: <i>2/11/16</i> |
| College/Division Exec. Committee: <i>Lynn C. Min</i> | Date: <i>2/11/16</i> |
| Dean(s)/Director(s): <i>Lynn C. Min</i> | Date: <i>2/11/16</i> |
| Graduate Exec. Comm.: (for grad program) <i>J. T. J. P. L.</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for grad program) <i>J. T. J. P. L.</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

RECEIVED

FEB 11 2015

Area of Change: Core Senior Graduate

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Current Catalogue Page Number:
<http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-school-counseling.php>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) As soon as possible

Degree and Program Name: M.ED. School Counseling

Present Requirements: Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major (e.g. educational psychology, school counseling, etc.).

Proposed Requirements: (highlight changes after printing) Must hold a bachelor's degree from a regionally-accredited institution. Any major may apply.

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 Revised to align with updated CACREP standards
- 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. **Revised to align with new CACREP standards**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

| Approvals: | |
|---|----------------------|
| Department Head: <i>Lyn C. Mein for Kate Warner</i> | Date: <i>2/11/16</i> |
| College/Division Exec. Committee: <i>Lyn C. Mein</i> | Date: <i>2/11/16</i> |
| Dean(s)/Director(s): <i>Lyn C. Mein</i> | Date: <i>2/11/16</i> |
| Graduate Exec. Comm.: (for grad program) <i>J. T. LaPlante</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for grad program) <i>J. T. LaPlante</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

RECEIVED

FEB 11 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:
126

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2016

Degree & Program Name:
(e.g., BFA, Art): MS I-O Psychology

Present Requirements:

PSYC 5800 Industrial/Organizational Psy 3hrs
 PSYC 7600 Personnel Selection 3hrs
 PSYC 7610 Performance Appraisal 3hrs
 PSYC 7690 Professional Issues in I-O Psy 1hr
 PSYC 7670 Social Psychology 3hrs
 PSYC 7961 I-O Psyc Practicum I 3hrs
 PSYC 7962 I-O Psyc Practicum II 3hrs
 PSYC 8000 Research Design and Analysis 3hrs
 PSYC 8350 Psychology of Motivation 3hrs
 PSYC 8360 Human Resource Development 3hrs
 PSYC 8370 Human Factors Psychology 3hrs
 PSYC 8610 Behavior Modification 3hrs
 Guided Electives 11hrs

Proposed Requirements (Underline changes after printing this form:

PSYC 5800 Industrial/Organizational Psy 3hrs
 PSYC 7600 Personnel Selection 3hrs
 PSYC 7610 Performance Appraisal 3hrs
PSYC 7690 Professional Issues in I-O Psy 3hrs
 PSYC 7670 Social Psychology 3hrs
 PSYC 7961 I-O Psyc Practicum I 3hrs
 PSYC 7962 I-O Psyc Practicum II 3hrs
 PSYC 8000 Research Design and Analysis 3hrs
 PSYC 8350 Psychology of Motivation 3hrs
 PSYC 8360 Human Resource Development 3hrs
 PSYC 8370 Human Factors Psychology 3hrs
PSYC 8380 Employment Law and Persⁿ 3hrs
Guided Electives 9hrs

**Emp Law and Personnel Pract*

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: We are submitting a couple changes to the Industrial/Organizational Psychology curriculum to make our students more attractive on the job market. We would like to better align our program with the guidelines outlined by the Society for Industrial and Organizational Psychology. First, we are going to replace a core class (i.e., PSYC 8610 Behavioral Modification) with a class that is currently being taught as a special topic class (i.e., PSYC 8400 EEO Law). To do so, we are proposing a new core course titled PSYC 8380 Employment Law and Personnel Practices. This new course maintains the same content of the PSYC 8400 course but it would be designated as a core course replacement for PSYC 8610 Behavioral Modification. Both students and employers have been congruent in their feedback that knowledge of employment law is a critical competency for our students. Additionally, several of the organizational bodies exclusive to psychology (i.e., APA & SIOP) agree that knowledge of legal and ethical considerations for working professionals are within the core domain of graduate offerings. Students will still be able to take PSYC 8610 as an elective. Second, we would like to remove two hours from general electives and add them to PSYC 7690 Professional Issues. This change would make PSYC 7690 a 3 hour course. The addition of two hours is warranted as we expect to significantly expand the scope of the class. Currently, the class requires students

to spend 30 hours pursuing professional development opportunities. We would like to add components focused on career development, professionalism, and scientific investigation. This would significantly increase the workload of the class but it would also allow students to be more marketable and more focused in their pursuit of post graduate employment. With the additional work being proposed here, we believe that PSYC 7690 would better reflect a three hour course. We envision this class as serving as an in-depth orientation for our incoming graduate students.

- Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Informal student surveys identified EEO Law as a class that should be considered core. Student feedback also served as the impetus for us to spend more time orienting students to the field of I/O Psychology and all of its career opportunities. We would like to provide more mentorship opportunities for the students as our advising procedure are currently, almost exclusively, focused on meeting graduate requirements and registering for classes. Altering this class would ensure that each student is making progress on a professor approved plan specifically designed to help them achieve career related success.
- 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. We regularly solicit feedback from our students regarding the quality of both the program and the specific courses offered.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) There are several ways that we plan to measure the effectiveness of these curriculum changes. Some of these plans for assessment will eventually be reflected in our Institutional Effectiveness Reports. Please see the individual request documents for more details (i.e., request for a new course, request for a revised course).

Approvals:

Department Head: *Lynn C. Min for Kate Warner* Date: *2/11/16*

College/Division Exec. Committee:

| | |
|--|----------------------|
| <i>Lynn C. Mini</i> | Date: <i>2-11-16</i> |
| Dean(s)/Director(s): <i>Lynn C. Mini</i> | Date: <i>2-11-16</i> |
| Grad. Exec. Committee: (for graduate course) <i>J. T. Jeltz</i> | Date: <i>2-26-16</i> |
| Graduate Dean: (for graduate course) <i>J. T. Jeltz</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

RECEIVED

Request for a Revised Course
Valdosta State University

FEB 11 2016

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Psychology, Counseling, & Family Therapy

Faculty Member Requesting Revision:
Larry Wiley & Jeremy Bauer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 7690 Professional Issues in I/O Psychology

List Current and Requested Revisions:

Current:
Course Prefix and Number: PSYC 7690
Credit Hours: 1
Course Title: Professional Issues in I/O Psychology
Pre-requisites: Permission of Instructor
Course Description: Current issues in the provision of I/O services.

Requested:
Course Prefix and Number: PSYC 7690
Credit Hours: 3
Course Title: Professional Issues in I/O Psychology
Pre-requisites: Permission of Instructor
Course Description: Theory and application related to career development within the field of I/O psychology. An emphasis is placed on developing competencies across applied, academic, and service related sectors.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Once annually during the Fall semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This course is currently taken in the first semester by most of the I/O graduate students. It provides them an opportunity to begin developing the knowledge and skills necessary to be a success in our field. We would like to change this course from a one hour class to a three hour class. More specifically, we would like this course to better serve our students as a formal introduction to our program. Not only will they learn about the necessary issues and opportunities, but they will also work one on one with the instructor to develop themselves as a competitive member of the job market. To do so, we would like to expand our domain to also include formal mentorship tasks. In addition to the current assignments, we would like for our students to develop a career plan, demonstrate adaptability regarding academic pursuits (i.e., conduct an academic study for the purpose of a conference presentation), and develop an understanding of professionalism in the field of I/O. Such an undertaking would require a larger time commitment than the current one hour designation.

76

Adopting current best practice(s) in field: Based on classroom observation, it has become apparent that our students sometimes enter the program with a simplistic view of the field of I/O psychology and its resources. This course would be aimed at increasing their depth of understanding in relation to the field itself and the vast amount of career opportunities available.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: In addition to our informal survey based appraisals of our course, we plan to have several additional ways of evaluating this course. More specifically, we plan to tie the mentorship component and career planning assignment directly to their advising session throughout their tenure in the program. Thus, we should be able to see if the career plans actually lead to a more competitive over time. Additionally, we would prefer every student to attempt to present an academic work at a psychology conference. This can also be easily verified. Finally, they will be required to give an in-class professional presentation which will allow the instructor to evaluate professionalism to a certain degree. It should be noted that this course already requires them to document 30 hours of professional development which is summarized and justified in their portfolio that is submitted in their last semester. We plan to keep this requirement as part of the newly revised course.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm: <i>Lyn C. Min</i> | Date: <i>2-11-16</i> |
| Dept. Head: <i>Lyn C. Min for Kate Warner</i> | Date: <i>2-11-16</i> |
| Dean/Director: <i>Lyn C. Min</i> | Date: <i>2-11-16</i> |
| Graduate Exec. Comm.(if needed): <i>J. T. Jallo</i> | Date: <i>2-26-16</i> |
| Graduate Dean (if needed): <i>J. T. Jallo</i> | Date: <i>2-26-16</i> |
| Academic Committee: | Date: |

Form last updated: February 11, 2016

RECEIVED

FEB 11 2016

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Department Initiating Request:
Psychology, Counseling, & Family Therapy

Faculty Member Requesting:
Larry P Wiley & Jeremy Bauer

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 8380

Proposed New Course Title:
Employment Law and Personnel Practices
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Emp Law & Personnel Pract

Semester/Year to be Effective:
Fall 2016

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.) A study of employment law and ethical principles as they relate to the practice of I/O psychology. Course content spans landmark labor and civil rights legislation (e.g., title VII, ADEA, FLSA, etc.), in addition to ethical standards and principles within the workplace.

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

Improving student learning outcomes: This course is currently being taught once a year as a special topic elective (PSYC 8400). We generally substitute this course for the core behavioral modification class (PSYC 8610) because it fills an essential gap related to the legal implications for our actions as industrial psychologists. We would now like to make this course an official requirement of the program with a designated course number. Such a change would enable us to remain congruent with core competency number three (i.e., ethics and law) as outlined in the Society for Industrial and Organizational Psychology's guidelines for Masters level training.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback from this course as a special topic elective has been overwhelmingly positive. Graduate students have consistently indicated that this course has helped them to develop as professionals on informal class surveys. Additionally, several students have reported that they have had to answer legal

based interview questions when applying for both internships and full time positions.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. We will continue to monitor the effectiveness of all of our graduate classes through student feedback on indirect surveys. We also plan to incorporate student based feedback on our graduate classes into our mentorship and career development services.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students are currently responsible for presenting landmark court cases that are relevant to the field of Industrial/Organizational Psychology. The students are graded on their ability to use the appropriate legal verbiage while discussing the practical, ethical, and societal implications of the case law. They are also responsible for an in depth end-of-term paper that is designed to demonstrate their ability as a subject matter expert.

Other:

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

| Approvals: | | |
|---|-----------------------------|---------------|
| Dept. Head: | Lynn C. Min for Kate Warner | Date: 2-11-16 |
| College/Division Exec. Comm.: | Lynn C. Min | Date: 2-11-16 |
| Dean/Director: | Lynn C. Min | Date: 2-11-16 |
| Graduate Exec. Comm.: (for graduate course): | J. T. Jelt | Date: 2-26-16 |
| Graduate Dean: (for graduate course): | J. T. Jelt | Date: 2-26-16 |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

**Dewar College of Education and Human Services
Valdosta State University
Department of Psychology, Counseling, & Family Therapy**

**PSYC 8380 A
Employment Law & Personnel Practices
Fall Semester 2016; 3 hours; Thursday**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

INSTRUCTOR

Name: Jeremy Bauer, Ph. D.

Office Number: 2204

Telephone Number: 229-333-5440

Email Address: jabauer@valdosta.edu: email me directly

Office Hours: TBD

- Students must come with a set of specific prepared questions. Also, making an appointment ahead of time is preferred.

COURSE DESCRIPTION

A study of employment law and ethical principles as they relate to the practice of I/O psychology. Course content spans landmark labor and civil rights legislation (e.g., title VII, ADEA, FLSA, etc.), in addition to ethical standards and principles within the workplace.

REQUIRED TEXTBOOKS

Guerin L. & DelPo (2013) The Essential Guide to Federal Employment Laws (4th ed.) NOLO.

COURSE OBJECTIVES (CO):

The student will:

1. Have a general understanding of landmark legislation regarding employment law and how such legislation is created.
2. Be able to read court cases and determine the flow of arguments throughout the proceedings. This includes an understanding of legal lingo.
3. Be able to find and read new employment related laws as they are published. This includes federal and local laws.
4. Understand most of the legal restrictions students will have to deal with once they obtain an I/O or HR position.
5. Students should be equipped with recommendations for I/O best practice when it comes to following the law, and the ethical standards/principles.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Court Case Project: You will be required to select a recent controversial legal case to present to the class. You will also be responsible for turning in an 8-10 page report that covers the case from a legal, ethical, and social perspective. All projects will be approved by me in the first half of the semester.

Discussion Questions: Each week you will be responsible for submitting 4 questions on the assigned reading every Monday.

Classroom Participation: You will receive points based on the quantity and quality of your in-class participation.

Reading Quizzes: There will be no exams except the Final. Instead, I will administer a short essay based question at my discretion throughout our class meetings. The questions will be based on what we cover in class and I will give you some example questions before we start the quizzes. Your final exam will be comprised of several of these types of questions constitute a portion of the 20% of your grade allotted for reading quizzes (see below).

Supreme Court Case Presentation: Each student will present a Supreme Court case to the class. Your job will be to summarize the case, detail the justices' arguments in everyday language, and then provide additional commentary that consists of both your personal opinion and articles you find through searching electronic databases.

GRADING CRITERIA

The Court Case project will account for 35% of your grade. The manuscript will constitute 20% of your presentation will constitute the other 15%. Weekly discussion questions will count for 10% of your grade while the Supreme Court case presentation will count as 20% of your grade. Classroom participation will count as 15% and the in-class essay questions will count for 20% of your grade.

A = 90%

D = 60%

B = 80%

F = < 60%

C = 70%

Course Evaluation

| Educational Outcomes (8380) | Activities | Assessment |
|---|--|---|
| 1. Federal and local laws regarding employment 2. Understand fundamental legal terms and arguments | 1. Presentation of Supreme Court cases 2. Presentation and paper based on recent court case. 3. In-class essay questions | 1. Rubric 2. Rubric 3. Answer Key |
| 3. Ethical Standards and Principles | 1. Weekly class discussion and mandatory discussion questions | 1. Rubric |

ATTENDANCE POLICY

VSU policy requires class attendance. Class roll will not be taken, so you are on your honor to attend class. It will be very difficult to do well on exams without class attendance. Changes to class calendar may be announced in class, and you will be expected to be aware of them. In addition, quizzes for extra credit may be given and will not be made up if you miss class. Make-up assignments will not be given. For exams, you can take the optional final to replace a missed exam. For writing assignments, an excused absence will halt the late-penalty schedule. Excused absences due to emergencies will only be accepted for the writing assignment. Absences due to emergencies must be accompanied by a note from a police officer or medical physician.

If several consecutive assignments are missed, you may be withdrawn from the class.

Religious Observance & University-Business Policy: Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event must provide notice of the date to the instructor, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

CELL PHONE/TECHNOLOGY POLICY

You may use a laptop to type notes, but use of laptops for activities unrelated to class activities will result in being asked to leave. Using cell phones to take pictures, text message, or to make phone calls during class is prohibited. Cell phones should be switched off and left in bookbags, purses, or pockets. Having a cell phone on your desk will subject it to being confiscated for the duration of the class. MP3 players or other stereo equipment with earpieces or cell phones should also be switched off and put away during class time. *In addition, should you be caught more than one time using such devices during class time, the instructor will take that into consideration should your final grade fall on the border between two grades.*

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form. The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. 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.”

ACCESSIBILITY STATEMENT

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

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. 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>.

STUDENT RESOURCES

1. **The Student Success Center**: The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment.
2. Odum Library provides a variety of services to assist classroom instruction, including library instruction, course reserves, and interlibrary loan. Please see **Library Faculty Services** for further information.

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
 (Month/Year): 8/16

Degree & Program Name:
 (e.g., BFA, Art): BBA with Major in Accounting

Present Requirements:

Core AREAS A-E (See VSU Core Curriculum)

.....42 hours

Area F Requirements 18 hours

BUSA 2106.....3 hours

BUSA 2201.....3 hours

ECON 2105.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Senior College Core.....60 hours

Required Senior College Core18 hours

BUSA 2000.....1 hour

BUSA 2100.....3 hours

ENGL 2010.....2 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

BUSA 4900.....3 hours

Required Accounting Core18 hours

ACCT 3201.....3 hours

ACCT 3202.....3 hours

ACCT 3400.....3 hours

ACCT 4410.....3 hours

ACCT 4500.....3 hours

ACCT 4800.....3 hours

Accounting Electives (select two).....6 hours

Any two classes from the following: ACCT 3100, ACCT 3203, ACCT 3250, ACCT 3700, ACCT 4400, ACCT 4980

Accounting and Business Electives.....9 hours

Any 3000- or 4000-level business courses

Proposed Requirements (Underline changes after printing this form:

Core AREAS A-E (See VSU Core Curriculum)
 (1).....42 hours

Area F Requirements (2) 18 hours

BUSA 1105.....3 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Accounting Major Curriculum.....60 hours

Senior College Curriculum (2)21 hours

BUSA 2100.....3 hours

BUSA 3100.....3 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

International Option.....3 hours

(Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)

BUSA 2999.....0 hours

BUSA 3999.....0 hours

BUSA 4900.....3 hours

Required Accounting Core (2)21 hours

ACCT 3201.....3 hours

ACCT 3202.....3 hours

ACCT 3400.....3 hours

ACCT 4410.....3 hours

ACCT 4500.....3 hours

ACCT 4800.....3 hours

BUSA 3110.....3 hours

Accounting Electives (2).....6 hours

Any two classes from the following: ACCT 3100, ACCT 3203, ACCT 3250, ACCT 3700, ACCT 4400, ACCT 4980

General Electives (6 hours must be non-business).....9 hours

Business Electives (2).....6 hours
Any 3000- or 4000-level business courses not selected above

General Electives (3).....6 hours
(Electives in this 6 hr. tract may consist of business and/or non-business classes)

- (1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better.
- (2) The grade in each of these courses must be a "C" or better.
- (3) If PERS 2799 – Intro to Personal Finance was not taken in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Requested by AACSB.
- Other: Due to the new Senior Business Core, the Business Electives section of the Accounting senior core must be reduced from 9 semester hours to 6 semester hours in order not to exceed a total of 120 hours.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. AACSB mentor review and Accounting Advisory Board feedback.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) AACSB mentor review report cited lack of a required Business Law class in the Accounting Curriculum ill-prepared the accounting student, Accounting Advisory Board report concurred with the AACSB review report..

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. Feedback from Accounting Advisory Board and employer surveys.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of students in passing the Regulation section of the CPA exam.

Approvals:

| | | |
|---|--|---------------|
| Department Head: | <i>J. W. [Signature]</i> (for [Signature]) | Date: 2/24/16 |
| College/Division Exec. Committee: | <i>[Signature]</i> | Date: 2/26/16 |
| Dean(s)/Director(s): | <i>J. W. [Signature]</i> | Date: 2/26/16 |
| Grad. Exec. Committee: (for graduate course) | | Date: |
| Graduate Dean: (for graduate course) | | Date: |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/16

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in Economics

Present Requirements:

Core AREAS A-E (See VSU Core Curriculum)

.....42 hours

Area F Requirements (1) 18 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2105.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Senior College Curriculum.....60 hours

Required

BUSA 2000.....1 hours

BUSA 2100.....3 hours

ENGL 2010.....2 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

ECON 3000.....3 hours

ECON 4100.....3 hours

ECON 4500.....3 hours

BUSA 4900.....3 hours

Economics Electives (1).....15 hours

Any 3000- or 4000-level ECON courses not required or selected above. Students who double-major in another BBA degree may use ONE of the following as an ECON elective: MKTG 3650, MGNT 4640, FIN 4520, or ACCT 3400.

Business Electives (1)9 hours

Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above

General Electives.....9 hours

At least 6 hours must be non-business courses

Proposed Requirements (Underline changes after printing this form:

Core AREAS A-E (See VSU Core Curriculum)

(1).....42 hours

AREA F Requirements (2) 18 hours

BUSA 1105.....3 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Economics Major Curriculum.....60 hours

Senior College Curriculum (2)21 hours

BUSA 2100.....3 hours

BUSA 3100.....3 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

International Option.....3 hours

(Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)

BUSA 2999.....0 hours

BUSA 3999.....0 hours

BUSA 4900.....3 hours

Required Economics Core (2)9 hours

ECON 3000.....3 hours

ECON 4100.....3 hours

ECON 4500.....3 hours

Economics Electives (2).....15 hours

Any 3000- or 4000-level ECON courses not required or selected above. Students who double-major in another BBA degree may use ONE of the following as an ECON elective: MKTG 3650, MGNT 4640, FIN 4520, or ACCT 3400.

Business Electives (2).....9 hours

| | |
|--|---|
| | <p>Any 3000- or 4000-level business courses not selected above</p> <p>General Electives (3).....6 hours (Electives in this 6 hr. tract may consist of business and/or non-business classes)</p> <p>(1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better. (2) The grade in each of these courses must be a "C" or better. (3) If PERS 2799 - Intro to Personal Finance was not take in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.</p> |
|--|---|

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The proposed changes follow the curriculum change at LCOBA.

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.) Student performance on various assessment tools.

| | |
|---|----------------------|
| | |
| Approvals: | |
| Department Head: <i>Mia Cole</i> | Date: <i>2/25/16</i> |
| College/Division Exec. Committee: <i>Sanjay Gupta</i> | Date: <i>2/26/16</i> |
| Dean(s)/Director(s): <i>J. Wayne Plunk</i> | Date: <i>2/26/16</i> |
| Grad. Exec. Committee: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/16

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in Finance

Present Requirements:

Core AREAS A-E (See VSU Core Curriculum)

.....42 hours

Area F Requirements (1) 18 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2105.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Senior College Curriculum

Required Senior College Core (1).....18 hours

BUSA 2000.....1 hour

BUSA 2100.....3 hours

ENGL 2010.....2 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

BUSA 4900.....3 hours

Required Finance Core (1)12 hours

FIN 3360.....3 hours

FIN 4520.....3 hours

FIN 4760.....3 hours

and select one of the following:

FIN 4310, FIN 4720 or FIN 4900.....3 hours

Electives Business Courses from the following

(1).....12 hours

Any 3000- or 4000-level ACCT, ECON, or FIN course not listed above

Elective Business Courses (1)9 hours

Any 3000- or 4000-level business courses not selected above

General Electives.....9 hours

At least 6 hours must be non-business courses

Proposed Requirements (Underline changes after printing this form:

Core AREAS A-E (See VSU Core Curriculum)

(1).....42 hours

AREA F Requirements (2) 18 hours

BUSA 1105.....3 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Finance Major Curriculum.....60 hours

Senior College Curriculum (2)21 hours

BUSA 2100.....3 hours

BUSA 3100.....3 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

International Option.....3 hours

(Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)

BUSA 2999.....0 hours

BUSA 3999.....0 hours

BUSA 4900.....3 hours

Required Finance Core (2)9 hours

FIN 3360.....3 hours

FIN 4520.....3 hours

FIN 4760.....3 hours

Finance Electives (2).....12 hours

Any 3000- or 4000-level ACCT, ECON, or FIN course not listed above. At least 6 hours must be FIN 4000-level courses.

Business Electives (2).....9 hours

Any 3000- or 4000-level business courses not selected above

General Electives (3).....9 hours
(Electives in this 9 hr. tract may consist of business and/or non-business classes)

(1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better.

(2) The grade in each of these courses must be a "C" or better.

(3) If PERS 2799 - Intro to Personal Finance was not taken in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Most peer institutions require more Finance classes from their majors.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Some of the changes also follow the curriculum change at LCOBA.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Finance programs at other universities.
- 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.) Student performance on various assessment tools.

| | |
|--|---------------|
| Approvals: | |
| Department Head: <i>[Signature]</i> | Date: 2/25/16 |
| College/Division Exec. Committee: <i>[Signature]</i> | Date: 2/26/16 |
| Dean(s)/Director(s): <i>[Signature]</i> | Date: 2/26/16 |
| Grad. Exec. Committee: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A 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:
electronic

Proposed Effective Date for Curriculum Change:
(Month/Year): Aug 2016

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in Management

Present Requirements:

Core Areas A-E (See VSU Core Curriculum)
.....42 hours

Area F Requirements18 hours
 BUSA 2201.....3 hours
 BUSA 2106.....3 hours
 ECON 2105.....3 hours
 ECON 2106.....3 hours
 ACCT 2101.....3 hours
 ACCT 2102.....3 hours

Senior College Curriculum.....60 hours
 Required Courses33 hours
 BUSA 2000.....1 hours
 BUSA 2100.....3 hours
 ENGL 2010.....2 hours
 FIN 3350.....3 hours
 MGNT 3250.....3 hours
 MGNT 3300.....3 hours
 MGNT 4000.....3 hours
 MGNT 4640.....3 hours
 MGNT 4800.....3 hours
 MGNT 3450.....3 hours
 MKTG 3050.....3 hours
 BUSA 49003 hours

Management Electives9 hours
 Any 3000- or 4000-level MGNT courses not required above or BUSA 3110 or HCAD 4100.

Business Electives9 hours
 Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above

General Electives9 hours
 At least 6 hours must be non-business courses

Proposed Requirements (Underline changes after printing this form:

Core Areas A-E (See VSU Core Curriculum)
(1).....42 hours

Area F Requirements (2) 18 hours
 BUSA 1105.....3 hours
 BUSA 2201.....3 hours
 BUSA 2106.....3 hours
 ECON 2106.....3 hours
 ACCT 2101.....3 hours
 ACCT 2102.....3 hours

Management Major Curriculum.....60 hours
 Senior College Curriculum (2)21 hours
 BUSA 2100.....3 hours
 BUSA 3100.....3 hours
 FIN 3350.....3 hours
 MGNT 3250.....3 hours
 MKTG 3050.....3 hours
 International Option.....3 hours
 (Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)
 BUSA 2999.....0 hours
 BUSA 3999.....0 hours
 BUSA 4900.....3 hours

Required Management Core (2)9 hours
 MGNT 3300.....3 hours
 MGNT 3450.....3 hours
 MGNT 4000.....3 hours

Management Electives (2).....15 hours
 Any 3000- or 4000-level MGNT or HCAD courses not required above or BUSA 3110.

Business Electives (2).....9 hours
 Any 3000- or 4000-level business courses not selected above.

General Electives (3).....6 hours
 (Electives in this 6 hr. tract may consist of business and/or non-business classes)

(1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better.
 (2) The grade in each of these courses must be a "C" or better.
 (3) If PERS 2799 - Intro to Personal Finance was not taken in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Reducing the number of required course in the Management curriculum will allow Management majors to more easily customize their degree by completing at least one minor in the College of Business Administration
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The Management major has not been revised in over 20 years. Additionally, recent changes to the LCOBA senior core added three hours to the BBA common coursework - three hours had to be eliminated from the remainder of the senior curriculum.

Source of Data to Support Suggested Change:


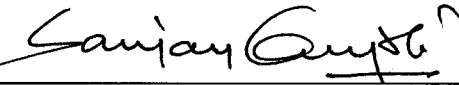
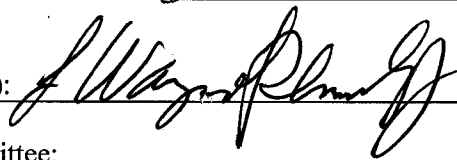
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. A series of interviews with several local employers indicated that students need to receive specialized training in certain managerial areas. The ability of students to earn one, or possibly more, minors in specific areas of management is favored by these employers.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. We plan to conduct follow-up interviews with both alumni and employers.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

| | | |
|---|--|-----------------|
| Department Head: |  | Date: 26 Feb 16 |
| College/Division Exec. Committee: |  | Date: 2/26/16 |
| Dean(s)/Director(s): |  | Date: 2/26/16 |
| Grad. Exec. Committee: (for graduate course) | | Date: |
| Graduate Dean: (for graduate course) | | Date: |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/16

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in International Business

Present Requirements:

Core Areas A-E (See VSU Curriculum).....42 hours
 Area F Requirements18 hours
 BUSA 2201
 BUSA 2106
 ECON 2105
 ECON 2106
 ACCT 2101
 ACCT 2102

 International Business Major Curriculum.....60 hours
 Senior College Core.....18 hours
 BUSA 2000
 BUSA 2100
 ENGL 2010
 FIN 3350
 MGNT 3250
 MKTG 3050
 BUSA 4900

 Required Courses for Major.....33 hours
 IB 3000
 ECON 3600
 FIN 3650
 MGNT 4800
 MKTG 4680

 Required Business Concentration 9 hours
 Select one area of concentration from ACCT, ECON, FIN, MGNT, or MKTG. From your chosen area of concentration, select any three 3000- or 4000-level courses not required above.

 Required Cross-Cultural Studies..... 9 hours
 Select any courses from the approved list of cross-cultural courses not taken elsewhere in the curriculum. Courses from at least two different

Proposed Requirements (Underline changes after printing this form:

Core Areas A-E (See VSU Curriculum)
 (1).....42 hours
 Area F Requirements (2) 18 hours
 BUSA 1105.....3 hours
 BUSA 2201.....3 hours
 BUSA 2106.....3 hours
 ECON 2106.....3 hours
 ACCT 2101.....3 hours
 ACCT 2102.....3 hours

 International Business Major Curriculum.....60 hours
 Senior College Curriculum (2)21 hours
 BUSA 2100.....3 hours
 BUSA 3100.....3 hours
 FIN 3350.....3 hours
 MKTG 3050.....3 hours
 MGNT 3250.....3 hours
 International Option.....3 hours
 (students must select one of the following: ECON 3600 or FIN 3650 or MKTG 4680 or MGNT 4800)
 BUSA 2999.....0 hours
 BUSA 3999.....0 hours
 BUSA 4900.....3 hours

 Required International Business Core (2).....15 hours
 IB 3000.....3 hours
 Select the three classes from the following not taken as part of the International Option: ECON 3600, FIN 3650, MKTG 4680, and MGNT 4800
 IB 4900

 Required Business Concentration (2)..... 9 hours
 Select one area of concentration from ACCT, ECON, FIN, MGNT, or MKTG. From your area

disciplines must be selected. Other courses will be allowed with the department head's approval.

Required Foreign Language..... 9 hours
These 9 hours are in addition to the 3 hours required in Area C. All foreign language courses must be from the same language, through at least the 2002 level, with a "C" or better. With approval, students proficient in a foreign language may instead choose from the cross-cultural studies courses or any 3000- or 4000-level business courses not taken above.

Required Study Abroad..... 0 hours
With approval, this requirement can be met with the Summer Study Abroad Program, semester exchange, internship abroad, or foreign living or working experience.

chosen, select any three 3000- or 4000-level courses not required above.

Required Foreign Langague (2)..... 9 hours
These 9 hours are in addition to the 3 hours required in Area C. All foreign language courses must be from the same language, through at least the 2002 level, with a "C" or better. With approval, students proficient in a foreign language may instead choose from any 3000- or 4000-level business courses not taken above.

General Electives 6 hours
(Electives in this 6 hr. track may consist of business and/or non-business classes)

- (1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better.
- (2) The grade in each of these courses must be a "C" or better.
- (3) If PERS 2799 - Intro to Personal Finance was not taken in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.

Required International Experience 0 hours
With approval, this requirement can be met with the Summer Study Abroad Program, semester exchange, international internship, internationally oriented service learning opportunity, or foreign living or working experience. If the student completes the required international experience with an international internship, a study abroad, or the international service opportunity, this will fulfill the BUSA 3999 requirement.

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: Changes in the senior core for the college of business required changes to the International Business major which we have presented here.

Source of Data to Support Suggested Change:

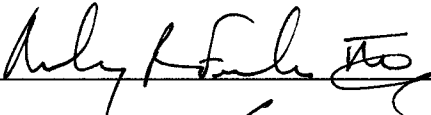
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Review of international curricula at other peer institutions.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

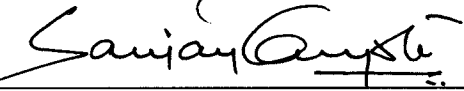
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

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.) Student performance on various assessment tools.

Approvals:

Department Head:  Date: 2/26/2016

College/Division Exec. Committee:  Date: 2/26/16

Dean(s)/Director(s):  Date: 2/26/16

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/16

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in Marketing

Present Requirements:

Core Areas A-E (See VSU Core Curriculum)

.....42 hours

Area F Requirements (1).....18 hours

BUSA 2201

BUSA 2106

ECON 2105

ECON 2106

ACCT 2101

ACct 2102

Senior College Curriculum

Required Senior College Core (1)18 hours

BUSA 2000

BUSA 2100

ENGL 2010

FIN 3350

MGNT 3250

MKTG 3050

BUSA 4900

Marketing electives (1)..... 12 hours

Any 3000- or 4000-level MKTG courses

Busines electives (1) 9 hours

Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above.

General electives (1) 9 hours

At least 6 hours must be non-business courses.

Proposed Requirements (Underline changes after printing this form: Core Areas A-E (See VSU Core Curriculum) (1).....42 hours

Area F Requirements (2) 18 hours

BUSA 1105.....3 hours

BUSA 2201.....3 hours

BUSA 2106.....3 hours

ECON 2106.....3 hours

ACCT 2101.....3 hours

ACCT 2102.....3 hours

Marketing Major Curriculum.....60 hours

Senior College Curriculum (2)21 hours

BUSA 2100.....3 hours

BUSA 3100.....3 hours

FIN 3350.....3 hours

MGNT 3250.....3 hours

MKTG 3050.....3 hours

International Option.....3 hours

(Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)

BUSA 2999.....0 hours

BUSA 3999.....0 hours

BUSA 4900.....3 hours

Required Marketing Core (2)9 hours

MKTG 3620.....3 hours

MKTG 3650.....3 hours

MKTG 4900.....3 hours

Marketing Electives (2).....12 hours

Any 3000- or 4000-level MKTG courses not selected above. Any students not taking MKTG 4680 as their International Option selection must take MKTG 4680 as a Marketing Elective.

Business Electives (2).....9 hours

Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG courses not required or selected above.

General Electives (3).....9 hours
(General Electives may consist of business and/or non-business classes)

- (1) If ECON 2105 is taken in AREA E, the grade must be a "C" or better.
- (2) The grade in each of these courses must be a "C" or better.
- (3) If PERS 2799 - Intro to Personal Finance was not taken in AREA B, it must be taken in General Electives. If ECON 2105 was not taken in AREA E, it must be taken in General Electives. The grade in ECON 2105 must be a "C" or better.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Changes in the senior core for the college of business required changes to the International Business major which we have presented here.

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.) Student performance on various assessment tools.

| | |
|---|-----------------|
| Approvals: | |
| Department Head: <i>Mely R. F. Lopez</i> | Date: 2/26/2016 |
| College/Division Exec. Committee: <i>Sanjay Gupta</i> | Date: 2/26/16 |
| Dean(s)/Director(s): <i>J. Wayne Stanley</i> | Date: 2/26/16 |
| Grad. Exec. Committee: (for graduate course) | Date: |
| Graduate Dean: (for graduate course) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A 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:
electronic

Proposed Effective Date for Curriculum Change:
(Month/Year): Aug 2016

Degree & Program Name:
(e.g., BFA, Art): BBA with Major in Healthcare Administration

Present Requirements:

Core AREAS A-E (See VSU Core Curriculum)
.....42 hours
Area F Requirements 18 hours
BUSA 2106.....3 hours
BUSA 2201.....3 hours
ECON 2105.....3 hours
ECON 2106.....3 hours
ACCT 2101.....3 hours
ACCT 2102.....3 hours

Senior College Curriculum.....60 hours
Required Senior College Core15 hours
BUSA 2000.....1 hour
BUSA 2100.....3 hours
ENGL 2010.....2 hours
FIN 3350.....3 hours
MGNT 3250.....3 hours
MKTG 3050.....3 hours

Required Healthcare Core18 hours
HCAD 3200.....3 hours
HCAD 3400.....3 hours
HCAD 3600.....3 hours
HCAD 4000.....3 hours
HCAD 4100.....3 hours
HCAD 4980.....3 hours

Healthcare Electives (select three).....9 hours
ECON 3810, MKTG 3100, COMM 4160, SOCI 3750.

Business Electives (select three).....9 hours
Any 3000- or 4000-level ACCT, BUSA, ECON, FIN, HCAD, IB, MGNT, or MKTG course.

General Electives.....9 hours
6 hours must be non-business

Proposed Requirements (Underline changes after printing this form: Core Areas A-E (See VSU Core Curriculum) (1).....42 hours

Area F Requirements (2) 18 hours
BUSA 1105.....3 hours
BUSA 2201.....3 hours
BUSA 2106.....3 hours
ECON 2106.....3 hours
ACCT 2101.....3 hours
ACCT 2102.....3 hours

Healthcare Administration Major Curriculum.....60 hours
Senior College Curriculum (2)21 hours
BUSA 2100.....3 hours
BUSA 3100.....3 hours
FIN 3350.....3 hours
MGNT 3250.....3 hours
MKTG 3050.....3 hours
International Option.....3 hours
(Choose 1 of the following: ECON 3600, FIN 3650, IB 3000, MGNT 4800, MKTG 4680)
BUSA 2999.....0 hours
BUSA 3999.....0 hours
BUSA 4900.....3 hours

Required Healthcare Administration Core (2)15 hours
HCAD 3100.....3 hours
HCAD 3200.....3 hours
HCAD 3400.....3 hours
HCAD 3600.....3 hours
HCAD 4000.....3 hours

Required Business Concentration (2).....9 hours
Select one area of concentration from ACCT, ECON, FIN, HCAD, MGNT, or MKTG. From your chosen area of concentration, select any three 3000- or 4000-level courses not required above.

Healthcare Electives (2).....9 hours
Select any three of the following: HCAD 4977,
HCAD 4980, ECON 3810, MKTG 3100, MGNT
3450, MGNT 4000, MGNT 4600.

General Electives (3).....6 hours
(Electives in this 6 hr. tract may consist of business
and/or non-business classes)

(1) If ECON 2105 is taken in AREA E, the grade
must be a "C" or better.

(2) The grade in each of these courses must be a
"C" or better.

(3) If PERS 2799 – Intro to Personal Finance was
not taken in AREA B, it must be taken in General
Electives. If ECON 2105 was not taken in AREA E,
it must be taken in General Electives. The grade in
ECON 2105 must be a "C" or better.

Justification:

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

Improve student learning outcomes: Exposure to diagnostic codes early in the healthcare course of study will allow students to better understand the impact of coding on insurance and financial decisions as well as a better appreciation of the importance of Electronic Healthcare records (EHRs) in the use and management of healthcare data.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.


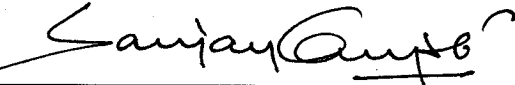

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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. We plan to conduct follow-up interviews with both alumni and employers.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

| | | |
|---|--|-----------------|
| Department Head: |  | Date: 26 FEB/16 |
| College/Division Exec. Committee: |  | Date: 2/26/16 |
| Dean(s)/Director(s): |  | Date: 2/26/16 |
| Grad. Exec. Committee: (for graduate course) | | Date: |
| Graduate Dean: (for graduate course) | | Date: |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

REQUEST FOR A NEW PROGRAM

Valdosta State University

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

Proposed Effective Date: Fall 2016

Degree and Program

Name:

Minor in Operations
Management

Requirements: (attach new or revised course proposals separately)

Minor in Operations Management... 15 Hours

Required:

BUSA 2100... 3 hours

BUSA 3100... 3 hours

Electives: (Select 3)

MGNT 3300... 3 hours

MGNT 3400... 3 hours

MGNT 4600... 3 hours

MGNT 4700... 3 hours

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

Improving Student Learning Outcomes A minor in operations management will provide majors and non-majors with additional learning opportunities to acquire skills that can be used on the job and in the marketplace.

Adopting Current Best Practice(s) in Field The college of business has been given the opportunity to add minors to the existing curriculum; and the college of business in engaging with local business has determined that there is a need for the minor.

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. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students. The local business community has also stated that Valdosta is in need of individuals who have an education in operations management, particularly in light of economic growth and the need to effectively run a successful business.

Direct measures: Materials collected and evaluated for program assessment purposes

(tests, portfolios, specific assignments, etc.)

Assessment Plan for the proposed program: The proposed minor utilizes existing courses within the college of business. As such, the current AOL structure and reporting procedure will be used.

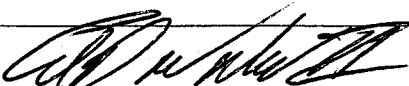
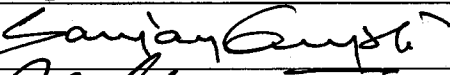
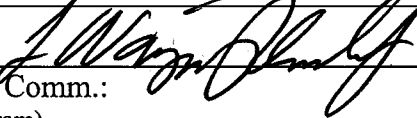
Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys and responses from the Business Advisory Council

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

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

| | |
|--|-----------------|
| Dept. Head:  | Date: 26 Feb 16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate program) | Date: |
| Graduate Dean (for graduate program): | Date: |
| Academic Committee: | Date: |

Form last updated: January 21, 2010

REQUEST FOR A NEW PROGRAM

Valdosta State University

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

Proposed Effective Date: Fall 2016

Degree and Program Name:
Minor in Business Law

Requirements: (attach new or revised course proposals separately)
Minor in Business Law... 15 Hours

Required:

BUSA 2106... 3 hours

BUSA 3110... 3 hours

Electives: (Select 3)

HCAD 4000 ... 3 hours

MGNT 3500... 3 hours

MGNT 3910... 3 hours

MGNT 4010... 3 hours

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

Improving Student Learning Outcomes A minor in business law will provide majors and non-majors with additional learning opportunities to acquire skills that can be used on the job and in the marketplace.

Adopting Current Best Practice(s) in Field The college of business has been given the opportunity to add minors to the existing curriculum; and the college of business in engaging with local business has determined that there is a need for the minor.

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. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students. The local business community has also stated that Valdosta is in need of individuals who have an education in business law matters, particularly in light of economic growth and the need to effectively work with lawyers and accountants to conduct successful business planning.

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

Assessment Plan for the proposed program: The proposed minor utilizes existing courses within the college of business. As such, the current AOL structure and reporting procedure will be used.

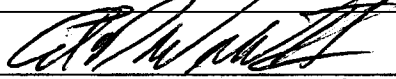

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys and responses from the Business Advisory Council

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

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

| | | |
|---|---|-----------------|
| Dept. Head: |  | Date: 26 Feb 16 |
| College/Division Exec. Comm.: | Sanjay Anandhi | Date: 2/26/16 |
| Dean/Director: |  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate program) | | Date: |
| Graduate Dean (for graduate program): | | Date: |
| Academic Committee: | | Date: |

Form last updated: January 21, 2010

REQUEST FOR A NEW PROGRAM

Valdosta State University

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

Proposed Effective Date: Fall 2016

Degree and Program Name:
Minor in Business Analytics

Requirements: (attach new or revised course proposals separately)

Minor in Business Analytics... 15 Hours

Required:

BUSA 2100... 3 hours

BUSA 3100... 3 hours

Electives: (Select 3)

MGNT 4640... 3 hours

MKTG 3650... 3 hours

ECON 3000... 3 hours

HCAD 3100... 3 hours

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

Improving Student Learning Outcomes A minor in business analytics will provide majors and non-majors with additional learning opportunities to acquire analytical skills that can be used on the job and in the marketplace.

Adopting Current Best Practice(s) in Field The college of business has been given the opportunity to add minors to the existing curriculum; and the college of business in engaging with local business has determined that there is a need for the minor.

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. Anecdotal evidence from students both from within the major as well as students from other majors suggests that such an offering would provide opportunities for students. The local business community has also stated that Valdosta is in need of individuals who have advanced analytical skills, particularly in light of economic growth and the need to effectively manage and analyze increasing amounts of business data.

Direct measures: Materials collected and evaluated for program assessment purposes

(tests, portfolios, specific assignments, etc.)

Assessment Plan for the proposed program: The proposed minor utilizes existing courses within the college of business. As such, the current AOL structure and reporting procedure will be used.


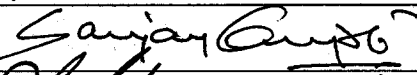
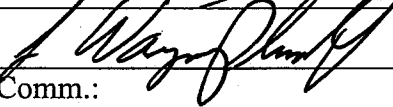
Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys and responses from the Business Advisory Council

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

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

| | |
|--|-----------------|
| Dept. Head:  | Date: 26 Feb 16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate program) | Date: |
| Graduate Dean (for graduate program): | Date: |
| Academic Committee: | Date: |

Form last updated: January 21, 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:
electronic

Proposed Effective Date for Curriculum Change:
(Month/Year): Aug 2016

Degree & Program Name:
(e.g., BFA, Art): Minor in Healthcare Administration

Present Requirements:

Required Courses for Minor in Healthcare Administration 12

MGNT 3250
 Management and Organizational Behavior 3
 or
PSYC 3800
 Industrial/Organizational Psychology 3
 HCAD 3200 (Note 1)
 Healthcare Management 3
 HCAD 3400
 Healthcare Financing and Insurance 3
 HCAD 3600 (Note 1)
 Healthcare Information Systems 3

Electives

Select six hours from the following:

ECON 3810
 Health Economics 3
MKTG 3100
 Health Care Marketing 3
 HCAD 4000
 Legal and Ethical Issues in Healthcare Administration 3
 HCAD 4100 (Note 1)
 Healthcare Human Resources Mangement 3

Note 1: For non-business major pursuing the HCAD minor, PSYC 3800 may replace MGNT 3250 as a prerequisite for these courses.

Proposed Requirements (Underline changes after printing this form:

Required Courses for Minor in Healthcare Administration 18

MGNT 3250 (note 1)
Management and Organizational Behavior 3
HCAD 3100 (note 1 and 2)
Introduction to Healthcare Informatics 3
HCAD 3200
Healthcare Management 3
HCAD 3400
Healthcare Financing and Insurance 3
HCAD 3600
Healthcare Information Systems and Security 3
HCAD 4000
Legal and Ethical Issues in Healthcare Administration 3

Note 1: For a non-business major pursuing the HCAD minor, PSYC 3800 may replace MGNT 3250 and serve as a prerequisite for this course.

Note 2: For non-business major pursuing the HCAD minor, MATH 2620 may replace BUSA 2100 as a prerequisite for this course.

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: Exposure to diagnostic codes early in the healthcare course of study will allow students to better understand the impact of coding on insurance and financial decisions as well as a better appreciation of the importance of Electronic Healthcare records (EHRs) in the use and

management of healthcare data.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.

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?).

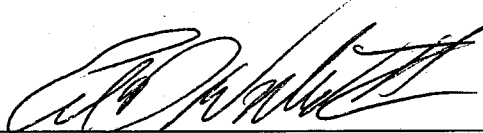
Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. We plan to conduct follow-up interviews with both alumni and employers.

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

Approvals:

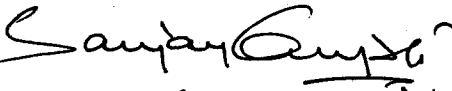
Department Head:



Date:

26 Feb 16

College/Division Exec. Committee:



Date:

2/26/16

Dean(s)/Director(s):



Date:

2/26/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

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:
electronic

Proposed Effective Date for Curriculum Change:
(Month/Year): Aug 2016

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

Present Requirements:
Minor in Entrepreneurship (open only to non-business majors)
ECON 2106
Principles of Microeconomics 3
ACCT 2099
Accounting Principles for Entrepreneurs 3
MKTG 3050
Introduction to Marketing 3
MGNT 3250
Management and Organization Behavior 3
MGNT 3900
Entrepreneurship Skills 3
MGNT 3910
Small Business Management 3
Total Hours 18

Proposed Requirements (Underline changes after printing this form:

Minor in Entrepreneurship
ECON 2106
Principles of Microeconomics 3
ACCT 2099 (1)
Accounting Principles for Entrepreneurs 3
MKTG 3050
Introduction to Marketing 3
MGNT 3250
Management and Organization Behavior 3
MGNT 3900
Entrepreneurship Skills 3
MGNT 3910
Small Business Management 3
Total Hours 18

(1) Business majors may use ACCT 2101
Principles of Accounting I 3

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: A series of interviews with several local employers indicated that students need to receive specialized training in certain managerial areas. The ability of students to earn one, or possibly more, minors in specific areas of business is favored by these employers. Business majors have been asking that they be allowed to earn a Minor in Entrepreneurship since the inception of the minor.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. A series of interviews with several local employers indicated that students need to receive specialized training in certain managerial areas. The ability of students to earn one, or possibly more, minors in

specific areas of business is favored by these employers.

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

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

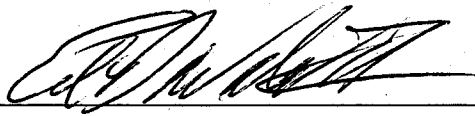
Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. We plan to conduct follow-up interviews with both alumni and employers.

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

Approvals:

Department Head:



Date:

26 Feb 16

College/Division Exec. Committee:



Date:

2/26/16

Dean(s)/Director(s):



Date:

2/26/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/15/2016 (mm/dd/yyyy)

Department Initiating Request:
Management and Healthcare Administration

Faculty Member Requesting:
Gary Hackbarth PHD, MBA

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3100

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Twice 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.) Prerequisite or Co-requisite: MGNT 3250 and BUSA 2100. An introduction to the concepts and competencies required in classifying, coding, managing, and analyzing diseases and procedures used by healthcare professionals in the context of Electronic Healthcare Record (EHR) systems.

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: An "Introduction to Healthcare Informatics" (HCAD 3100) will build upon and reinforce student competencies introduced in Area F Accounting and Economics courses needed to understand healthcare coding skills as they move into HCAD 3600 (Healthcare Information Technology). Further, HCAD 3100 will be a prerequisite for Healthcare Financing and Insurance (HCAD 3400) by providing the necessary background in how healthcare costs are coded, tracked, and analyzed within the Electronic Health Record system to routinely track patient care, healthcare quality outcomes, and the performance of healthcare professionals, their organizations, and insurance claimants. Classification and procedural codes are the fundamental building blocks by which all costs in healthcare are tracked, calculated, and healthcare claims repaid. Therefore, a fundamental understanding of disease and procedure classification codes will not only improve student outcomes in HCAD 3400 (Healthcare Financing and Insurance) and HCAD 3600 (Healthcare Information Systems), but ECON 3810 (Health Economics).

Adopting current best practice(s) in field: All healthcare professionals whether they work in clinical or healthcare business administration fields use the same disease and procedural classification codes to document care. The Affordable Care Act of 2007 necessitates the use and standardization of healthcare codes. Healthcare Business Administration Students who understand and can use codes effectively gain a competitive advantage in seeking internships and

initial employment opportunities as they can quickly understand how to process insurance claims, solve customer billing issues, track healthcare organizational performance, follow critical healthcare business processes, as well as analyze healthcare business data .

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Such a course has been asked for by healthcare business professionals in the Valdosta State University regional sphere of influence.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Such a course has been asked for by healthcare business professionals in the Valdosta State University regional sphere of influence.

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

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

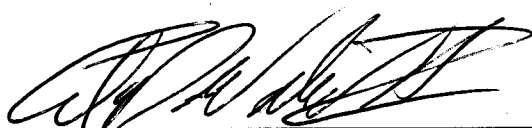
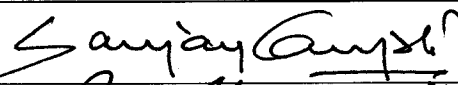
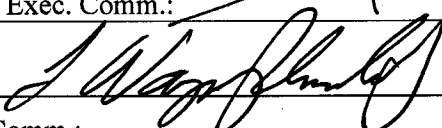
Data Sources:

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

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

Other:

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

| | |
|--|-----------------|
| Approvals: | |
| Dept. Head:  | Date: 26 FEB 16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Introduction to Healthcare Informatics (HCAD 3100)
Fall 2016, 3 Credits

Co-prerequisites: MGNT 3250 Organizational Behavior and Management
BUSA 2100 Applied Business Statistics

Course Meetings: Online

Instructor: Dr. Gary Hackbarth
Office Phone: 229-245-3805

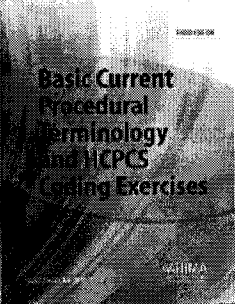
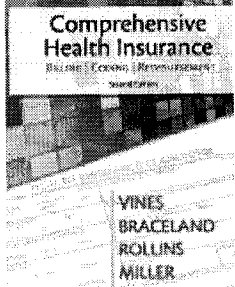
Office: HSBA 3213
Email: ghackbarth@valdosta.edu

Office Hours: Monday 0930 – 1330,
Wednesday 0930 – 1330; or by appointment.

Time Zone: Eastern Standard Time (EST)

Course Description (from VSU Catalog): An introduction to the concepts and competencies required in classifying, coding, managing, and analyzing diseases and procedures used by healthcare professionals in the context of Electronic Healthcare Record (EHR) systems..

Required Materials:

| | |
|---|--|
|  | <p>Basic Current procedural terminology and HCPCS Coding Exercises, 3/E AHIMA ISBN-10: 0134244370 ISBN-13: 9780134244372 2016 • Pearson • Paper, 172 pp Published 10/08/ Approximately \$39.95</p> |
|  | <p>Comprehensive Health Insurance: Billing, Coding, and Reimbursement, 3/E Deborah Vines, Ann Braceland, Elizabeth Rollins, Susan Miller ISBN-10: 013445877X ISBN-13: 9780134458779 2017 • Prentice Hall • Paper, 984 pp (Publish date July 2016) Approximately \$120.00</p> |

Course Syllabus: Students are responsible for all information in the syllabus and in BlazeView.

Office of Career Opportunities: For more information about the Office of Career Opportunities call 229-333-5942/5942 or drop by in person at Powell Hall-West, 1st and 2nd floor.

Atomic Learning: Atomic Learning offers educational institutions access to a complete training library of over 50,000 short, show-and-tell video training tutorials on over 205 of the most common applications. There is Just-In-Time (JIT) training on more than 205 of the most common software applications. There is technology how-to self-assessment to review your individual skill level. You can find a Video storytelling guide to planning and create quality movies. Atomic Learning tutorials are available to faculty, staff and students 24/7, 365 days a year. All you need do is login with your BlazeView username and password. For more information, please visit <http://www.valdosta.edu/colleges/education/atomic-learning/welcome.php>.

VSA General Education Outcomes:

This course addresses two of VSU's general education outcomes:

VSU General Education Outcome #3: Students will use computer and information technology when appropriate. They will demonstrate knowledge of computer concepts and terminology. They will possess basic working knowledge of a computer operating system. They will be able to use at least two software tools, such as word processors, **spreadsheets**, database management systems, or **statistical packages**. They will be able to find information using computer searching tools.

VSU General Education Outcome #5: Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and **be able to collect, analyze, and interpret data**. They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to **use basic knowledge of statistics to interpret and to analyze data**. They will be able to **evaluate arguments based on quantitative data**.

Langdale College of Business Administration Goals and Learning Objectives:

The programs of the Langdale College of Business are accredited by the **Association to Advance Collegiate Schools of Business (AACSB)** International. Less than one-third of the business programs in the United States have achieved this distinction of quality and a small but growing number of schools outside of the United States. To maintain our commitment to quality, the Langdale College faculty and administration have identified goals and learning objectives that provide students with the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers. The goals and learning objectives addressed by this course are:

Goal: Business majors will be able to effectively utilize analytical skills to solve business problems.

Students will

1. Demonstrate analytical skills
2. Utilize analytical skills to resolve business problems

Goal: Business majors will be competent in the use of technology.

Students will

1. Use appropriate technology to search for & gather business information.
2. Use appropriate technology to assimilate & analyze business information.
3. Use appropriate technology to communicate business information.

Assignments: Weekly assignments

Quizzes: Quizzes will be of two types. There may be quizzes to evaluate class preparation and quizzes that address mastery of short-term learning objectives.

Exams: There will be a mid-term and final Exam.

Course Grade: Your course grade will reflect your *performance*, not effort.

| | |
|------------|--------|
| Home Work | (30 %) |
| Quizzes | (20%) |
| Exam 1 | (20%) |
| Final Exam | (30%) |
| | (100%) |

Final Letter Grades: Your final letter grade will be determined based upon your earned points. Guaranteed grade cut-offs are: A – 90% (900 points), B – 80% (800 points), C – 70% (700 points), and D – 60% (600 points). Grades are determined by percentage and not the by the number of points.

If you experience difficulty in this course, consult with your instructor immediately. If you wait until the last few weeks of class to get help from the instructor, it is too late!

Student grades will only be discussed in a password protected system.

Extra Credit Assignments: If there are any opportunities for extra credit, they will be available to the entire class. There will be no individual extra credit opportunities.

Make-up Policy: Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Late Assignments: Late assignments may be accepted at the instructor's discretion at a penalty of 10% per day late. If you know you will miss class, avoid late penalties by turning in your homework ahead of time or emailing it to your instructor on or before the original due date.

Access Office/Students with Disabilities: Students with disabilities who are experiencing barriers in this course may contact the access office for assistance in determining and implementing reasonable accommodations. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP), and 229-219-1348 (TTY). For more information, please visit <http://valdosta.edu/access> or Email: access@valdosta.edu. The Access Office will provide the instructor will appropriate documentation and details about what accommodations are allowed. It is the student's responsibility to contact the instructor and request accommodations at the appropriate times.

Academic Honesty: Students are expected to follow the Student Code of Conduct, as published by VSU: "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. All students are expected to do their own work and to uphold a high standard of academic ethics."

The full code is available at the following web

address: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Students found to have not completed their own work, as determined by the instructor, will receive a zero for that assignment. Each infraction will be reported in accordance with the Valdosta State University Academic Honesty Policy and the Student Code of Conduct. Multiple infractions may lead to a lowering of the course grade, a failing grade, or dismissal from the course.

Email: This course uses "only" your VSU Email address. Your instructor will make use of email to communicate with the class and may distribute class materials as attachments to email. Therefore, you are expected to maintain and regularly check a valid valdosta.edu email account. Further, your instructor will only respond to emails from a valdosta.edu email address. Any email from another email address will be considered junk mail and promptly deleted.

- Email is a professional communication. Help me help you! Please consider these suggested guidelines when communicating with your instructor:
 - Use the proper honorific.
 - Include who you are (complete name), course, and section.
 - State the problem or issue as clearly as possible
 - Provide the necessary relevant background.
 - Discuss the issue or problem in the proper context.
 - What would you like the resolution to the problem or issue to be?
 - Be concise. Limit your words but be clear and factual.
 - Use proper grammar and spelling.
 - If you provide a screen shot or graphic, explain what it is I should be seeing.
 - Remember that Emails are a formal communication tool. They are not informal and they are saved. People will remember what you say and how you say it. If you can't put a smiley face at the end, don't send it!

Withdrawals: Students may withdraw from courses after drop/add until mid-term with a grade of "W." After mid-term, a student may withdraw from a class *only for non-academic hardships*. A petition for exception will be required. All other withdrawals after mid-term will be considered "WF." It is the responsibility of the student to complete the withdrawal process. Effective Fall 2010, all undergraduates are limited to five (5) course withdrawals during their entire enrollment at VSU. See the VSU catalog for full details of the "5 W policy."

Student Opinion of Instruction:

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

Schedule of Topics:

| SCHEDULE | TOPIC |
|----------|---|
| Week 1 | Course Introduction, Syllabus, Introduction to Healthcare Codes |
| Week 2 | Coding 1 |
| Week 3 | Coding 2 |
| Week 4 | Coding 3 |
| Week 5 | Guest Speaker, Exam 1 |
| Week 6 | Introduction to Electronic Health Records (EHRs) |
| Week 7 | Electronic Health Records (EHRs) |
| Week 8 | Electronic Health Records (EHRs) |
| Week 9 | Electronic Health Records (EHRs) |
| Week 10 | Electronic Health Records (EHRs) |
| Week 11 | Guest Speaker, Exam 2 |
| Week 12 | Introduction to Healthcare Data Collection |
| Week 13 | Introduction to Business Processes |
| Week 14 | Introduction to Healthcare Data Analysis |
| Week 15 | Healthcare Data Analysis |
| Week 16 | Final Exam |

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 2/19/2016 (mm/dd/yyyy)

Department Initiating Request:
Marketing and International Business

Faculty Member Requesting:
Aubrey R. Fowler III

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MKTG 4530

Proposed New Course Title:
International Marketing Communications
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Int. Marcom

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Once a Year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 45

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MKTG 4500. Examines advertising and promotion principles from an international marketing communications perspective. Topics range from analyses of consumers, target markets, and advertising appeal strategies to development of advertising, media, and promotional plans in international environments.

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

- Improving student learning outcomes: There are three primary learning outcomes associated with the class: (1) Students will learn to integrate the different functions of international marketing communications; (2) Students will develop a critical understanding of international marketing communications and its place in the international environment; and (3) Students will complete an extensive review of international marketing communications within the context of a international environment
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The class is being offered as part an elective for all business majors but specifically for marketing and international business majors located within the curriculum of the College of Business

Source of Data to Support Suggested Change:

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

126

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment for the course is through in-class assignments, country reports, tests, and other such projects.

Other:

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

| Approvals: | |
|---|-----------------|
| Dept. Head: <i>Andy R. Fisher</i> | Date: 2/26/2016 |
| College/Division Exec. Comm.: <i>Sanjay Arora</i> | Date: 2/26/16 |
| Dean/Director: <i>J. Wang</i> | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

MRKT 4530: International Marketing Communications

Fall 2015: 9:30 to 10:45 AM TTh, Pound Hall Room 120

Aubrey R. Fowler III, arfowler@valdosta.edu

Office: HSBA Dean's Suite, 3002N

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

Office Hours: 2:00 to 4:30 PM TTh and by appointment

REQUIRED TEXT: Clow and Baack, *Integrated Advertising, Promotion, and Marketing Communications, 7th Edition* (eText through Pearson My Marketing Lab).

OBJECTIVES: Over the course of the semester, we will:

- Determine what promotions are and how to use them
- Understand elements of the promotions process
- Develop knowledge of promotions in a foreign country
- Discuss the effects of promotions on the marketplace



COURSE DESCRIPTION

Marketing 4530 is designed to introduce you to the fundamentals of Integrated Marketing Communications as well as to assist you in understanding and developing strategies for your future endeavors. International Promotions continues that emphasis by helping students to learn about promotional efforts in a foreign country as well as the nuances associated with international advertising and other promotional efforts. As such, we will examine the communication aspects of marketing as a system, not only to define the various terms associated with communications but applying them to "real" world situations as well. This class is ultimately intended to advance your knowledge of marketing in order to better prepare you for future jobs you may have as well as to understand how promotional efforts work on you, and provide you with insight into other marketing activities.

ASSIGNMENTS

Chapter Quizzes: There are 15 chapter quizzes on the Pearson My Marketing Lab site that randomly generate a set of questions. You may take the quizzes as often as you like as long as you have made at least one attempt prior to class time on the day a chapter is due and have achieved a perfect score on the quiz. Each quiz has a time limit of 20 minutes. This is an individual assignment.

Chapter Infographics: For each chapter, you will integrate your knowledge of concepts in the chapter in an infographic chart of your own creation in partnership with another individual in the class. You may use any infographic builder available on the Internet to complete the assignment.

Class Project: Over the course of the semester, the class will divide into groups and develop an analysis of advertising and promotions efforts that are used in a foreign country of their choosing. The student groups will present their analyses to the IB committee at the end of the semester.

Individual Project: Each of you will pick a topic related to international promotions and demonstrate its impact on the business, consumers, society, or some other aspect of the marketplace. The topic may be social, legal, philosophical, ethical, or anything else you might want to investigate. The idea is to develop your understanding of the topic and present it to me in some fashion.

GRADING

You have an A. I repeat, as of this moment, you have an A in this class. Let that sink in for a moment because I know that may be a surprise for many of you as I know a number of you have never gotten an A before. So relish it. Think about it. Say to yourself, "I have an A on the very first day of class... just for showing up." And I pledge to you that what I say is true. You have an A.

Now, you have to keep it. You have the A as long as you strive to keep it throughout the semester, and you do so in three distinct ways, each of which is fairly straightforward. To keep your A you must complete all assignments and do the following: 1) show up, 2) participate, and 3) improve.

Complete All Assignments: For each assignment you do not complete, you will lose a letter grade. By completion, I mean that all aspects of the assignment have been completed to the best of your ability. If you miss any part of the assignment, then that assignment will be considered incomplete.

Showing Up: I understand that some absences are unavoidable in that, at times, life has a tendency to get in the way of your other plans. You get two absences on me where you can miss class for any reason at all. Your third absence, I'll start asking for a reason for the absence. With that absence, if I don't think your reason is acceptable, you will lose a letter grade. If I accept it, then there is no penalty. However, the next absence and for each one beyond it, you will lose a letter grade. So use absences wisely.

Participation: When you show up, you better be ready to work, meaning that you've done all the preliminary work that I've asked you to do, and you've done it to the best of your ability at this point. It also means that you will work with your partners, your group, and your class to the extent of your ability without "free-riding." Now, since I cannot be in your groups or monitor you full-time, I have to rely on evidence of participation. That evidence will come in two forms. One will be included in a peer report, and the other will be through a self-report.

Improvement: Your work shouldn't simply be about checking off boxes to show that you've done the work. You will demonstrate that you have improved over the course of the semester. That essentially means that you are not in competition with anyone else in the class for your grade, nor does it mean that you are in competition with an arbitrary standard of quality that has little (if any) relation to reality. It simply means that you are in competition with yourself, and if you do not demonstrate to me and the rest of the class that you have improved over the semester, you will lose a letter grade.

That's it. That's how you keep your grade. Now go to it.

CLASSROOM POLICIES

Here we go. Harassment by anyone will not be tolerated. Academic dishonesty of any sort will not be tolerated. Unnecessary classroom disruptions will not be tolerated. In each of these three items, it is up to the discretion of the professor to determine what constitutes harassment, dishonesty, and disruption; and if your behavior is deemed as such, you will be asked to leave. Otherwise, you are all adults in this class, and I expect you to act as such. That being said, this is your class, and I expect you to take ownership of the class. Come to class prepared to participate, to ask questions, and to challenge yourself, your fellow students, and even me. Please feel free to come to me with any problem you have in the classroom, be it with another student or with my approach in class. Finally, students requiring classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 115 Nevins Hall (Phone: 245-2498 or 219-1348).

Request for a Revised Course
Valdosta State University

Date of Submission: 02/04/2016 (mm/dd/yyyy)

Department Initiating Revision:
Management and Healthcare Administration

Faculty Member Requesting Revision:
Gary Hackbarth and Ning Wang

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3200 Healthcare Management

List Current and Requested Revisions:

Current:
Course Prefix and Number: HCAD 3200
Credit Hours: 3
Course Title: Healthcare Management
Pre-requisites:MGNT 3250
Course Description: An introduction to the concepts and competencies required in managing direct care and non-direct care healthcare organizations.

Requested:
Course Prefix and Number: HCAD 3200
Credit Hours: 3
Course Title: Healthcare Management
Pre-requisites:None
Course Description: An introduction to the concepts and competencies required in managing direct care and non-direct care healthcare organizations.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
3 semesters per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: MGNT 3250 is no longer required as a co-prerequisite or prerequisite for HCAD 3200 Healthcare Management because of revisions to the LCOBA senior core.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course:

| | |
|---|-----------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Sanjay Gupta</i> | Date: 2/26/16 |
| Dept. Head: <i>[Signature]</i> | Date: 26 FEB 16 |
| Dean/Director: <i>[Signature]</i> | Date: 2/26/16 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2016 (mm/dd/yyyy)

Department Initiating Revision:
Management and Healthcare Administration

Faculty Member Requesting Revision:
Gary Hackbarth and Ning Wang

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3400 Healthcare Financing and Insurance

List Current and Requested Revisions:

Current:
Course Prefix and Number: HCAD 3400
Credit Hours: 3
Course Title: Healthcare Financing and Insurance
Pre-requisites:
Course Description: An introduction to the financing of healthcare delivery. Topics include various insurance settings, the biggest insurance programs, and reimbursement mechanisms.

Requested:
Course Prefix and Number: HCAD 3400
Credit Hours: 3
Course Title: Healthcare Financing and Insurance
Pre-requisites: Prerequisite or corequisite: HCAD 3200 Healthcare Management; and, prerequisite: HCAD 3100 Introduction to Healthcare Informatics
Course Description: An introduction to the financing of healthcare delivery. Topics include various insurance settings, the biggest insurance programs, and reimbursement mechanisms.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
1 semesters per year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: Exposure to diagnostic codes early in the healthcare course of study will allow students to better understand the impact of coding on insurance and financial decisions.
- Adopting current best practice(s) in field: Coding of diseases and medical procedures are the under-pinnings of accounting and financial data in the healthcare business world. An understanding of coding and related medical terminology is essential to the proper running of a healthcare business office environment and resolving insurance disputes on behalf of insurance providers, healthcare businesses, and patients.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.

Plans for assessing the effectiveness of the course: We plan to conduct follow-up interviews with both alumni and employers.

| | |
|---|-----------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Sanjay Bandyopadhyay</i> | Date: 2/26/16 |
| Dept. Head: <i>[Signature]</i> | Date: 26 FEB 16 |
| Dean/Director: <i>[Signature]</i> | Date: 2/26/2016 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2016 (mm/dd/yyyy)

Department Initiating Revision:
Management and Healthcare Administration

Faculty Member Requesting Revision:
Gary Hackbarth

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 3600 Healthcare Information Systems

List Current and Requested Revisions:

Current:
Course Prefix and Number: HCAD 3600
Credit Hours: 3
Course Title: Healthcare Information Systems
Pre-requisites:MGNT 3250
Course Description: An introduction to the implementing and managing of information systems in healthcare management, with an overview of standards and components to assure quality information.

Requested:
Course Prefix and Number: HCAD 3600
Credit Hours: 3
Course Title: Healthcare Information Systems and Security
Pre-requisites:HCAD 3100 Introduction to Healthcare Informatics and HCAD 3200 Healthcare Management
Course Description: An introduction to the implementation, security, and managing of information systems in healthcare management, with an overview of standards and components to assure quality information.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
2 semesters per year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Exposure to diagnostic codes early in the healthcare course of study will allow students to better understand the impact of coding on insurance and financial decisions as well as a better appreciation of the importance of Electronic Healthcare records (EHRs) in the use and management of healthcare data.

Adopting current best practice(s) in field: Security in all its many forms is of increasing concern in business in general and particularly in the healthcare field as healthcare records become increasingly available in the online environment. Managers face increasing penalties (political, social, criminal, and civil) for failure to adhere to existing laws and standards and a general failure to anticipate security issues before they become issues.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: A series of interviews with several local employers indicated that students need to receive specialized training in healthcare coding and an understanding of basic medical terminology.

Plans for assessing the effectiveness of the course: We plan to conduct follow-up interviews with both alumni and employers.

| | |
|---|-----------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Sandy Camp</i> | Date: 2/26/16 |
| Dept. Head: <i>[Signature]</i> | Date: 26 FEB 16 |
| Dean/Director: <i>[Signature]</i> | Date: 2/26/16 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 02/04/2016 (mm/dd/yyyy)

Department Initiating Revision:
Management and Healthcare Administration

Faculty Member Requesting Revision:
Gary Hackbarth and Ning Wang

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HCAD 4100 Healthcare Human Resources Management

List Current and Requested Revisions:

Current:
Course Prefix and Number: HCAD 4100
Credit Hours: 3
Course Title: Healthcare Human Resources Management
Pre-requisites:MGNT 3250 and PERS 2485
Course Description: Basic concepts of human resource management applied to healthcare organizations. Topics include selection of healthcare personnel; training in a clinical setting; scheduling with emphasis on shift, legal, and regulatory issues; motivation, compensation, and retention; managing shortages and surpluses; and discipline in health related professions. Additional topics are the Joint Commission on Accreditation of Healthcare Organizations and organized labor in healthcare organizations.

Requested:
Course Prefix and Number: HCAD 4100
Credit Hours: 3
Course Title: Healthcare Human Resources Management
Pre-requisites:MGNT 3250
Course Description: Basic concepts of human resource management applied to healthcare organizations. Topics include selection of healthcare personnel; training in a clinical setting; scheduling with emphasis on shift, legal, and regulatory issues; motivation, compensation, and retention; managing shortages and surpluses; and discipline in health related professions. Additional topics are the Joint Commission on Accreditation of Healthcare Organizations and organized labor in healthcare organizations.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
1 semester per year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)
 Improving student learning outcomes: PERS 2485 Medical Terminology for Health and Wellness is a 2 hour course focused on medical terminology as a healthcare language. This course is no longer required as a prerequisite to HCAD 4100 with the addition of HCAD 3100 (Introduction to Healthcare Informatics) to the HCAD major . HCAD 3100 integrates medical terminology with medical coding in a 3 hour course that will be a prerequisite to HCAD 3400

(Healthcare Financing and Insurance) and HCAD 3600 (Healthcare Information Technology and Security). As a required course for the HCAD major beginning in the Fall of 2016, HCAD 3100 makes the course content of PERS 2485 redundant. Removal of this prerequisite simplifies scheduling as all HCAD courses and prerequisites are now upper division courses and allows students to schedule more effectively in meeting their career goals.

- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course:

| | |
|---|-----------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>Sanjay Gupta</i> | Date: 2/26/16 |
| Dept. Head: <i>[Signature]</i> | Date: 26 FEB/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2/26/16 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/30/2015 (mm/dd/yyyy)

Department Initiating Request:
Music

Faculty Member Requesting:
Steven Taylor

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PERS 2240

Proposed New Course Title:
Shape-note Singing and The Sacred Harp
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Shape-note Singing

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to shape-note singing and The Sacred Harp, examining the history and culture of this regional music. This course will explore the early American music of the 19th century shape-note literature, authors and composers, and context in world music. Students will learn to sing using the shape-note method.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: To provide students with a richer understanding of the history and culture of shape-note singing and The Sacred Harp in our region.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student surveys administered in MUSC 1100 Music Appreciation indicate an interest in this subject.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

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

| | |
|---|----------------------|
| Approvals: | |
| Dept. Head: <i>J. W. M.</i> | Date: <i>2/16/16</i> |
| College/Division Exec. Comm.: <i>CTE</i> | Date: <i>2/16/16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2/16/16</i> |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Syllabus
PERS 2240 Shape-note Singing and *The Sacred Harp* credit hrs: 2-0-2
An introduction to shape-note singing and *The Sacred Harp*
VSU College of the Arts, Department of Music

Instructor: Steven Taylor

Phone: 229-219-1270

Email: staylor@valdosta.edu

Office: Room 2020, Fine Arts Building

Schedule and Office Hours: <http://www.valdosta.edu/~staylor/schedule.html>

Course Texts: *The Sacred Harp: A Tradition and Its Music*, Buell Cobb, 2004
The Sacred Harp (Cooper Edition), 2012

Course Objectives: On successful completion of this course, students will be able to:

Sight sing simple music written in shape notation.

Lead singing in traditional shape-note style.

Discuss the origins and history of shape-note singing.

Identify and describe the origins of diverse tunes and poetry incorporated in shape-note song books.

Discuss the social and religious context of singing schools and community singing from early America to present.

Discuss the lives and work of the major shape-note authors and their context in early American and world music.

Describe the contributions of Native American and African American authors to the singing school movement and shape-note literature.

Relate the regional cultural heritage of shape-note singing to world musical culture.

Assess the strengths and limitations of shape-note systems as musical/educational devices.

General Educational Outcomes: (VSU General Educational Outcomes: Area B, Area C, Area E, Learning goal 1 & 3, and NASM standards VII D 1 a (3))

Students will demonstrate knowledge of the history of early American shape-note music, its cultural context, and its regional development through reading assignments and examinations.

Students will develop the ability to apply analytical, historical, and empirical knowledge to shape-note singing activities.

Students will demonstrate an understanding of shape-note music concepts through research assignments and presentations.

Students will employ computer technology and internet research capabilities as part of course discussions.

Assignments:

Students will be expected follow the schedule for all learning units on Blazeview. Each unit will contain reading assignments and will be followed by a quiz. Singing lessons will be practiced in class and singing progress will be evaluated through oral examinations, which will be listed on the calendar on Blazeview. A final paper on a major topic dealing with shape-note singing will be due the last day of class. Details about final paper requirements will be described on Blazeview.

Course Outline: (Schedule for these units will be on the Blazeview Calendar)

I. Background - The Singing Schools

II. Shape-notes and early American song books

III. *The Sacred Harp*

A. The Rudiments and basic terminology

1. Rhythm

2. Meter

3. Notes and rests

4. Scales and intervals

5. Repeats, Da Capo, etc.

6. Beating time, walking time, and leading

7. Singing exercises

B. Sources and styles

C. Authors

D. Editions

E. Singing conventions

IV. Other shape-note books

V. Native American and African American singing

VI. Shape-note singing in the 20th century

Evaluation:

Attendance and class participation 25%

| | |
|-------------------|-----|
| Quizzes | 25% |
| Oral examinations | 25% |
| Final paper | 25% |

Grading Scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below.

Attendance Policies:

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination. . . . When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course.

All students who miss the roll will be considered absent. Students will be excused and recorded present when they have legitimate excuses outside of their control, such as, but not limited to: medical, transportation, and legal problems that prevent their attendance. Students must provide advance notice if they cannot be present for an examination. Failure to do so may lead to a zero grade for that exam if no legitimate excuse is provided, as outlined above for attendance. Any behavior that falls short of full attentiveness in class, such as: talking to your neighbor, using a cellphone, text messaging, etc., will lower your attendance grade appropriately. Personal electronic devices can only be used in class to access the class web material. Students who create a disruption to the class for other students will be dismissed immediately on the first offense and may be dropped with a failing grade for disrupting class after the first offense.

Special Accommodations:

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

Academic Integrity:

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.

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

Credit Hour Definition:

The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time

and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses.

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

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for class. Thus, a 3 credit-hour lecture course will require an average of 6 hours per week of work outside of class.

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



Valdosta State University

Request for a New Program

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

Degree and Program Name: Minor, Health Communication
Date of Submission (MM/DD/YYYY): 2/22/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016
Date proposal submitted to USG: _____

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

Only 12 hours can count in either the Communication or Public Relations Majors and the Health Communication Minor.

- COMM 2100 Introduction to Communication Theory (3-0-3)
- COMM 2300 Interpersonal Communication (3-0-3)
- COMM 3041 Intercultural Communication (3-0-3)
- COMM 3231 Health Communication (3-0-3)
- COMM 4151 Applied Health Communication (3-0-3)
- PREL 3250 Public Relations and Health Care (3-0-3)

Total..... 18 hours

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Program revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised program aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: The Health Communication Minor replaces the Health Communication certificate. Moving from a certificate to a minor program enhances program credibility and allows for recognition of program completion on student transcripts.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

Plan for Assessing the Proposed Program

The Department assesses the extent to which educational outcomes are met by using a portfolio system. The completed portfolios include designated assignments that will vary depending upon course selection. Assignments are evaluated on a periodic basis utilizing a standardized rubric.

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

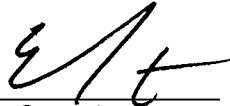
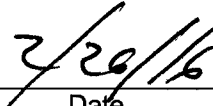
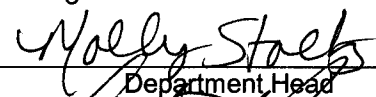
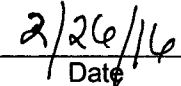
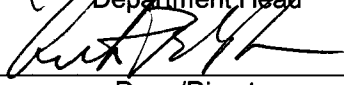
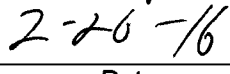
Explain: Student, employer, and alumni surveys.

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

Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.

Other
Explain:

Approvals

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



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Mark Borzi

Proposed Current Course

Prefix: COMM Number 1500 Hours: (lecture-lab-credit hours): 3-0-3
Title: Introduction to Communication Studies
Short Title: Intro to Comm Studies
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:

Course Description:
Orientation to the communication profession. Topics addressed include professionalism, workplace etiquette, career opportunities, writing style, technology, research, and written and oral presentational skills. This course is to be taken the first term enrolled as a major.

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

Improving Student Learning Outcomes
Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course reflects alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

154

Explain: The new course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

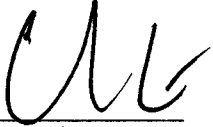
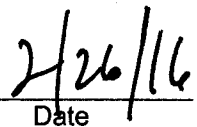

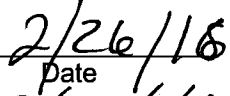
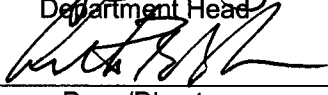
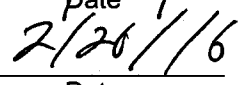
Explain: Course learning outcomes assessed through exams, class activities, and student written assignments.

Other

Explain:

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

Approvals

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| College/Division Executive Committee | | Date | |
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| Academic Committee | | Date | |

Catalog Description: Orientation to the communication profession. Topics addressed include professionalism, workplace etiquette, career opportunities, writing style, technology, research, and written and oral presentational skills. This course is to be taken the first term enrolled as a major

Rationale: This class is required for for all Communication and Public Relations Majors. The course provides students with basic orientation to academic performance expectations and disciplinary knowledge.

Possible Text: Selected readings and open source texts.

Course Objectives: Upon successful completion of this course:

Orientation to Discipline

- Students will explain communication as the primary social process.
- Students will describe major historical events that shape the communication discipline.
- Students will identify major theories and theorists in communication.

Orientation to the department

- Students will create a four-year academic plan.
- Students will describe the roles of adviser and advisee.
- Students will identify program faculty and their areas of interest.

Orientation to student success

- Students will describe and demonstrate professional behavior.
- Students will describe and demonstrate effective learning skills in the academic environment.
- Students will describe social and professional opportunities available to them as communication majors.

Orientation to research and writing

- Students will describe and demonstrate effective college-level writing styles.
- Students will describe and demonstrate appropriate library research techniques.
- Students will demonstrate appropriate use of APA style sheet.

Orientation to Technology

- Students will demonstrate use of computer applications that will assist in effective learning.

Educational Outcomes: This course meets the following major education outcomes.

- 1) The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
- 2) The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Mark Borzi

Proposed Current Course

Prefix: COMM Number 1800 Hours: (lecture-lab-credit hours): 2-2-3
Title: Communication Technology
Short Title: Communication Technology
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:

Course Description:

Examination and application of technology design processes and their impact on communication.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

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

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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

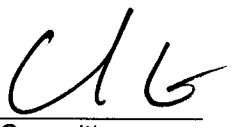
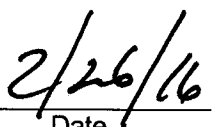

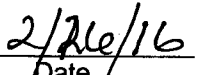
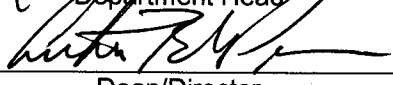
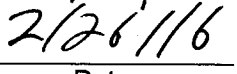
Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other
Explain:

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

Approvals

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

COMM 1800. Communication Technology

2-2-3

Catalog Description: Examination and application of technology design processes and their impact on communication.

Rationale: This class is required for for all Communication and Public Relations majors. The course provides students with basic understanding and experience with technology necessary for successful performance in major and career.

Possible Text: Lynda.com tutorials

Course Objectives: Upon successful completion of this course:

Design Basics

- Students will explain and demonstrate basic concepts of design (scale, proportion, balance, emphasis, similarity/contrast, texture).
- Student will explain and demonstrate basic principles of color theory.
- Students will explain and demonstrate basic principles of message design.

Computer Basics

- Students will demonstrate proper file security, naming conventions, and directory structure.
- Students will explain the rationale for strong backup systems.
- Students will demonstrate creating, opening, and closing documents.
- Students will demonstrate basic word processing functions including document setup, style enhancements, table creation and layout, graphics and image insertion, text boxes, header and footers, footnotes, and form creation.
- Students will demonstrate basic spreadsheet functions including document setup, style enhancements, macros, formulas, table and chart creation.

Visual Aid Basics

- Students will describe the advantages and disadvantages of different visual aid types.
- Students will describe different strategies for use of visual aids.
- Students will outline the structure and style of a strong electronic visual aid.
- Students will create visual aids for different modes of delivery.

Print Design Basics

- Students will describe the process to create a print publication.
- Students will demonstrate proper techniques for laying out a publication using publishing software.

Educational Outcomes: This course meets the following major education outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

General Educational Outcomes:

Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Review: Communication Arts
 Faculty Member Requesting: Mark Borzi

Proposed Current Course

Prefix: COMM Number 3031 Hours: (lecture-lab-credit hours): 3-0-3
 Title: Communication Law and Ethics
 Short Title: Comm Law and Ethics
 For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
 Frequency of Course Offering: Annually

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

Prerequisites:
 COMM 1500 and COMM 2100

Course Description:
 Examination of the history and effects of laws that impact communication processes.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

164

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

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

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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


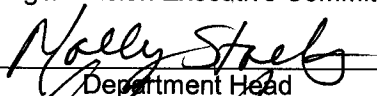
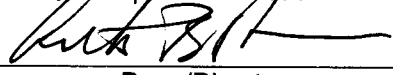
Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other
Explain:

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

Approvals

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

COMM 3031. Communication Law and Ethics

(3-0-3)

Catalog Description: Prerequisites: COMM 1500 and COMM 2100. Examination of the history and effects of laws that impact communication processes.

Rationale: This class is required for for all Communication and Public Relations Majors. The course provides students with an understanding of the communication legal environment

Possible Text: Moore, R.L. (2011). *Media law and ethics* (4th ed.). Routledge: New York, NY.

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

- Students will describe the legal system.
- Students will identify the sources of law.
- Students will describe current case law related to media.
- Students will describe the current status of privacy and privacy protections in society and in the media.
- Students will analyze a fact pattern and determine appropriate ethical actions.
- Students will describe ethical issues in the current media and organizational environments.
- Students will describe current case law on intellectual property.
- Students will describe the importance and application of business law to communication environments.

Educational Outcomes: This course meets the following major education outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

General Educational Outcomes:

Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: linda pysher jurczak

Proposed Current Course

Prefix: COMM Number 3111 Hours: (lecture-lab-credit hours): 3-0-3
Title: Applied Communication Research
Short Title: Applied Comm Research
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 2100.

Course Description:
The study and application of contemporary research methods in organizational settings. Students explore how organizations make data-based decisions utilizing multiple methods including observation, surveys, focus groups, content analysis, and experiments. Students will complete a research project as part of this course.

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

Improving Student Learning Outcomes
Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

168

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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


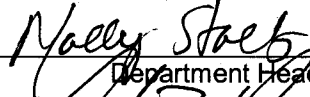
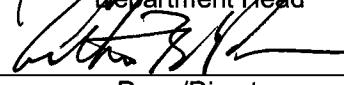
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

| | |
|--|---------------------------------|
|  _____ College/Division Executive Committee | <u>2/26/16</u> _____ Date |
|  _____ Department Head | <u>2/26/16</u> _____ Date |
|  _____ Dean/Director | <u>2/26/16</u> _____ Date |
| _____ Graduate Executive Committee | _____ Date |
| _____ Graduate Dean | _____ Date |
| _____ Academic Committee | _____ Date |

COMM 3111 APPLIED COMMUNICATION RESEARCH METHODS 3-0-3

PREREQUISITES: COMM 1500 and COMM 2100.

COURSE FORMAT: This is a lecture course, and it carries three semester hours of credit. It meets three lecture hours per week.

COURSE DESCRIPTION: The study and application of contemporary research methods in organizational settings. Student explore how organizations make data-based decisions utilizing multiple methods including observation, surveys, focus groups, content analysis, and experiments. Students will complete a research project as part of this course.

RATIONALE: This course is a required course for Communication Majors.

TEXT: This course will require selected readings rather than having an assigned text.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

- 1) Demonstrate understanding of the ethical issues surrounding communication research.
- 2) Identify the different ways for observing and measuring communication variables.
- 3) Describe principles of designing valid and reliable communication research.
- 4) Identify different methods for analyzing and interpreting data.
- 5) Understand the practical applications of research methods in the field of communication.
- 6) Understand basic measurement techniques.
- 7) Describe the use of analytics in contemporary research.
- 8) Articulate clear lines of reasoning to explain and illustrate one's own perspective using multiple sources.
- 9) Critically evaluate research articles.
- 10) Design and execute a research project using the methods learned in the class.

EDUCATIONAL OUTCOMES:

- 1) The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
- 2) The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

GENERAL EDUCATIONAL OUTCOMES

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written exams, written assignments, and oral presentations. Attendance is required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Mark Borzi

Proposed Current Course

Prefix: COMM Number 3211 Hours: (lecture-lab-credit hours): 2-2-3
Title: Event Planning
Short Title: Event Planning
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 1800.

Course Description:
Introduction to the principles of event management that includes the study of planning, managing, budgeting, promoting, and implementing special events for organizations.

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

Improving Student Learning Outcomes
Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

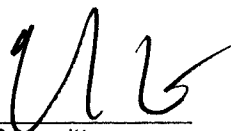
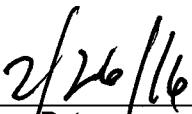

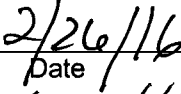

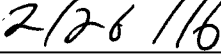
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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

COMM 3211. Event Planning

2-2-3

Catalog Description: Prerequisites: COMM 1500 and COMM 1800. An introduction to the principles of event management that includes the study of planning, managing, budgeting, promoting, and implementing special events for organizations

Rationale: This class is an elective for for all Communication and Public Relations Majors. The course provides students with an introduction to event and conference planning, a critical skill for majors.

Text: Dowson, R. & Bassett, D. (2015). *Event planning and management: A practical handbook for PR and events professionals (PR in practice)*. Philadelphia, PA: Kogan Page,

Course Objectives: Upon successful completion of this course:

- Students will describe the characteristics of various event types.
- Students will evaluate event needs and identify an appropriate venue.
- Students will describe and demonstrate the event planning process.
- Students will create event planning checklists and planning documents with appropriate tables and charts.
- Students will create and coordinate appropriate event content and program.
- Students will design appropriate promotion, publicity, marketing, and advertising for an event.
- Students will create, monitor, and evaluate an event budget.
- Students will utilize event technology and applications in delivery of an event.
- Students will demonstrate evaluation of an event.

Educational Outcomes: This course meets the following major education outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

General Educational Outcomes:

Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: William Faux

Proposed Current Course

Prefix: COMM Number 3331 Hours: (lecture-lab-credit hours): 2-2-3
Title: Creativity and Communication Design
Short Title: Creativity and Comm Design
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 1800 or Communication Minor.

Course Description:
Exploration of techniques for creating and applying concepts in professional communication message design.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

176

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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| College/Division Executive Committee | | Date <i>2/26/16</i> |
| <hr/> | <i>Molly Jacobs</i> | <hr/> |
| Department Head | | Date <i>2/26/16</i> |
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| Dean/Director | | Date <i>2/26/16</i> |
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| Graduate Dean | | Date |
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| Academic Committee | | Date |

COMM 3331 CREATIVITY AND COMMUNICATION DESIGN

2-2-4

CATALOG DESCRIPTION: Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Exploration of techniques for creating and applying concepts in professional communication message design.

RATIONALE: This is a required lower division course for all students with a major in Communication.

TEXT: Ruttenberg & Maital (2014). *Cracking the Creativity Code Zoom in/Zoom out/Zoom in Framework for Creativity, Fun, and Success*. Sage Publications or Communication Arts Magazine. Or comparable texts.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Identify the principles of designing communication;
2. Identify design strategies, rules, and other concepts associated with creating and designing communication;
3. Define and identify creative skills.
4. Demonstrate competent performance of creative communication design skills.

EDUCATIONAL OUTCOMES: This course meets the following major Education Outcomes:

- 1) Demonstrate understanding of the theories and practices of interpersonal, intercultural, small group, and public communication.

GENERAL EDUCATIONAL OUTCOME:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written examinations, written assignments, performance assignments, and participation. Attendance is required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: David Nelson

Proposed Current Course

Prefix: COMM Number 3411 Hours: (lecture-lab-credit hours): 3-0-3
Title: Visual Communication and Aesthetics
Short Title: Visual Comm and Aesthetics
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 1800 or Communication Minor.

Course Description:
Study of the design, use, and impact of visuals on communication processes.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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| Graduate Dean | | Date | |
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| Academic Committee | | Date | |

COMM 3411 Visual Communication and Aesthetics

3-0-3

CATALOG DESCRIPTION: Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Study of the design, use, and impact of visuals on communication processes.

RATIONAL: This is a class required for Communication Majors. It is also recommended for any upper division pre-professional student

POSSIBLE TEXT: Williams, R. & Newton, J. (2007). *Visual communication: Integrating media, art and science*. London: Routledge.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Critique and evaluate visual communication design in all domains.
2. Apply concepts and theories in the use and presentation of images and information.
3. Explain the basic terminology and concepts that underlie all the visual arts.
4. Articulate the principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful images.

EDUCATIONAL OUTCOMES: This course meets the following major Education Outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: David Nelson

Proposed Current Course

Prefix: COMM Number 3421 Hours: (lecture-lab-credit hours): 3-0-3
Title: Social Media Strategies
Short Title: Social Media Strategies
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 1800 or Communication Minor.

Course Description:
Study of social media strategies and their impact on communication processes and relationships. Emphasis is placed on how social media shapes virtual interpersonal and organizational identities.

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

Improving Student Learning Outcomes
Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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


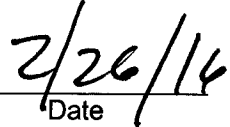
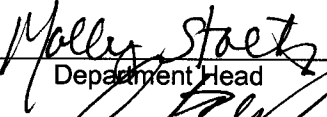
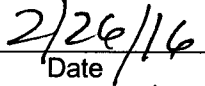

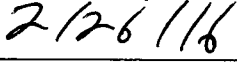
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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| College/Division Executive Committee Date | Date |
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| Graduate Dean Date | Date |
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| Academic Committee Date | Date |

CATALOG DESCRIPTION: Prerequisites: COMM 1500 and COMM 1800 or Communication Minor. Study of social media strategies and their impact on communication processes and relationships. Emphasis is placed on how social media intentionally or unintentionally shapes virtual interpersonal and organizational identities.

RATIONAL: This is a class required for Communication majors. It is also recommended for any upper division pre-professional student.

POSSIBLE TEXT: Selected journal articles and popular press articles on social media.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Explain the concepts and theories associated with new media studies.
2. Demonstrate an understanding of how digital media technologies may affect the political, cultural, and economic underpinnings of society.
3. Demonstrate an informed, critical appreciation for new media theory and tools.
4. Use blogging and micro-blogging technologies to share thoughts, interact with, and critique ideas of your fellow classmates.
5. Create individual projects to reflect their understanding of the principles discussed in class.

EDUCATIONAL OUTCOMES: this course meets the following major Education Outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Review: Communication Arts
 Faculty Member Requesting: David Nelson

Proposed Current Course

Prefix: COMM Number 4111 Hours: (lecture-lab-credit hours): 3-0-3
 Title: Data Analytics for Communication
 Short Title: Comm Data Analytics
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
 Frequency of Course Offering: Annually

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

Prerequisites:
 COMM 3111.

Course Description:
 Contemporary analysis of large data sets for assistance in decision-making in message design and stakeholder communication.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

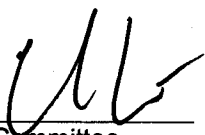


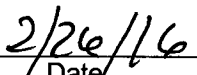
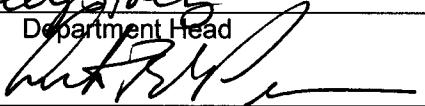
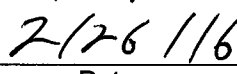
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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| Department Head | Date |
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| Dean/Director | Date |
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| Graduate Executive Committee | Date |
| _____ | _____ |
| Graduate Dean | Date |
| _____ | _____ |
| Academic Committee | Date |

COMM 4111 Data Analytics for Communication

3-0-3

CATALOG DESCRIPTION: Prerequisite: COMM 3111. Contemporary analysis of large data sets for assistance in decision-making in message design and stakeholder communication.

RATIONAL: This is a class required for Communication and Public Relations majors. It is also recommended for upper-division pre-professional students.

POSSIBLE TEXT: Baesens, B. (2014). *Analytics in a big data world: The essential guide to data science and its applications*. Hoboken, New Jersey, John Wiley & Sons, Inc.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Survey the needs and importance of data analytics in various contexts.
2. Demonstrate an understanding of the challenges of managing big data.
3. Design effective ways for communicating results to special users.

EDUCATIONAL OUTCOMES: this course meets the following major Education Outcomes.

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Mark Borzi

Proposed Current Course

Prefix: COMM Number 4151 Hours: (lecture-lab-credit hours): 3-0-3
Title: Applied Health Communication
Short Title: Applied Health Communication
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 3230.

Course Description:
Advanced study of design, implementation, and evaluation of health communication campaigns.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

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

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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



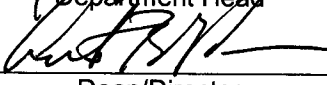
Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other
Explain:

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

Approvals

| | |
|---|-----------------------|
| <hr/>  College/Division Executive Committee | <hr/> 2/26/16 Date |
| <hr/>  Department Head | <hr/> 2/26/16 Date |
| <hr/>  Dean/Director | <hr/> 2/26/16 Date |
| <hr/> Graduate Executive Committee | <hr/> Date |
| <hr/> Graduate Dean | <hr/> Date |
| <hr/> Academic Committee | <hr/> Date |

CATALOG DESCRIPTION: Prerequisite: COMM 3231. Advanced study of design, implementation, and evaluation of health communication campaigns.

RATIONALE: This course builds on the introductory health communication course, providing students with experience in developing, implementing, and analyzing a health campaign providing sound outcomes for students in the health communication minor and the public relations program.

POSSIBLE TEXTS:

Health Communication in the 21st Century (2nd ed.), by Wright, Sparks & O'Hair. Wiley-Blackwell, 2103. ISBN: 978-0-470-67272-3.

National Cancer Institute. (2004). Making health communication programs work ["The Pink Book"]. <http://www.cancer.gov/pinkbook/page1> (Web-browser version)

OR http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook/Pink_Book.pdf (PDF version)

National Cancer Institute. (2005). Theory at a Glance ["Theory at Glance"]. <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>

Centers for Disease Control and Prevention (2012). CDC's Guide to Writing for Social Media. <http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/GuidetoWritingforSocialMedia.pdf>

Centers for Disease Control and Prevention. (2011). The Health Communicator's Social Media Toolkit. http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf

Centers for Disease Control and Prevention. (2009). Simply Put: A guide for creating easy-to-understand materials (3rd. Ed.). http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf

Schiavo, R. (2005). Health Communication vs. Related Disciplines. http://www.comminit.com/drum_beat_324.html

U.S. Department of Health and Human Services. (2011). Healthy People 2020: Health Communication. <http://healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=>

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Define communication and its role in promoting health and improving behaviors.
2. Identify communication theories and methods for behavior change.
3. Analyze standard techniques used in health communication programs for specific intended audiences including research, planning, pre-testing, production/ implementation, launch and evaluation.
4. Describe the strengths, limitations and criteria for use of a range of health communication channels including to face-to-face, radio, print, television, and digital media.
5. Identify, target, create and evaluate a health communication program designed to improve the health of specific intended populations.

EDUCATIONAL OUTCOMES: This course meets the following major Education Outcomes:

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.
3. The communication major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION:

Course evaluation will be based on written examination, case study analysis, and the crafting of crisis communication plan. Attendance is required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Karen Sodowsky

Proposed Current Course

Prefix: COMM Number 4431 Hours: (lecture-lab-credit hours): 3-0-3
Title: Listening and Interviewing
Short Title: Listening and Interviewing
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 2300.

Course Description:
Examination of the theories and processes of listening and interviewing.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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


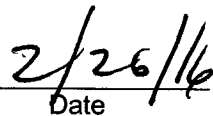

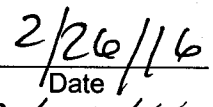
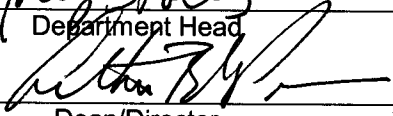
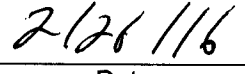
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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

COMM 4431 INTERVIEWING AND LISTENING

3-0-3

COURSE DESCRIPTION: Prerequisites: COMM 1500 and COMM 2300, Examination of the theories and processes of listening and interviewing.

RATIONALE: This course is an elective course under Interpersonal Communication and can be taken as a guided elective by other Communication majors. It provides theoretical and applied understanding of skills essential to communication excellence.

POSSIBLE TEXT: *Listening Across Lives*, edited by Molly Stoltz, Karen Sodowsky, and Carl Cates. (In Press)

Interviewing Guidebook, by Joseph DeVito

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Demonstrate understanding of listening and interviewing theories and applications across of variety of contexts and environments.
2. Analyze and apply best practices in listening and interviewing to examples of both.
3. Create portfolio worthy projects demonstrating their ability to listen and interview subjects.

EDUCATIONAL OUTCOMES: This course meets the following Education Outcomes:

1. The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.
3. The communication major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written exams, written assignments, and oral presentations. Projects appropriate to a 4000 level course and of a professional quality to be included in the students' portfolios.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Molly Stoltz

Proposed Current Course

Prefix: COMM Number 4441 Hours: (lecture-lab-credit hours): 3-0-3
Title: Communication Across Difference
Short Title: Comm Across Difference
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500, COMM 2300, and COMM 2500 or Communication Minor.

Course Description:
An examination of how communication is influenced by diversity.

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

Improving Student Learning Outcomes
Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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


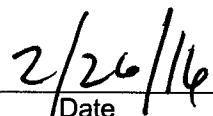
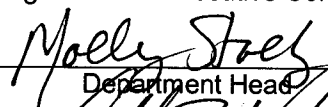
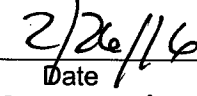
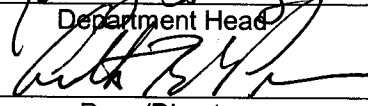
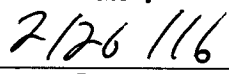
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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

COMM 4441 COMMUNICATION ACROSS DIFFERENCE

3-0-3

PREREQUISITE: COMM 1500, COMM 2300, and COMM 2500 or Communication Minor.
An examination of how communication is influenced by diversity.

COURSE FORMAT: This is a lecture course, and it carries three semester hours of credit. It meets three lecture hours per week.

COURSE DESCRIPTION: An examination of how the way you communicate is influenced by diverse individuals with diverse looks, values, languages, and cultures, in a variety of institutional structures.

RATIONALE: This course is an option course for communication majors with an emphasis in interpersonal communication.

POSSIBLE TEXT: This course will require selected readings rather than having an assigned text.

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

- 1) Identify political and social issues of minority groups and cultures students may not normally interact with.
- 2) Identify and practice communication skills for navigating a diverse workplace.
- 3) Competently identify and use communication skills to unmask cultural stereotypes.

EDUCATIONAL OUTCOMES:

- 1) The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
- 2) The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written exams, written assignments, and oral presentations. Attendance is required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Review: Communication Arts
Faculty Member Requesting: Prosper Tsikata

Proposed Current Course

Prefix: COMM Number 4521 Hours: (lecture-lab-credit hours): 3-0-3
Title: Crisis Communication and Negotiation
Short Title: Crisis Comm & Negotiation
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
Frequency of Course Offering: Annually

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

Prerequisites:
COMM 1500 and COMM 3321.

Course Description:
Application of tools, theories, and skills to manage organizational crises.

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

205

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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



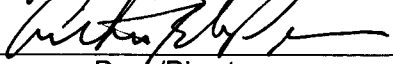
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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|  _____ | <u>2/26/16</u> _____ |
| College/Division Executive Committee Date | Date |
|  _____ | <u>2/26/16</u> _____ |
| Department Head Date | Date |
|  _____ | <u>2/26/16</u> _____ |
| Dean/Director Date | Date |
| _____ | _____ |
| Graduate Executive Committee Date | Date |
| _____ | _____ |
| Graduate Dean Date | Date |
| _____ | _____ |
| Academic Committee Date | Date |

CATALOG DESCRIPTION: Prerequisites: COMM 1500 and COMM 3321. Application of tools, theories, and skills to manage organizational crises.

RATIONALE: This course prepares students to manage crises in organizations and implement practices to mitigate future crises.

POSSIBLE TEXT (S):

Sellnow, T. & Seeger, M.W. (2013). *Theorizing crisis communication*. Wiley-Blackwell
Lerbinger, O. (2011). *The crisis manager: Facing disasters, conflicts, and failures* (2nd ed.).
Routledge

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

1. Define crisis and describe types and causes of crisis.
2. Analyze a crisis case study to determine the successes and failures of the communication intervention employed.
3. Design and pilot crisis communication plan for an identified crisis.

EDUCATIONAL OUTCOMES: This course meets the following major Education Outcomes:

1. Demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. Demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.
3. Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written examination, case study analysis, and the crafting of crisis communication plan. Attendance is required in keeping with university policy.



Valdosta State University

Request for a New Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Review: Communication Arts
 Faculty Member Requesting: William Faux

Proposed Current Course

Prefix: COMM Number 4531 Hours: (lecture-lab-credit hours): 3-0-3
 Title: Communicating Globally
 Short Title: Communicating Globally
For student Transcript, limit to 30 characters

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

Semester Effective: Fall 2016
 Frequency of Course Offering: Annually

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

Prerequisites:
 COMM 2500 and COMM 3331.

Course Description:
 An examination of the perspectives, theories, and assumptions underlying communication between nations, organizations, and people.

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

Improving Student Learning Outcomes
 Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course revisions reflect alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field
 Explain: The new course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree

Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

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

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Course learning outcomes assessed through exams, class activities, and written assignments.

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


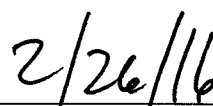
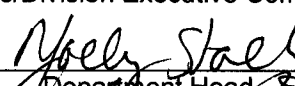
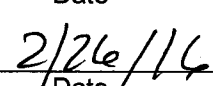
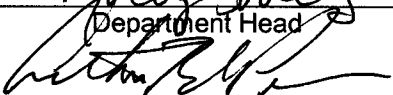
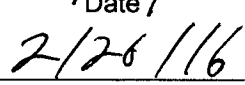
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other

Explain:

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

Approvals

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

all

COMM 4531 COMMUNICATING GLOBALLY

3-0-3

CATALOG DESCRIPTION: Prerequisite: COMM 2500, and COMM 3331.

Examination of the perspectives, theories, and assumptions underlying communication between nations, organizations, and people.

RATIONALE: This course will enhance students' knowledge, skills, and attitudes necessary for the preparation and training of individuals to engage in effective intercultural interaction in global and international contexts.

POSSIBLE TEXT: Gannon & Pillai (2016). *Understanding Global Cultures*. Sage Publications.

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Identify contexts impacting global contexts;
2. Identify major research methodologies in global communication; and
3. Assess intercultural, international, and global needs of a target population;
4. Provide solutions to satisfy those needs; and,
5. Demonstrate writing skills that accompany professional presentations of those solutions.

EDUCATIONAL OUTCOMES: this course meets the following major educational outcomes:

- 1) Demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
- 2) Demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication.

EVALUATION: Course evaluation will be based on written exams, written assignments, projects, and oral presentation. Attendance will be required keeping with university policy.

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/15 (mm/dd/yyyy)

Department Initiating Revision:
 Communication Arts

Faculty Member Requesting Revision:
 Molly Stoltz

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 COMM 2300 - Interpersonal Communication

List Current and Requested Revisions:

Current:
 Course Prefix and Number: COMM 2300
 Credit Hours: 3
 Course Title: Interpersonal Communication
 Pre-requisites:none
 Course Description: The study of communication skills in interpersonal relationships.

Requested:
 Course Prefix and Number:
 Credit Hours:
 Course Title:
 Pre-requisites:
 Course Description: The study of interpersonal communication relationships in social and professional contexts.

Semester/Year to be Effective:
 fall 2016

Estimated Frequency of Course Offering:
 Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Course description modified to better reflect course content.

Plans for assessing the effectiveness of the course: NA.

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| Approvals: | |
| College/Division Exec. Comm.: <i>UL</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>Nelly Stok</i> | Date: <i>2/26/16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2/26/16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Molly Stoltz

Current Course

Prefix: COMM Number 2520 Hours: (lecture-lab-credit hours): _____

Title: Introduction to Intercultural Communication

Pre-requisites: _____

Course Description: A study of how culture shapes language and the impact of language differences on persons with different cultural backgrounds.

Proposed Course Revisions (complete only changed items)

Prefix: COMM Number 2500 Hours: (lecture-lab-credit hours): _____

Title: Communication, Culture, and Community

Pre-requisites: _____

Course Description: Introduction to intercultural communication. The course addresses verbal and nonverbal theories, methods, and vocabulary used in mixed cultural situations. Emphasis is placed on sense-making and strategies to reduce uncertainty in social and cultural systems.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

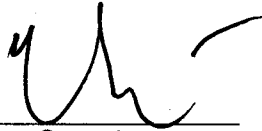


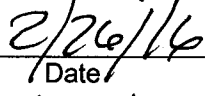
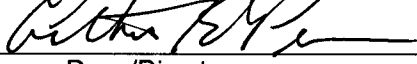
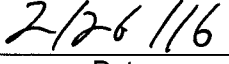
Other

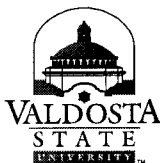
Explain: Course description modified to better reflect course content.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Michael Eaves

Current Course

Prefix: COMM Number 3071 Hours: (lecture-lab-credit hours): _____

Title: Argumentation

Pre-requisites: COMM 1110

Course Description: Theory and application of argumentation.

Proposed Course Revisions (complete only changed items)

Prefix: COMM Number 3011 Hours: (lecture-lab-credit hours): _____

Title: Argumentation and Advocacy

Pre-requisites: COMM 2100

Course Description: Theories of argumentation and advocacy.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program structure. Course title and description revisions clarify course content.

Approvals

UL

College/Division Executive Committee

2/26/16
Date

Molly Stacey
Department Head

2/26/16
Date

[Signature]
Dean/Director

2/26/16
Date

Graduate Executive Committee

Date

Graduate Dean

Date

Academic Committee

Date



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Karen Sodowsky

Current Course

Prefix: COMM Number 4160 Hours: (lecture-lab-credit hours): _____

Title: ~~Interpersonal Communication Theory~~ Health Communication

Pre-requisites: COMM 2100

Course Description: Study of interpersonal, media, and public communication in health communication theory

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 3231 Hours: (lecture-lab-credit hours): _____

Title: ~~Advanced Interpersonal Communication~~ Health Communication

Pre-requisites: COMM 1500 and COMM 2300 or HCAD Major

Course Description: Exploration of the role of communication in identifying, managing, and addressing major health events such as patient advocacy, health promotion, support groups, medical decision making, end-of-life caregiving, healthcare systems, and mediated patient care.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

221

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:



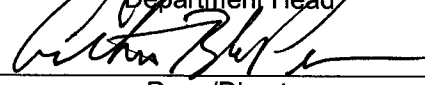
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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|  _____ | <u>2/26/16</u> Date |
| College/Division Executive Committee | |
|  _____ | <u>2/26/16</u> Date |
| Department Head | |
|  _____ | <u>2/26/16</u> Date |
| Dean/Director | |
| _____ | _____ |
| Graduate Executive Committee | Date |
| _____ | _____ |
| Graduate Dean | Date |
| _____ | _____ |
| Academic Committee | Date |



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Revision: Communication Arts
Faculty Member Requesting Revision: Prosper Tsikata

Current Course

Prefix: COMM Number 3100 Hours: (lecture-lab-credit hours): 3-0-3
Title: Small Group Communication
Pre-requisites: COMM 1110
Course Description: The theory and practice of small group communication.

Proposed Course Revisions (complete only changed items)

Prefix: COMM Number 3311 Hours: (lecture-lab-credit hours): 2-2-3
Title: Teams and Leadership
Pre-requisites: COMM 1500 and COMM 1800.
Course Description: Study of communication strategies that enhance and promote synergy, cohesion, and diversity in teams for effective and efficient attainment of their goals.

Effective Semester/Year: Fall 2016
Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

224


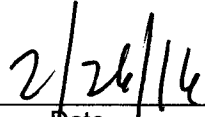
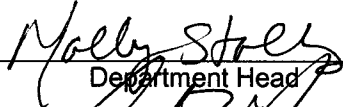
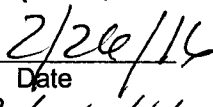
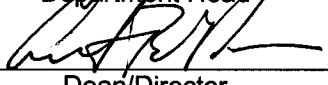
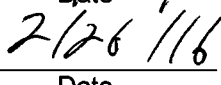
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Revision: Communication Arts
 Faculty Member Requesting Revision: Karen Sodowsky

Current Course

Prefix: COMM Number 4140 Hours: (lecture-lab-credit hours): _____
 Title: Interpersonal Communication Theory
 Pre-requisites: COMM 2100
 Course Description: The study of theories of interpersonal communication and their application to human relationships.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4401 Hours: (lecture-lab-credit hours): _____
 Title: Advanced Interpersonal Communication
 Pre-requisites: COMM 2100 and COMM 2300
 Course Description: Advanced study of interpersonal theories and processes.

Effective Semester/Year: Fall 2016
 Frequency of Course Offering Annually

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

Improving Student Learning Outcomes
 Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field
 Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

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




Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

| | |
|--|------------------------|
|  _____ College/Division Executive Committee | <u>2/26/16</u> Date |
|  _____ Department Head | <u>2/26/16</u> Date |
|  _____ Dean/Director | <u>2/26/16</u> Date |
| _____ Graduate Executive Committee | _____ Date |
| _____ Graduate Dean | _____ Date |
| _____ Academic Committee | _____ Date |

Request for a Revised Course
Valdosta State University

Date of Submission: 12-14-2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
M. Eaves

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 3320, Nonverbal Communication

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 3320
Credit Hours: 3
Course Title: Nonverbal Communication
Pre-requisites: COMM 2300
Course Description: Study of types and functions of nonverbal communication.

Requested:
Course Prefix and Number: COMM 4421
Credit Hours:
Course Title:
Pre-requisites: COMM 1500 and COMM 2300
Course Description: Advanced study of nonverbal codes and their applications in communication.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence

Course content is not changed.

Prerequisites are more in alignment with course content.

Plans for assessing the effectiveness of the course: Indirect measures such as student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis. Direct measures such as exams, class activities, and written assignments to assess course learning objectives.

| | |
|----------------------------------|-------------------|
| Approvals: | |
| College/Division Exec. Comm.: | U ✓ Date: 2/26/16 |
| Dept. Head: Molly Stogly | Date: 2/26/16 |
| Dean/Director: [Signature] | Date: 2/26/16 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 26, 2016



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Revision: Communication Arts
 Faculty Member Requesting Revision: Prosper Tsikata

Current Course

Prefix: COMM Number 3400 Hours: (lecture-lab-credit hours): _____
 Title: _____
 Pre-requisites: COMM 1110 and COMM 2100.
 Course Description: Introduces students to organizational communication theories, models, processes, and their applications

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4501 Hours: (lecture-lab-credit hours): _____
 Title: _____
 Pre-requisites: COMM 1500 and COMM 1800.
 Course Description: Study of complex organizations and their environments.

Effective Semester/Year: Fall 2016
 Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

233



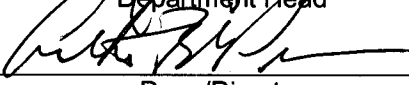
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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



Valdosta State University Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Prosper Tsikata

Current Course

Prefix: COMM Number 3410 Hours: (lecture-lab-credit hours): _____

Title: Conflict Management and Leadership

Pre-requisites: Sophomore Standing

Course Description: Strategies of managing conflicts in organizations and the role of leadership style in negotiations.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 3321 Hours: (lecture-lab-credit hours): _____

Title: Conflict Management

Pre-requisites: COMM 2300 or Communication Minor.

Course Description: Study of theories and approaches to managing conflict. Students utilize negotiation, mediation, and arbitration techniques in addressing interpersonal and organizational conflicts.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

236

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

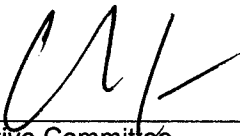
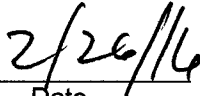
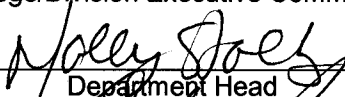
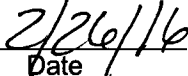
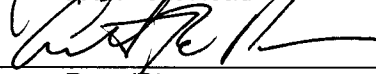
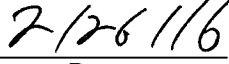
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

Course learning outcomes assessed through exams, class activities, and written assignments.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Mark Borzi

Current Course

Prefix: COMM Number 3600 Hours: (lecture-lab-credit hours): _____

Title: Directed Study in Communication Arts

Pre-requisites: _____

Course Description: _____

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4611 Hours: (lecture-lab-credit hours): _____

Title: _____

Pre-requisites: Approval of supervising instructor and Department Head

Course Description: Individual instruction for enrichment of advanced majors in their area of specialization. May be repeated with a change in topic.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other


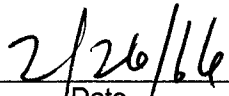
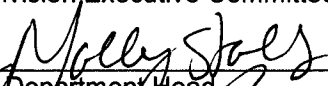
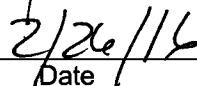
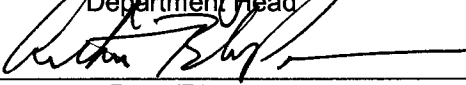
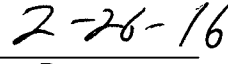
Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

This change does not impact course content. Renumbering places the course more correctly in course sequence and in catalog placement.

Assessment (Plan for Assessing the Effectiveness of the Course)

No change.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Mike Eaves

Current Course

Prefix: COMM Number 4060 Hours: (lecture-lab-credit hours): _____

Title: Persuasion

Pre-requisites: COMM 2100

Course Description: _____

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 3021 Hours: (lecture-lab-credit hours): _____

Title: _____

Pre-requisites: _____

Course Description: _____

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other


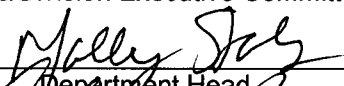
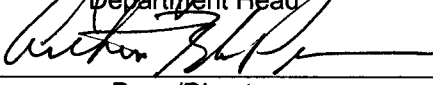
242

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Deborah Robinson

Current Course

Prefix: COMM Number 4340 Hours: (lecture-lab-credit hours): _____

Title: Capstone in General Speech

Pre-requisites: COMM 3000 or COMM 3800; COMM 4400: Speech Communication major.

Course Description: The application of theories and principles studied in the general speech emphasis to meet client needs in public, academic, and interpersonal communication.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4461 Hours: (lecture-lab-credit hours): _____

Title: Interpersonal Communication Capstone

Pre-requisites: Completion of Communication Core and COMM 4400

Course Description: Application of knowledge and skills through completion of a capstone experience requiring the analysis, development, and implementation of a project.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

245

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:


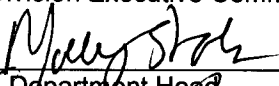
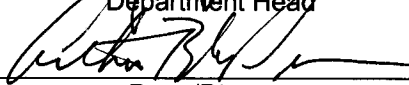
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change.

Approvals

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| College/Division Executive Committee | Date |
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|  _____ | _____ |
| Dean/Director | Date |
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| Graduate Executive Committee | Date |
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| Graduate Dean | Date |
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| Academic Committee | Date |



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: William Faux

Current Course

Prefix: COMM Number 4400 Hours: (lecture-lab-credit hours): _____

Title: Organizational Presentation

Pre-requisites: COMM 1110 and software competency.

Course Description: The study of advanced preparation and presentation techniques in organizations. This course will focus on the practice and understanding of professional presentations using advanced visual aids, the delivery of research reports, and the formulation of extended speeches.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4511 Hours: (lecture-lab-credit hours): _____

Title: Professional Communication

Pre-requisites: COMM 3330

Course Description: Identification and application of best communication practices for the workplace.

Effective Semester/Year: Fall 2016

Frequency of Course Offering: Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

248

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




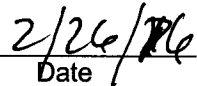

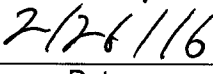
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

Direct measures such as student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis and indirect measures such as Program evaluation assessments via student portfolio, tests, student written assignments.

Approvals

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| College/Division, Executive Committee | Date |
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| Dean/Director | Date |
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| _____ Graduate Dean | _____ Date |
| _____ Academic Committee | _____ Date |



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Revision: Communication Arts
Faculty Member Requesting Revision: Mark Borzi

Current Course

Prefix: COMM Number 4420 Hours: (lecture-lab-credit hours): _____
Title: Advanced Organizational Communication
Pre-requisites: COMM 3400, COMM 3800, and Speech Communication Major.
Course Description: Communication processes and characteristics in formal organizations. Alternative theoretical perspectives and research methods to analyze communication in organizational settings are included.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4561 Hours: (lecture-lab-credit hours): _____
Title: Organizational Communicatin Capstone
Pre-requisites: Completion of Communication Core and COMM 4500.
Course Description: Application of knowledge and skills through completion of a capstone experience requiring the analysis, development, and implementation of a project.

Effective Semester/Year: Fall 2016
Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

251

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:


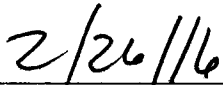
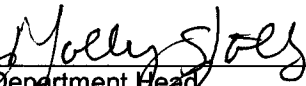
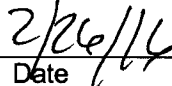

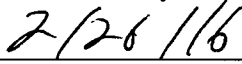
Other

Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

Assessment (Plan for Assessing the Effectiveness of the Course)

Direct measures such as student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis and indirect measures such as Program evaluation assessments via student portfolio, tests, student written assignments.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Revision: Communication Arts

Faculty Member Requesting Revision: Mark Borzi

Current Course

Prefix: COMM Number 4600 Hours: (lecture-lab-credit hours): _____

Title: Special Topics in Speech Communication

Pre-requisites: COMM 2100.

Course Description: The study of specialized communication theories. May be repeated for credit when topics differ.

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4601 Hours: (lecture-lab-credit hours): _____

Title: Special Topics in Communication

Pre-requisites: Permission of instructor.

Course Description: Exploration of topics outside the prescribed curriculum of communication. Course may be repeated for credit when topics are different.

Effective Semester/Year: Fall 2016

Frequency of Course Offering Annually

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

254

Explain:

Other


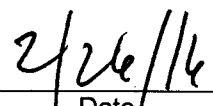
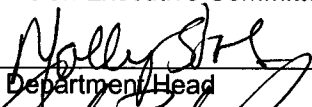
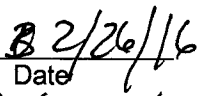
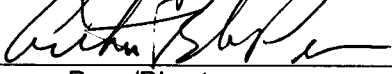
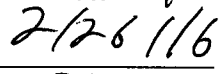
Explain: Course renumbering provides students with a coherent and understandable grouping and progression of courses. Visual representation of courses and programs is important in student recruiting and retention as it provides one means to communicate program coherence.

This course proposal combined COMM 4600 and COMM 4610 into one course option.

Assessment (Plan for Assessing the Effectiveness of the Course)

Direct measures such as student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis and indirect measures such as Program evaluation assessments via student portfolio, tests, student written assignments.

Approvals

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



Valdosta State University

Request for a Revised Course

Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Revision: Communication Arts
 Faculty Member Requesting Revision: Mark Borzi

Current Course

Prefix: COMM Number 4670 Hours: (lecture-lab-credit hours): _____
 Title: Internship
 Pre-requisites: Senior standing and major in appropriate specialization.
 Course Description: _____

Proposed Course Revisions (complete only changed items)

Prefix: _____ Number 4671 Hours: (lecture-lab-credit hours): _____
 Title: Internship in Communication
 Pre-requisites: Completion of Communication Core and COOP 1100.
 Course Description: _____

Effective Semester/Year: Fall 2016
 Frequency of Course Offering: Annually

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

Improving Student Learning Outcomes
 Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field
 Explain: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

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


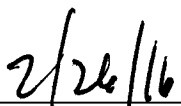
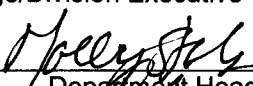
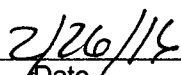
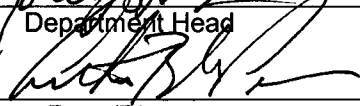
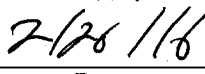
Other

Explain: Current internship requirements are based upon class standing. New prerequisites are based upon coursework. Feedback from employers suggests that educational background is more important than years in school.

Assessment (Plan for Assessing the Effectiveness of the Course)

No Change

Approvals

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



Valdosta State University

Request to Deactivate a Course/Program

Date of Submission (MM/DD/YYYY): 12/01/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2017

List of Courses (or the program or track) to be deactivated

COMM2400, COMM3000, COMM3310, COMM 35000, COMM3550, COMM3661, COMM3670,
COMM3800, COMM3900, COMM4130, COMM4170, COMM4340, COMM4420, COMM4430,
COMM4440

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Program revisions reflect better alignment of course and program learning outcomes to provide students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised program aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Benchmarking, and environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

Approvals

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| College/Division Executive Committee | Date |
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| Department Head | Date |
|  |  |
| Dean/Director | Date |
| _____ Graduate Executive Committee | _____ Date |

Graduate Dean

Date

Academic Committee

Date

MGB 1/20/16
Revised program.docx

2/12



Valdosta State University

Request for a Curriculum Change

Degree and Program Name: Minor, Communication
 Date of Submission (MM/DD/YYYY): 12/01/2015
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: Catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/minor-speech-communication/

Present Requirements

Minor in Speech Communication

| | | |
|--|---|----|
| COMM 1110 & COMM 2100 | Public Speaking and Introduction to Communication Theory | 6 |
| Select four from the following courses, of which one must be at the 4000 level | | 12 |
| COMM 2300 | Interpersonal Communication | |
| COMM 3100 | Small Group Communication | |
| COMM 3200 | Introduction to Public Relations | |
| COMM 3310 | Listening | |
| COMM 3330 | Interviewing | |
| COMM 3400 | Organizational Communication | |
| COMM 3500 | Fundamentals of Cross-Cultural Communication | |
| COMM 4060 | Persuasion | |
| COMM 4120 | Theories of Public Communication | |
| COMM 4130 | The Psychology and Semiotics of Communication | |
| COMM 4140 | Interpersonal Communication Theory | |
| COMM 4160 | Health Communication Theory | |
| COMM 4170 | Rhetorical Criticism | |
| COMM 4400 | Organizational Presentation | |
| COMM 4430 | Ethics in Human Communication | |

263

Proposed Requirements (Highlight changes)

Minor in Communication

Minor Core..... 9 hrs

- COMM 1800 Communication Technology (2-2-3)
- COMM 2100 Communication Theory (3-0-3)
- COMM 3111 Applied Communication Research (3-0-3)

Elective Areas 9 hrs

Select from one of the following options:

Intercultural Communication

- COMM 2500 Communication, Culture, and Community (3-0-3)
- COMM 3321 Conflict Management (3-0-3)
- COMM 4431 Communication Across Differences (3-0-3)

Advocacy

- COMM 3011 Argumentation and Advocacy (3-0-3)
- COMM 3021 Persuasion (3-0-3)
- COMM 3321 Conflict Management (3-0-3)

Message Design

- COMM 3331 Creativity and Communication Design (2-2-3)
- COMM 3411 Visual Communication and Aesthetics (3-0-3)
- COMM 3421 Social Media Strategies (3-0-3)

Total..... 18 hours

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Program revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised program aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student, employer, and alumni surveys.

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

Explain: Program evaluation assessments via student portfolio, tests, and student written assignment.

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student, employer, and alumni surveys.



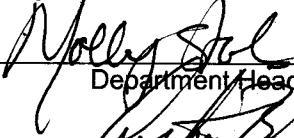
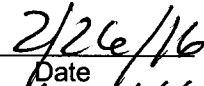
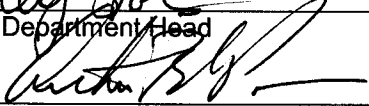

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.

Other

Explain:

Approvals

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

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: Department of Communication Arts
Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/>

Present Requirements

Dr. Mark G. Borzi, Department Head
Room 1001A, Communication Arts and Curriculum Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with a major in speech communication with emphases in general speech, public relations, and intercultural organizational communication; a B.F.A. degree with a major in dance; a B.F.A. degree with a major in theatre arts with tracks in performance, production, and musical theatre; and a B.F.A. degree with a major in mass media. The department also offers minors in speech communication, theatre arts, mass media, and dance.

All students who intend to pursue the B.F.A. with a major in dance or the B.F.A. with a major in theatre in the musical theatre track must audition for the faculty committee for the purpose of admission into these programs. Auditions for the major in theatre in the performance track must be done during the student's second consecutive semester.

All students admitted to either the musical theatre or performance tracks are required to audition for theatre area productions every semester that they are enrolled in the program. Exceptions for extenuating circumstances must be requested in writing at least two weeks prior to the scheduled auditions. Failure to meet these conditions will require a petition and audition for readmission to the appropriate track.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in sales, personnel management, public relations, corporate/diversity training, dance, theatre performance and management, and in the media industries including radio, television, the Internet, and music industries. Moreover, the department's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre, and the B.F.A. in Speech Communication focusing in Public Relations is accredited by the Public Relations Student Society of America Certificate in Education for Public Relations.

Grade Point Average Requirement for the BFA with a Major in Speech Communication and the BFA with a Major in Mass Media

Students entering the University directly from high school may declare a major in speech communication or in mass media. In order to continue as majors, students must maintain a GPA of 2.25 or better for speech communication or 2.5 or better for mass media. If in any given semester a student's overall GPA falls below 2.25 for speech communication or 2.5 for mass media, the student will have one semester (fall or spring) to bring it back up to or above the required level. If the overall GPA remains below the required level for the major for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in speech communication or mass media must have an overall GPA of at least 2.25 for speech communication or 2.5 for mass media. Upon acceptance as a major, a student must maintain an overall GPA at or above that required for the major as described above.

Current VSU students seeking to transfer into speech communication or mass media from other majors must have an overall GPA of 2.25 for speech communication or 2.5 for mass media, and they will be subject to the same maintenance requirements already described.

Grade Point Average Requirement for the BFA with a Major in Theatre and the BFA with a Major in Dance

Students entering the University directly from high school must maintain a GPA of 2.0 or better on all course work undertaken in order to continue as Theatre and Dance majors. If in any given semester a student's overall GPA falls below 2.0, the student will have one semester (fall or spring) to bring it back up to or above 2.0. If the overall GPA remains below 2.0 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to continue a major in Theatre or Dance must have a GPA of at least 2.0 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.0 GPA as described above. Students changing majors from another program within the University must also have at least a 2.0 overall GPA to transfer to the Theatre or Dance major, and they will be subject to the same maintenance requirements already described.

Proposed Requirements (underline changes)

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with majors in:

- Communication with an emphasis in Organizational Communication or Interpersonal Communication.
- Dance.
- Mass Media.
- Public Relations.
- Theatre with tracks in Performance, Production, Musical Theatre, and Elective Studies in Theatre Management.

The Department also offers minor programs in Communication, Dance, Health Communication, Mass Media Studies, and Theatre Arts.

The programs in the Department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in sales, personnel management, public relations, corporate/diversity training, dance, theatre performance and management, and in the media industries including radio, television, the Internet, and music industries. Moreover, these programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas

found in the department. The Bachelor of Fine Arts is a professional degree preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre, and the B.F.A. in Public Relations is accredited by the Public Relations Society of America Certificate in Education for Public Relations.

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Clean up the catalog language to more clearly describe programs and requirements.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain:

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: No change


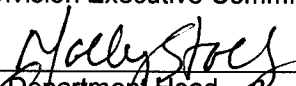
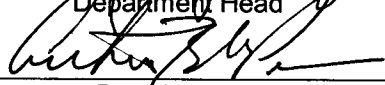
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: No Change

Other

Explain:

Approvals

| | |
|--|-------------------------|
|  _____ | <u>2/26/16</u> _____ |
| College/Division Executive Committee Date | Date |
|  _____ | <u>2/26/16</u> _____ |
| Department Head Date | Date |
|  _____ | <u>2/26/16</u> _____ |
| Dean/Director Date | Date |
| _____ | _____ |
| Graduate Executive Committee Date | Date |
| _____ | _____ |
| Graduate Dean Date | Date |
| _____ | _____ |
| Academic Committee Date | Date |

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: BFA with a Major in Communication
Date of Submission (MM/DD/YYYY): 2/22/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-speech-communication>

Present Requirements

Selected Educational Outcomes

1. The speech communication major will demonstrate skill in the use of the materials and methods of communication and expression appropriate to the area of emphasis.
2. The speech communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, small group, and public communication.
3. The speech communication major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

Examples of Outcome Assessments

The Department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

1. General Speech Communication: COMM 4340. Students must develop a training program in interpersonal communication targeted for specific clients. The programs include research extending the theories and skills learned in the emphasis.
2. Public Relations: COMM 4230. Students must select an organization, define a public relations problem facing that organization, and design a public relations program to solve the problem, including research needed, construction of a public relations plan, implementation steps, communication of the plan, and evaluation of the plan's success.

3. Intercultural Organizational Communication: COMM 4420 and COMM 4440. In COMM 4420, students must conduct a communication audit for an area business or non-profit entity, report to the entity on the audit, write a summary report, and give an oral presentation in the course. In COMM 4440, students must develop a workshop on a topic relevant to intercultural communication and deliver the workshop to an area business or non-profit entity.
4. Students must pass an exit examination during their final year, assessing their mastery of concepts and practices taught in Area F and Senior Core courses.

Proposed Requirements (underline changes)

The B.F.A. with a Major in Communication prepares students for a wide variety of professional careers. Through the study of the theory and practice of communication, students in the Communication Major gain expertise in the skills most valued in the 21st century workplace. Students learn team leadership, decision-making, critical and creative thinking, problem solving, presentational skills, persuasion, research, writing, technology, and intercultural communication by examining communication in multiple contexts. In the B.F.A. Communication major, students are prepared to move directly from the academic to the organizational environment. For careers in Communication visit <http://www.valdosta.edu/colleges/arts/communication-arts/speech-communication/careers.php>.

The National Association of Colleges and Employers conducts an annual survey, asking employers to identify the top skills they seek in college graduates. Of the top ten skills identified, nine of them are directly related to courses taught in the B.F.A. Communication Major. Similarly, for over four decades, the Fortune 500's list of most valued skills has been dominated by those taught in the Communication Major.

Grade Point Average Requirement for the BFA with a Major in Communication

Students who declare a Major in Communication must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 in Area F courses will be asked to change majors or will be switched to an undeclared major status.

Selected Educational Outcomes

1. The Communication Major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
2. The Communication Major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

3. The Communication Major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

Examples of Outcome Assessments

The Department assesses the extent to which educational outcomes are met by using a portfolio system. The completed portfolios will include designated assignments that will vary depending on course selection.

Requirements for the B.F.A. degree with a Major in Communication

Core Curriculum Area A-E (See VSU Core Curriculum).....42 hours

Students are encouraged to take COMM 1100 as part of their Area C requirement

Core Curriculum Area F.....18 hours

- COMM 1110 Public Speaking (3-0-3) or COMM 1100 if not taken in Area C
- COMM 1500 Introduction to Communication Studies (3-0-3)
- COMM 1800 Communication Technology (2-2-3)
- COMM 2100 Communication Theory (3-0-3)
- COMM 2300 Interpersonal Communication (3-0-3)
- COMM 2500 Communication, Culture, and Community (3-0-3)

Communication Core.....30 hours

Communication and Values..... 9

- COMM 3011 Argumentation and Advocacy (3-0-3)
- COMM 3021 Persuasion (3-0-3)
- COMM 3031 Communication Law and Ethics (3-0-3)

Communication Analysis..... 6

- COMM 3111 Applied Communication Research (3-0-3)
- COMM 4111 Data Analytics (3-0-3)

Workplace Skills..... 9

- COMM 3311 Teams and Leadership (2-2-3)
- COMM 3321 Conflict Management (3-0-3)
- COMM 3331 Creativity and Communication Design (2-2-3)

Social Media Applications 6

- COMM 3411 Visual Communication and Aesthetics (3-0-3)
- COMM 3421 Social Media Strategies (3-0-3)

Emphasis (Select Interpersonal or Organizational Communication)12 hours

Interpersonal Communication Emphasis

COMM 4401 Advanced Interpersonal Communication (3-0-3)

COMM 4461 Interpersonal Communication Capstone (3-0-3)

Select one of the Following:

COMM 4421 Nonverbal Communication (3-0-3)

COMM 4431 Interviewing and Listening (3-0-3)

Select one of the following:

COMM 3231 Health Communication (3-0-3)

COMM 4441 Communication across Difference (3-0-3)

Organizational Communication Emphasis

COMM 4501 Organizational Communication (3-0-3)

COMM 4511 Professional Communication (3-0-3)

COMM 4561 Organizational Communication Capstone (3-0-3)

Select one of the following:

COMM 4521 Crisis Communication and Negotiation (3-0-3)

COMM 4531 Communicating Globally (3-0-3)

Guided Electives..... 18 hours

Total hours required for the degree..... 120 hours

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Program revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised program fits with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Clean up the catalog language to more clearly describe programs and requirements.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student, employer, and alumni surveys.

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

Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Course learning outcomes assessed through exams, class activities, and written assignments.



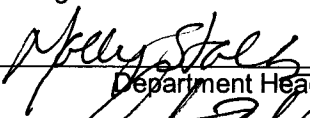
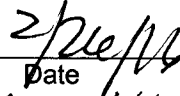
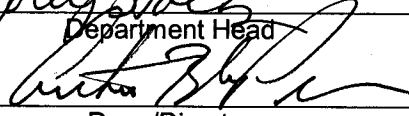
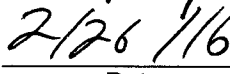
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: Student Portfolio.

Other

Explain:

Approvals

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

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for a New Program

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

Degree and Program Name: BFA with a Major in Public Relations
Date of Submission (MM/DD/YYYY): 2/22/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016
Date proposal submitted to USG: _____

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

The B.F.A. with a Major in Public Relations prepares students to enter a demanding field where professionals routinely use critical thinking, analysis, decision-making, writing, communication design, strategic planning, project management, presentation skills, and technology. Public Relations professionals must be responsive to multiple and often competing demands in complex and diverse organizational environments. The program in Public Relations allows graduates to work in a variety of fields, such as medical/health communication, nonprofit, corporate, and other contexts. Graduates with a B.F.A. with a Major in Public Relations can seamlessly move from the academic to the organizational environment. The B.F.A. with a Major in Public Relations is certified by the Public Relations Society of America.

Students interested in pursuing Public Relations careers in the health care industry are encouraged to complete the Health Communication minor as part of their academic program.

Grade Point Average Requirement for the BFA with a Major in Public Relations

Students who declare a major in public relations must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 grade point average in Area F courses will be asked to switch majors or will be automatically changed to an undeclared status.

Selected Educational Outcomes

1. The public relations major will demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
2. The public relations major will demonstrate understanding of the theories and practices of public relations within the global marketplace.
3. The public relations major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Examples of Outcome Assessments

The Department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

1. Writing - Examining the quality of writing assignments in student portfolios coming from PR Writing and Strategic Design for Digital Media as well as an outside, professional assessment of production in the PR Capstone course.
2. Research – Examining the quality of research assignments in student portfolios coming from Applied Communication Research, Public Relations Research, and the Public Relations Capstone course.
3. Campaign Design - Examining the quality of campaign analysis and design in student portfolios coming from Public Relations Case Studies and Public Relations Capstone
4. Integrated Communication - Examining the quality of cohesive packaging of advertising, marketing, and public relations to promote a product or cause coming from Integrated Communication and Public Relations Capstone.

Requirements for a B.F.A degree with a major in Public Relations

Core Curriculum Area A-E (See VSU Core Curriculum)..... 42 hours

Students are encouraged to take COMM 1100 as part of their Area C requirement.

Core Curriculum Area F..... 18 hours

- COMM 1110 Public Speaking (3-0-3)
- COMM 1500 Introduction to Communication Studies (3-0-3)
- COMM 1800 Communication Technology (2-2-3)
- COMM 2100 Communication Theory (3-0-3)
- COMM 2500 Communication, Society, and Culture (3-0-3)
- PREL 2000 Introduction to Public Relations (3-0-3)

Communication Core 18 hours

- COMM 2300 Interpersonal Communication (3-0-3)
- COMM 3031 Communication Law and Ethics (3-0-3)
- COMM 3111 Applied Communication Research (3-0-3)
- COMM 3311 Teams and Leadership (2-2-3)
- COMM 4111 Data Analytics (3-0-3)
- JOUR 3510 News Writing (3-0-3)

Public Relations 21 hours

- PREL 3210 Strategic Design for Public Relations (1-4-3)
- PREL 3220 Strategic Writing for Public Relations (2-2-3)
- PREL 3230 Public Relations Case Studies (3-0-3)
- PREL 3240 Strategic Design for Digital Media (1-4-3)
- PREL 4200 Public Relations Research (3-0-3)
- PREL 4220 Integrated Communication (3-0-3)
- PREL 4230 Public Relations Capstone (3-0-3)

Choose one of the following:3

- PREL 3250 Public Relations in Health Care (3-0-3)
- COMM 3211 Event Planning (2-2-3)

Guided Electives 18 hours

Total hours required for the degree 120 hours

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. This new program reflects course and program learning outcomes to provide students with focused knowledge and skills to be a global citizen.

Adopting best practices in the Field

Explain: The new program aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain: The 2014 PRSA site visit recommended development of a major in Public Relations.

Other

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program assessment data.

Plan for Assessing the Proposed Program

The Department of Communication Arts assesses the extent to which educational outcomes are met by using a portfolio system. The completed portfolios include designated assignments that will vary depending upon course selection. Assignments are evaluated on a periodic basis utilizing a standardized rubric. Any areas not meeting defined standards are further evaluated for ways to improve learning.

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.

Other
Explain:

Approvals

U/G

College/Division Executive Committee

2/26/16
Date

Nancy Stolz

Department Head

2/26/16
Date

[Signature]

Dean/Director

2/26/16
Date

Graduate Executive Committee

Date

Graduate Dean

Date

Academic Committee

Date

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Shirley Serini

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 3200 Introduction to Public Relations

List Current and Requested Revisions:

Current:

Course Prefix and Number: COMM 3200
Credit Hours: 3-0-3
Course Title: Introduction to Public Relations
Pre-requisites: Sophomore standing
Course Description: The first course in public relations, dealing with concepts of communicating with various publics.

Requested:

Course Prefix and Number: PREL 2000
Credit Hours:
Course Title:
Pre-requisites:
Course Description: The first course in public relations dealing with concepts of communicating with various publics.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Course renumbering provides students with an understandable grouping and progression of courses. Visual representation of courses is important in student recruiting and retention as it provides one means to communicate program coherence. This level changes from 3000 to 2000 aligns the course with new courses in the curriculum. The course will provide foundational knowledge necessary for advanced study in the program.

Course content is not changed.

285

Plans for assessing the effectiveness of the course: No change.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>ML</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Dr. Joseph C Mitchell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 3210 Electronic PR Applications

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 3210
Credit Hours: 2-2-3
Course Title: Electronic PR Applications
Pre-requisites: Either ACED 2400, BUSA 2201, or CS 1000 and Speech Communication Major
Course Description: Electronic applications in PR including online media design.

Requested:
Course Prefix and Number: PREL 3210
Credit Hours: 1-4-3
Course Title: Strategic Design for Public Relations
Pre-requisites: COMM 1500, COMM 1800, and PREL 2000.
Course Description: Exploration of the basics of design, color, and type to a wide variety of strategically aligned print applications.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

| | |
|--|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>ULE</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
 Communication Arts

Faculty Member Requesting Revision:
 Shirley Serini

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 COMM 3220 Public Relations Writing

List Current and Requested Revisions:

Current:
 Course Prefix and Number: COMM 3220
 Credit Hours: 3-0-3
 Course Title: Public Relations Writing
 Pre-requisites: COMM 3200 and speech communication major
 Course Description: The study of writing techniques and formats for public relations applications, including radio and television public service announcements, video news releases, sopeech writing, media kit preparation and print media news releases

Requested:
 Course Prefix and Number: PREL 3220
 Credit Hours: 2-2-3
 Course Title: Strategic Writing for Public Relations
 Pre-requisites: COMM 1800, PREL 2000, and JOUR 3510.
 Course Description: The writing of public relations materials for print, broadcast, and electronic media.

Semester/Year to be Effective:
 Fall 2016

Estimated Frequency of Course Offering:
 Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
 (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations

Society of America.

Other:

Plans for assessing the effectiveness of the course: Course learning outcomes assessed through exams, class activities, and student written assignments.

| | |
|--|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>CLG</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Dr. Joseph C Mitchell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 3240 Public Relations Layout and Design

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 3240
Credit Hours: 1-4-3
Course Title: Public Relations Layout and Design
Pre-requisites: COMM 3200 and Speech Major
Course Description: Process of preparing and creating documents for publication in public relations.

Requested:
Course Prefix and Number: PREL 3240
Credit Hours:
Course Title: Strategic Design for Digital Media
Pre-requisites: PREL 3210
Course Description: Electronic applications in public relations including online media design.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

294

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Dr. Joseph C Mitchell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 4200 Public Relations Research

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 4200
Credit Hours: 3-0-3
Course Title: Public Relations Research
Pre-requisites: COMM 3000, COMM 3220, COMM 3800, and speech communication major
Course Description: The application of theory and practice in public relations research.

Requested:
Course Prefix and Number: PREL 4200
Credit Hours:
Course Title:
Pre-requisites: COMM 3311, COMM 4111 and PREL 2000.
Course Description: Application of theory and practice in public relations research.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Plans for assessing the effectiveness of the course: Course learning outcomes assessed through exams, class activities, and student written assignments.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>UG</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Dr. Joseph C Mitchell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 4220 Integrated Communication

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 4220
Credit Hours: 3-0-3
Course Title: Integrated Communication
Pre-requisites: COMM 3220 and speech communication major
Course Description: Integrating the strategic communication planning process, through creative use of tools, tactics, and media planning in public relations and all communication activities of organizations.

Requested:
Course Prefix and Number: PREL 4220
Credit Hours:
Course Title:
Pre-requisites: PREL 3240
Course Description: Study of how public relations, marketing, and advertising work together to achieve strategic goals through the creative use of tools, tactics, objectives, goals, and media planning in public relations and all other communication activities.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base to be a global citizen.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations

Society of America.

Other:

Plans for assessing the effectiveness of the course: Course learning outcomes assessed through exams, class activities, student written assignments, and presentations.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>UL</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Shirley Serini

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
COMM 4230 Public Relations Plans & Campaigns

List Current and Requested Revisions:

Current:
Course Prefix and Number: COMM 4230
Credit Hours: 3-0-3
Course Title: Public Relations Plans & Campaigns
Pre-requisites: COMM3220, COMM4200, and speech communication major.
Course Description: The development of public relations plans for organizations and campaigns for special programs within those organizations.

Requested:
Course Prefix and Number: PREL 4230
Credit Hours:
Course Title: Public Relations Capstone
Pre-requisites: PREL 3220, and PREL 4200.
Course Description: Development of public relations programs and campaigns for organizations.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part

fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Plans for assessing the effectiveness of the course: Using tools and theories learned throughout the curriculum, the student will develop a comprehensive public relations plan that will be evaluated by members of the public relations professional community.

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|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>UB</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/14/15 (mm/dd/yyyy)

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Shirley Serini

Proposed New Course Prefix & Number:

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

PREL 3230

Proposed New Course Title:

Public Relations Case Studies

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
PR Case Studies

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: COMM 3031 and PREL 2000.

Use of public relations case studies to explore legal and ethical issues, public relations theory, and best practices for developing a variety of relationships with targeted publics.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs,

surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and student written assignments.
- Other:

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

| | |
|---|---------------|
| Approvals: | |
| Dept. Head: <i>Mark S</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: <i>U</i> | Date: 2/26/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

PREL 3230 Public Relations Case Studies

3-0-3

Catalog Description: Prerequisites: COMM 3031 and PREL 2000. Use of public relations case studies to explore legal and ethical issues, public relations theory, and best practices for developing a variety of relationships with targeted publics.

Rationale: This class is a requirement for all Public Relations Majors. It involves students in applying theory and ethical principles to the practice of public relations and analyzing examples of best practice in the field. The course provides students with the opportunity to examine the work of professional public relations from a critical perspective.

Recommended Text: Swann, P. (2014). *Cases in public relations management: The rise of social media and activism*. New York, NY: Routledge.

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

- 1) Apply vocabulary and theory from lower level public relations classes.
- 2) Define the difference between a public relations campaign and program.
- 3) Identify the Research, Action Plan, Communication and Evaluation stages of the public relations planning process in the case examples to be studied.
- 4) Demonstrate an understanding of the complex nature of public relations planning.
- 5) Critically analyze the choices made by public relations professionals in the cases to be studied.
- 6) Evaluate the ethics of professional public relations plans, campaigns and programs.
- 7) Apply lessons learned from the study of best practices to their public relations planning process.
- 8) Recommend alternative solutions to public relations challenges and opportunities.
- 9) Discuss the ethical aspects of a variety of public relations campaigns, programs, and materials from the perspective of building relationships with a variety of targeted publics and situations.
- 10) Apply best practice techniques to solving public relations problems.

Educational Outcomes: This course meets the following major education outcomes:

- 1) The public relations major will demonstrate skills in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
- 2) The public relations major will demonstrate understanding of the theories and practices necessary to the practice of public relations within the global marketplace.
- 3) The public relations major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.

General Educational Outcomes:

Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, projects, and examinations. Attendance will be required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Shirley Serini

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PREL 3250

Proposed New Course Title:
Public Relations in Health Care

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
PR in Health Care

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: PREL 2000 or Health Communication Minor. Introduction to the use of public relations planning and techniques in health promotion, education, and relationship management.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course reflects an alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skills base to practice professional health care public relations.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs,

surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and student written assignments.
- Other:

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

| | |
|---|----------------------|
| Approvals: | |
| Dept. Head: <i>Mark S</i> | Date: <i>2-22-16</i> |
| College/Division Exec. Comm.: <i>UB</i> | Date: <i>2/26/16</i> |
| Dean/Director: <i>Arthur J. P.</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

PREL 3250. Public Relations in Health Care.

3-0-3

Catalog Description: Prerequisites: PREL 2000 or Health Communication Minor.
Introduction to the use of public relations planning and techniques in health promotion, education, and relationship management.

Rationale: This class is an elective for all Communication and Public Relations Majors. The course provides students with an introduction to public relations within the health care context.

Recommended Text: Riggulsford, M. (2013). *Health and Medical Public Relations*.
Routledge: New York, NY.

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

- 1) Describe the role of public relations in health and medical contexts.
- 2) Describe the public relations roles in health and medical context.
- 3) Plan, design, and deliver basic health messages to the public.
- 4) Design and deliver a health related public relations campaign.
- 5) Differentiate the health and medical public relations context from other organizational public relations contexts and create and coordinate appropriate event content and program.

Educational Outcomes: This course meets the following major education outcomes.

- 1) The communication major will demonstrate skill in the use of the materials, technology, and methods of communication and expression necessary to be global citizens.
- 2) The communication major will demonstrate understanding of the theories and practices of interpersonal, intercultural, organizational, and public communication.

General Educational Outcomes:

Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, portfolios, projects, and examinations. Attendance will be required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Mark Borzi

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PREL 4600

Proposed New Course Title:
Special Topics in Public Relations

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Special Topics in PR

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

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.) Study of specialized public relations theories, contexts, and processes. May be repeated for credit when topics differ.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base to be a global citizen.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and student written assignments.

Other:

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

| Approvals: | |
|---|---------------|
| Dept. Head: <i>[Signature]</i> | Date: 2-22-16 |
| College/Division Exec. Comm.: <i>[Signature] UG</i> | Date: 2/26/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

PREL 4600 SPECIAL TOPICS IN PUBLIC RELATIONS (3-0-3)

CATALOG DESCRIPTION: Study of specialized public relations theories, contexts, and processes. May be repeated for credit when topics differ.

RATIONALE: Acknowledging that no curriculum can be perfect and/or complete, this course allows tailoring a program of instruction that meets a student's needs for further study in an area he or she has been introduced to in existing course work or new exploration in areas we currently are unable to offer in our present curriculum. It is an upper division departmental elective for all public relations majors.

RECOMMENDED TEXT: As assigned by instructor

COURSE OBJECTIVES: To be devised by the instructor.

EDUCATIONAL OUTCOMES: This course meets the following:

1. Demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
2. Demonstrate understanding of the theories and practices of public relations within the global marketplace.
3. Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Students will meet one or more of the above objectives depending on the nature of the course.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication

EVALUATION: Course learning outcomes assessed through exams, class activities, and written assignments.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Mark Borzi

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
PREL 4610

Proposed New Course Title:
Directed Study in Public Relations

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Directed Study in PR

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Approval of supervising instructor and Department Head. Topics to be assigned by instructor. The course provides an opportunity to explore topics outside the prescribed curriculum of public relations and may be repeated for credit when topics differ.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base to be a global citizen Creation of Public Relations major identified in CEPR site report. .

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs,

surveys), benchmarking, environmental scanning, and program capacity analysis.

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, environmental scanning, and program capacity analysis.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and written assignments.
- Other:

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

| | |
|---|---------------|
| Approvals: | |
| Dept. Head: <i>M. J.</i> | Date: 2-22-16 |
| College/Division Exec. Comm.: <i>LL</i> | Date: 2/26/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

PREL 4610 DIRECTED STUDY IN PUBLIC RELATIONS

(3-0-3)

CATALOG DESCRIPTION: Prerequisite: Approval of supervising instructor and department head. Topics to be assigned by instructor. The course provides an opportunity to explore topics outside the prescribed curriculum of public relations and may be repeated for credit when topics differ.

RATIONALE: Acknowledging that no curriculum can be perfect and/or complete, this course allows students and the faculty to tailor a program of instruction that meets a student's needs for further study in an area he or she has been introduced to in existing course work or new exploration in areas we currently are unable to offer in our present curriculum. It is an upper division departmental elective for all Public Relations Majors.

TEXT: As assigned by instructor

COURSE OBJECTIVES: To be devised by the instructor.

EDUCATIONAL OUTCOMES: This course meets the following:

- 1) Demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
- 2) Demonstrate understanding of the theories and practices of public relations within the global marketplace.
- 3) Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Students will meet one or more of the above objectives depending on the nature of the study undertaken.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication

EVALUATION: Course evaluation will be based on various modes of instruction as agreed to among the instructor, the student, and the department head.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 12/14/2015 (mm/dd/yyyy)

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Mark Borzi

Proposed New Course Prefix & Number:

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

PREL 4670

Proposed New Course Title:

Internship in Public Relations

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Internship in PR

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3-9

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of Communication Core, COOP 1100, and PREL 3220. Grade "Satisfactory" or "Unsatisfactory". The placement of students in apprentice and intern positions in professional environments to enhance the student's professionalism.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base to be a global citizen.

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course in part fulfills program certification requirements established and evaluated by the Public Relations Society of America.

Other:

Source of Data to Support Suggested Change:

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

323

outcomes assessed through exams, class activities, and written assignments.

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

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. employer evaluation.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student portfolio.
- Other:

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

| | |
|---|----------------------|
| Approvals: | |
| Dept. Head: <i>M. G.</i> | Date: <i>2-9-16</i> |
| College/Division Exec. Comm.: <i>U L</i> | Date: <i>2/26/16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

PREL 4670 Internship in Public Relations

3-9 hours

CATALOG DESCRIPTION: Prerequisite: Completion of Communication Core, COOP 1100, and PREL 3220. Grade "Satisfactory" or "Unsatisfactory". The placement of students in apprentice and intern positions in professional environments to enhance the student's professionalism.

RATIONALE: This is a professional practicum for upper division students.

TEXT: None

COURSE OBJECTIVES: Upon successful completion of this course students will be able to:

- 1) Demonstrate progressive mastery of professional tasks and activities assigned by the host organization;
- 2) Adapt to the social system and daily demands of a professional organization; and
- 3) Apply and/or refine classroom learning to the professional situation.

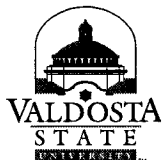
EDUCATIONAL OUTCOMES: This course meets the following:

- 1) Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs to satisfy those needs.
- 2) Students will analyze the communication needs of clients in various organizational settings, preparing the appropriate business communications to meet those needs.

GENERAL EDUCATIONAL OUTCOMES:

Students will analyze, evaluate, and interpret diverse forms of human communication

EVALUATION: Course evaluation will be based on adaptation to the professional environment, work habits, and ability to complete projects assigned, and a paper and/or oral reports assigned by the instructor.



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: BFA with a Major in Theatre
Date of Submission (MM/DD/YYYY): 12/1/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/>

Present Requirements

Selected Educational Outcomes

1. Students will articulate a cultural and historical perspective appropriate to their emphasis.
2. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will demonstrate acting, technical, and design skills, based on the career goals of the individual student.
4. Students will demonstrate knowledge of professional opportunities for employment.

Examples of Outcome Assessments

Concluding curricular experiences for the theatre student will include:

1. Participation in professionally oriented theatrical productions.
2. Development of materials geared to individual students' professional career goals or post-graduation plans.
3. A capstone portfolio or audition presentation exhibiting advanced technical, design or performances skills and assessing personal strengths and weaknesses.

Proposed Requirements (Highlight changes)

The B.F.A with a major in Theatre prepares students for a broad range of opportunities including performance, production, design, teaching, arts administration, and many non-arts based careers such as sales, training and development, production and management. The Theatre program at VSU offers numerous productions throughout the year, providing students with significant performance experience. Theatre graduates learn a host of life skills including collaboration, working to deadlines, self-discipline, patience, perseverance, analytical skills, and critical thinking.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

Audition Requirements

All students who intend to pursue the B.F.A. with a major in Theatre in the Performance Theatre track must audition for the purpose of admission into the program. Auditions are regularly hosted on campus, across the region, and at national professional conferences.

All students who intend to pursue the B.F.A. with a major in Theatre in the Performance track must audition for the purpose of admission into the program during the student's second consecutive semester as a declared theatre major at VSU.

All students admitted to either the musical theatre or performance tracks are required to audition for theatre area productions every semester that they are enrolled in the program. Exceptions for extenuating circumstances must be requested in writing at least two weeks prior to the scheduled auditions. Failure to meet these conditions will require a petition and audition for readmission to the appropriate track.

Grade Point Average Requirement for the BFA with a Major in Theatre

Students entering the University directly from high school must maintain a GPA of 2.0 or better on all course work undertaken in order to continue as Theatre majors. If in any given semester a student's overall GPA falls below 2.0, the student will have one semester (fall or spring) to bring it back up to or above 2.0. If the overall GPA remains below 2.0 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to continue a major in Theatre must have a GPA of at least 2.0 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.0 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.0 overall GPA to transfer to the Theatre major, and they will be subject to the same maintenance requirements as already described.

Selected Educational Outcomes

1. Students will articulate a cultural and historical perspective appropriate to their emphasis.
2. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
3. Students will demonstrate acting, technical, and design skills, based on the career goals of the individual student.
4. Students will demonstrate knowledge of professional opportunities for employment.

Examples of Outcome Assessments

Concluding curricular experiences for the theatre student will include:

1. Participation in professionally oriented theatrical productions.
2. Development of materials geared to individual students' professional career goals or post-graduation plans.
3. A capstone portfolio or audition presentation exhibiting advanced technical, design or performances skills and assessing personal strengths and weaknesses.

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain: Clean up the catalog language to more clearly describe programs and requirements.

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain:

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:


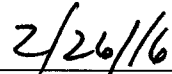
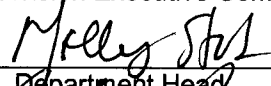
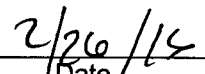
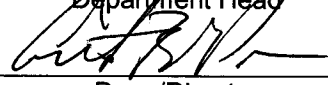
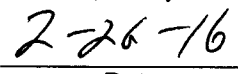
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain:

Other

Explain:

Approvals

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

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Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: BFA in Theatre
Date of Submission (MM/DD/YYYY): 1/5/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/>

Present Requirements

| Core Curriculum Area F | | |
|---------------------------|--|---|
| THEA 1000 | Voice and Diction | 3 |
| THEA 1100 | Theatre Appreciation | 3 |
| DANC 1500 | Introduction to Dance | 3 |
| COMM 1100 or MDIA 2000 | Human Communication Introduction to Mass Media | 3 |
| THEA 2750 & THEA 2800 | Basic Technical Theatre and Stage Lighting and Fundamentals of Acting | 6 |

Proposed Requirements (Highlight changes)

| Core Curriculum Area F | | |
|--------------------------|--|----------|
| THEA 1000 | Voice and Diction | 3 |
| THEA 1100 | Theatre Appreciation | 3 |
| DANC 1500 | Introduction to Dance | 3 |
| <u>THEA 1120</u> | <u>Introduction to Theatrical Design</u> | <u>3</u> |
| THEA 2750 & THEA 2800 | Basic Technical Theatre and Stage Lighting and Fundamentals of Acting | 6 |

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

Improving Student Learning Outcomes

Explain: Introduce students to basic theatrical design principles as preparation for the advanced classes in the curriculum.

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain: National Association of Schools of Theatre.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain: Daily assignments, tests, presentations, and portfolio review.

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Faculty Assessment of student progress.

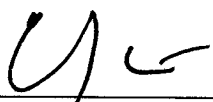
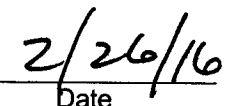
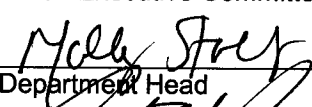

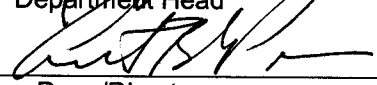
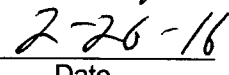
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain:

Other

Explain:

Approvals

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| College/Division Executive Committee | Date |
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| Dean/Director | Date |
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| Graduate Executive Committee | Date |
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| Graduate Dean | Date |
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| Academic Committee | Date |

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Revised program.docx



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: BFA in Theatre, Theatre Management Track
 Date of Submission (MM/DD/YYYY): 1/4/2016
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/>

Present Requirements

Theatre Management Track

| | | |
|------------------------------|--|---|
| THEA 2840 | Stage Management | 2 |
| ACCT 2099 & MKTG 3050 | Accounting Principles for Entrepreneurs and Introduction to Marketing | 6 |
| Select one of the following: | | 3 |
| ACED 2400 | Computer Technology for the Workplace | |
| BUSA 2201 | Fundamentals of Computer Applications | |
| CS 1000 | Introduction to Microcomputers and Applications | |
| Select one of the following: | | 3 |
| MGNT 3900 | Entrepreneurship Skills | |
| MGNT 3910 | Small Business Management | |
| COMM 3200 | Introduction to Public Relations | |
| THEA 3725 or THEA 3730 | Stage Management Practicum Theatre Management Practicum | 3 |
| THEA 3745 & THEA 4740 | Front of House Management and Theatre, Labor Relations, and the Law | |

334

Proposed Requirements (Highlight changes)

Elective Studies in Theatre Management

| | | |
|---|--|---|
| <u>THEA 1710</u> | <u>Improvisation</u> | 1 |
| THEA 2840 | Stage Management | 2 |
| ACCT 2099 & MKTG 3050 | Accounting Principles for Entrepreneurs and Introduction to Marketing | 6 |
| Select one of the following: | | 3 |
| ACED 2400 | Computer Technology for the Workplace | |
| BUSA 2201 | Fundamentals of Computer Applications | |
| CS 1000 | Introduction to Microcomputers and Applications | |
| <u>THEA 3730</u> | <u>Theatre Management Practicum</u> | 1 |
| <u>THEA 3880</u> <u>or THEA 3890</u> | <u>Theatre History I</u> <u>or Theatre History II</u> | 3 |
| <u>Select one of the following:</u> | | 1 |
| <u>THEA 3710</u> | <u>Performance Practicum</u> | |
| <u>THEA 3720</u> | <u>Production Practicum</u> | |
| <u>THEA 3725</u> | <u>Stage Management Practicum</u> | |
| THEA 3745 & THEA 4740 | Front of House Management and Theatre, Labor Relations, and the Law | 5 |

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain: National Association of Schools of Theatre.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain: Response to Theatre Management Track Proposal from the National Association of Schools of Theatre.

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

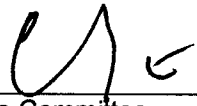
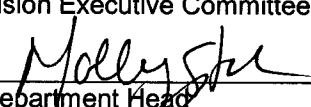

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: Catalog.

Other

Explain:

Approvals

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

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Valdosta State University

Request for a Curriculum Change

Degree and Program Name: Master of Arts in Communication
 Date of Submission (MM/DD/YYYY): 2/23/2016
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/communication-arts/mac/>

Present Requirements

Requirements for the Master of Arts in Communication Degree

| | | |
|---|--|-----------|
| Core Courses | | 12 |
| COMM 5000 | Communication Theory | |
| COMM 7100 | Quantitative Research Methods in Communication | |
| COMM 7200 | Qualitative Research Methods in Communication | |
| MDIA 5000 | Mass Media Theory | |
| Emphasis Courses | | 12 |
| Any 6000- or 7000-level COMM or MDIA courses | | |
| Guided Electives at the graduate level | | 6 |
| Select one of the options from the following: | | |
| Thesis/Project Option | | 6 |
| COMM 7999 | Thesis and Project | |
| or MDIA 7999 | Thesis | |
| Non-thesis option | | 6 |
| COMM 7000 or MDIA 7700 or electives outside the department, selected with approval of advisor. Requires written and oral examinations over all courses in the degree. | | |
| Total hours required for the degree | | 36 |

Proposed Requirements (Highlight changes)

Requirements for the master of arts in communication degree

Core Courses..... 12 hours

MAIC 5000, MAIC 5050, MAIC 7100 , MAIC 7200

Emphasis Courses 12 hours

Any MIAC 6000- or 7000-level

Guided Electives at the graduate level..... 6 hours

Thesis/Project Option 6 hours

MAIC 7999

or

Non-thesis option 6 hours

MAIC 7400 or electives outside the department, selected with approval of advisor. Requires written and oral examinations over all courses in the degree.

Total hours required for the degree.....

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: The new prefix is reflective of a program that does not focus on speech or mass communication, but on a generalist communication degree. The revision and proposed change result from of an assessment of the program and how the degree could better benefit the students.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain: Faculty assessment of the program and course offerings.

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Student feedback.


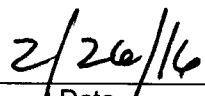

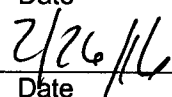
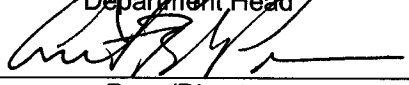
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain:

Other

Explain:

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| Graduate Dean | Date |
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| Academic Committee | Date |

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Revised program.docx



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: B.F.A. with a Major in Dance
Date of Submission (MM/DD/YYYY): 2/22/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-dance/>

Present Requirements

Proposed Requirements (underline changes)

The B.F.A. with a Major in Dance prepares students for a broad range of opportunities including performance, choreography, teaching, arts administration, and dance/movement therapy. The Dance program at VSU offers numerous productions throughout the year, providing students with significant performance and choreography experience. Graduates learn a host of life skills including collaboration, working to deadlines, self-discipline, patience, perseverance, analytical skills, and critical thinking.

Audition Requirements

All students who intend to pursue the B.F.A. with a Major in Dance must audition for the purpose of admission into the program. Auditions are regularly hosted on campus, across the region, and at national professional conferences.

Grade Point Average Requirement for the BFA with a Major in Dance

Students entering the University directly from high school must maintain a GPA of 2.0 or better on all course work undertaken in order to continue as Dance Majors. If in any given semester a student's overall GPA falls below 2.0, the student will have one semester (fall or spring) to bring it back up to or above 2.0. If the overall GPA remains below 2.0 for two consecutive semesters, the student will be requested to change

342

majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to continue a Major in Dance must have a GPA of at least 2.0 on all course work undertaken. Upon acceptance as a major, a student must maintain an overall 2.0 GPA as described above.

Students changing majors from another program within the University must also have at least a 2.0 overall GPA to transfer to the Dance Major, and they will be subject to the same maintenance requirements already described.

Selected Educational Outcomes

1. Students will articulate a cultural and historical perspective appropriate to dance performance, pedagogy, and choreography.
2. Students will demonstrate dance and related skills, based on the career goals of the individual student: teaching, performance, and/or choreography.
3. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
4. Students will demonstrate knowledge of professional opportunities for employment.

Examples of Outcome Assessments

Concluding curricular experiences for the dance student will include:

1. Exhibiting advanced performance and choreographic skills.
2. Participation in professionally oriented dance and theatrical productions.
3. Developing materials geared to individual student's professional career goals for post-graduation plans.

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Clean up the catalog language to more clearly describe programs and requirements.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: No Change

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

Explain: No Change

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: No Change

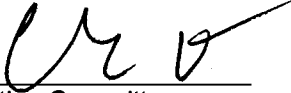

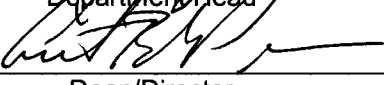
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: No Change

Other

Explain:

Approvals

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| Graduate Dean | Date |
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| Academic Committee | Date |

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Revised program.docx



Valdosta State University

Request for Revised Catalogue Copy

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

Degree and Program Name: B.F.A. with a Major in Mass Media
 Date of Submission (MM/DD/YYYY): 12/01/2016
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-mass-media/>

Present Requirements

Selected Educational Outcomes

1. Students will demonstrate the acquisition of historic, cultural, and critical perspectives on the media.
2. Students will demonstrate skills in the analysis of broadcast program syntax and broadcast systems and their applications.
3. Students will demonstrate skills required for the production and delivery of broadcast programming and management.
4. Students will demonstrate knowledge of professional opportunities for employment in the broadcast industries.

Examples of the Outcomes Assessments

Concluding curricular experiences for the major will include:

1. Participation in professionally oriented broadcast media program productions.
2. Development of materials geared to the individual student's professional career goals or post-graduation plans.
3. A capstone portfolio presentation exhibiting advanced technical or performance skills and assessing personal strengths and weaknesses.

Requirements for the B.F.A. with a Major in Mass Media

| | |
|---|----|
| Core Curriculum | 60 |
| Core Curriculum Areas A-E (See VSU Core Curriculum) | 42 |
| Core Curriculum Area F | |

346

| | | |
|---|--|-----------|
| COMM 1100 & MDIA 2500 | Human Communication and Computer Mediated Communication | 6 |
| MDIA 2000 | Introduction to Mass Media | 3 |
| MDIA 2050 | Introduction to Electronic Media Production | 3 |
| MDIA 2100 | Introduction to Broadcast Writing | 3 |
| THEA 1000 or COMM 1110 | Voice and Diction Public Speaking | 3 |
| A minimum grade of "C" is required for all Area F courses in the Communication Arts Department. | | |
| Senior College Curriculum | | 60 |
| Senior Core | | |
| MDIA 3450 | Media Ethics | 3 |
| MDIA 4100 | Media Economics and Management | 3 |
| MDIA 4400 | Media Criticism | 3 |
| MDIA 4800 | Media Law | 3 |
| MDIA 4950 | Senior Seminar | 1 |
| Select one of the following: | | 3 |
| MDIA 4270 | Diversity in Media | |
| MDIA 4350 | Media and Culture | |
| MDIA 4450 | International Media | |
| Major Requirements | | |
| General Skills | | |
| Select two of the following: | | 6 |
| MDIA 3050 | Broadcast Performance and Announcing | |
| MDIA 3060 | Sports Announcing and Reporting | |
| MDIA 3300 | The Music Industry | |
| MDIA 3350 | Aesthetics of Electronic Media | |
| MDIA 3800 or MDIA 4030 | Audio Theory Selected Topics in Mass Media | |
| Writing | | |
| MDIA 3400 or MDIA 4030 | Broadcast Script Writing Selected Topics in Mass Media | 3 |
| Digital Media | | |
| MDIA 4600 or MDIA 4650 | Digital Media Production Digital Media Journalism | 4 |
| Production (one course must be sequential) | | 12 |
| MDIA 3120K | Television Studio Production I | |

| | | |
|--|---|------------|
| MDIA 4120K | Television Studio Production II | |
| MDIA 3150K | Electronic Field Production I | |
| MDIA 4150K | Electronic Field Production II | |
| MDIA 3130K | Audio Production II | |
| MDIA 4130K | Audio Production for Video | |
| MDIA 3110K | Audio Production I | |
| MDIA 4240K | Directing and Acting for Film | |
| Workshops | | |
| Select six hours from the following: | | 6 |
| MDIA 4964 | Sports Workshop | |
| MDIA 4963 | International Documentary Production Workshop | |
| MDIA 4962 | Video Workshop | |
| MDIA 4961 | Audio Workshop | |
| Guided Electives | | 13 |
| Total hours required for the degree | | 120 |

Proposed Requirements (underline changes)

B.F.A. with a Major in Mass Media at VSU offers numerous productions throughout the year, providing students with significant performance experience.

Broadcast and digital communications impact every aspect of our lives from listening to the radio or streamed content, to watching television, to using the internet. The B.F.A. with a Major in Mass Media is designed to provide the knowledge, values, perspectives, and skills necessary to seamlessly transition from the academic environment to the digital and broadcast communications arena. Students are involved in content creation and delivery.

Beyond technical learning, students learn important skills such as collaboration, writing, storytelling, planning, budgeting, presentation, and research skills.

Grade Point Average Requirement for the BFA with a Major in Mass Media

Students who declare a Major in Mass Media must earn a grade point average of 2.50 or better on Area F classes. Students who earns less than a 2.50 grade point average in Area F courses

will be asked to switch to another major or will automatically be changed to an undeclared status.

Selected Educational Outcomes

1. Students will demonstrate acquisition of historical, cultural, and critical perspectives on media and its role in society.
2. Students will demonstrate knowledge regarding the legal and regulatory framework of the media.
3. Students will demonstrate skill in the analysis of media content, syntax, and style.
4. Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.
5. Students will demonstrate knowledge of and preparation for professional employment opportunities in the media industries.

Examples of Outcome Assessments

1. Media Capstone: MDIA 4700. Students will demonstrate competency in the planning, production, and presentation of complex media campaigns.
2. Media Law and Ethics: MDIA 4200. In MDIA 4200, students will complete a research paper demonstrating skill in using legal research tools and sources, and assessing ethical decision-making; students also will write a case brief summarizing key issues, arguments, and outcomes in historical legal cases.
3. Senior Seminar: MDIA 4950. Students must create a resume, general employment application letter, undergo a mock employment interview, and present a portfolio during the Senior Seminar of work completed in the program.

Requirements for the B.F.A. degree with a Major in Mass Media

Core Curriculum Area A-E (See VSU Core Curriculum) 42 hours

Core Curriculum Area F18 hours

COMM 1100 Human Communication (3-0-3)

MDIA 2000 Introduction to Mass Media (3-0-3)

MDIA 2050 Introduction to Electronic Media Production (3-0-3)

MDIA 2100 Introduction to Media Writing (3-0-3)

MDIA 2350 Media and Culture (3-0-3)

MDIA 2500 Computer Mediated Communication (3-0-3)

Senior College Curriculum60 hours

Media Core.....15 hours

- MDIA 3350 Aesthetics of Electronic Media (3-0-3)
- MDIA 4100 Media Economics and Management (3-0-3)
- MDIA 4200 Media Law and Ethics (3-0-3)
- MDIA 4400 Media Criticism (3-0-3)

Select one of the following:

- MDIA 4030 Special Topics in Mass Media (3-0-3)
- MDIA 4270 Diversity in Media (3-0-3)
- MDIA 4450 International Media (3-0-3)

Major Requirements.....45 hours

Media Content Creation.....12 hours

MDIA 3100 Writing for Media II (3-0-3)

Select three of the following (One must be a writing course):

- MDIA 3125 Social Media (3-0-3)
- MDIA 3175 Transmedia Storytelling (3-0-3)
- MDIA 3250 Sports, News and Entertainment Announcing (2-2-3)
- MDIA 3225 Media Research and Audience Analysis (3-0-3)
- MDIA 3400 Screenwriting (3-0-3)
- MDIA 3500 Newswriting (3-0-3)
- JOUR 4570 Introduction to Sportswriting (3-0-3)

Production.....15 hours

- MDIA 3001 Media Production I (1-4-3)
- MDIA 3002 Media Production II (1-4-3)
- MDIA 3003 Media Production III (1-4-3)

Select two of the following (may be repeated for credit):

- MDIA 4960 News Workshop (0-6-3)
- MDIA 4961 Audio Workshop (0-6-3)
- MDIA 4962 Video Workshop (0-6-3)
- MDIA 4963 International Documentary Production Workshop (0-6-3)
- MDIA 4964 Sports Workshop (0-6-3)
- MDIA 4965 New Media Workshop (0-6-3)

Senior Projects.....6 hours

MDIA 4700 Digital Media Production Capstone (1-4-3)

MDIA 4950 Senior Seminar (2-2-3)

Guided Electives12 hours

Total hours required for the degree.....120 hours

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

Improving Student Learning Outcomes

Explain: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. Program revisions reflect better alignment of course and program learning outcomes to provided students with a more focused knowledge and skills base to be a global citizen.

Adopting best practices in the Field

Explain: The revised program aligns with the National Communication Association's learning outcomes published in November of 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Clean up the catalog language to more clearly describe programs and requirements.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Student, employer, and alumni surveys.

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.


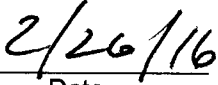

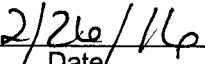
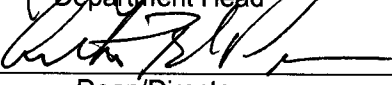

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: Program evaluation assessments via student portfolio, tests, and student written assignments.

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: Course assessments via student portfolio, tests, and student written assignments.

Other
Explain:

Approvals

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

MGB 1/20/16
Revised program.docx

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/21/2015 (mm/dd/yyyy)

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Colin Walker

Proposed New Course Prefix & Number:

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

MDIA 3001

Proposed New Course Title:

Media Production I

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Media Production I

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MDIA 2050 and MDIA 2500 or permission of instructor. Study of media production techniques in the studio environment. Students will build upon production and editing skills and learn how to incorporate audio and visually based media into storytelling. Students will learn about the production workflow and its impact on creating narratives for target audiences.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scripts, videos and portfolio materials created in MDIA 3120K (Studio Production) support the need to revise emphases in

354

created in MDIA 3120K (Studio Production) support the need to revise emphases in training for video production.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments via student portfolio, tests, and student written assignments.

Other:

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

| | |
|--|---------------|
| Approvals: | |
| Dept. Head: <i>[Signature]</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: <i>[Signature]</i> | Date: 2/26/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Description:

Prerequisites: MDIA 2050 and MDIA 2500 or permission of instructor. Study of media production techniques in the studio environment. Students will build upon production and editing skills and learn how to incorporate audio and visually based media into storytelling. Students will learn about the production workflow and its impact on creating narratives for target audiences.

Rationale:

This course is required for all Mass Media students.

Recommended Texts:

Millerson, G. & Owens, J. (2012). *Television Production*. 15 ed. ISBN: 978-0240522579

Course Objectives: Upon successful completion of this course, students will:

- 1) Demonstrate competency in pre-production, production, and post-production planning;
- 2) Write, direct, and produce short-form narratives;
- 3) Demonstrate competency in the operation of digital imaging devices;
- 4) Demonstrate competency in the operation of digital editing software; and,
- 5) Design and construct messages for target audiences.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/21/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Colin Walker

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3002

Proposed New Course Title:
Media Production II

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MDIA 3001 or permission of instructor. Intermediate studio-based exploration of the technical, practical, and conceptual aspects of contemporary digital media production in all phases. Students will focus on capture, editing, and finishing professional quality audiovisual media for creative media industries. Project planning and management, directing, interviewing, and collaborative workflows will be covered.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scripts, videos and portfolio materials created in MDIA 3120K (Studio Production) support the need to revise emphases in

Course Description:

Prerequisite: MDIA 3001 or permission of instructor. Intermediate field-based exploration of the technical, practical, and conceptual aspects of contemporary digital media production in all phases. Students will focus on capture, editing, and finishing professional quality audiovisual media for creative media industries. Project planning and management, directing, interviewing, and collaborative workflows will be covered.

Rationale:

This course is required for all Mass Media students.

Possible Texts:

Hurbis-Cheerier, M. (2012). *Voice & Vision: A Creative Approach to Narrative Film and DV Production*. Focal Press. ISBN: 978-0240811581

Course Objectives: Upon successful completion of this course, students will:

- 1) Demonstrate competency in pre-production, production, and post-production roles and processes;
- 2) Produce narratives that use collaborative team workflows;
- 3) Demonstrate leadership skills; from preproduction through postproduction processes;
- 4) Design and construct messages for target audiences in multiple creative media formats;
- 5) Demonstrate competency in project planning and management for the creation of narratives; and,
- 6) Capture, edit, and finish professional quality audiovisual media for creative industries.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/21/2015 (mm/dd/yyyy)

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Colin Walker

Proposed New Course Prefix & Number:

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

MDIA 3003

Proposed New Course Title:

Media Production III

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Media Production III

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MDIA 3002 or permission of instructor. Advanced studio-based exploration of the technical, practical, and conceptual aspects of contemporary digital media production from preproduction through postproduction. This course will focus on the creation and delivery of linear and interactive digital media for creative media industries including entertainment, news, and marketing.

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: Student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students. The new course reflects better alignment between environmental knowledge, course and program learning outcomes to provided student with a more focused knowledge and skills base.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scripts, videos and portfolio materials created in MDIA 3120K (Studio Production) support the need to revise emphases in

362

created in MDIA 3120K (Studio Production) support the need to revise emphases in training for video production.

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


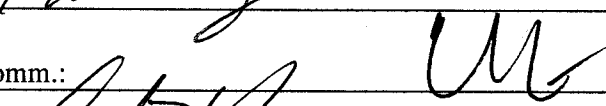
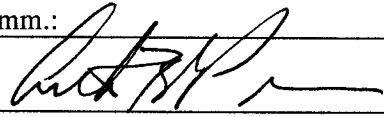
Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation assessments via student portfolio, tests, student written assignments.

Other:

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

| | |
|--|---------------|
| Approvals: | |
| Dept. Head:  | Date: 2-9-16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Description:

Prerequisite: MDIA 3002 or permission of instructor. Advanced exploration of the technical, practical, and conceptual aspects of contemporary digital media production from preproduction through postproduction, including compositing, color correction, motion graphics and ADR. This course will focus on the creation and delivery of linear and interactive digital media for creative media industries including entertainment, news, and marketing.

Rationale:

This course is required for all Mass Media majors.

Possible Texts:

Arundale, S. & Trieu, T. (2015). *Modern Post: Workflow and Techniques for Digital Filmmakers*. ISBN: 978-0415747028

Course Objectives: Upon successful completion of this course, students will:

- 1) Demonstrate competency in pre-production, production, and post-production roles and processes;
- 2) Design and construct messages using multiple forms of media for target audiences;
- 3) Apply interactive design techniques in the construction of narratives;
- 4) Design and construct messages for different media formats and creative media industries; and,
- 5) Create and deliver linear and interactive digital media for creative media industries.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/20/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Talley Mulligan

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3100

Proposed New Course Title:
Writing for Media II

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Writing for Media II

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Major Status and MDIA 2100 or permission of instructor. Advanced writing course building upon the skills covered in MDIA 2100. Topics include news writing, scriptwriting, writing for radio and television, and other forms of multimedia writing.

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: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: Designed to expand upon the writing methods used in MDIA 2100 and employed by media professionals.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student feedback (SOIs, surveys), benchmarking, and environmental scanning, and program capacity analysis.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests and specific assignments collected and evaluated in MDIA 2100.

366

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



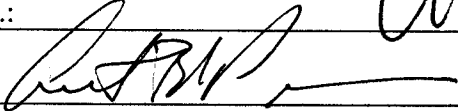
Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments via student portfolio, tests, and student written assignments.

Other:

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

| | |
|--|---------------|
| Approvals: | |
| Dept. Head:  | Date: 2-9-16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Description: Prerequisites: Major Status and MDIA 2100 or permission of instructor. Advanced writing course building upon the skills covered in MDIA 2100. Topics include news writing, scriptwriting, writing for radio and television, and other forms of multimedia writing.

Rationale: Required (Content Creation) course for all Mass Media majors designed to expand upon the writing methods used in MDIA 2100 and employed by media professionals.

Possible Text:

Carroll, B. (2014). *Writing and Editing For Digital Media (2nd ed)*. Routledge.

Course Objectives: For successful completion of this course, each student will:

- 1) Write for news, script radio and television commercials and shows, and create multimedia stories in professional formats and conversational styles.
- 2) Write television, news, corporate, and multimedia treatments and outlines in professional formats.
- 3) Develop and write dramatic cinema, television, and multimedia treatments and scripts in professional formats.

Educational Outcomes: This course meets the following program outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Methods of evaluation may include written testing, written final exams, and hands-on practices. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

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

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Jason Brown

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3125

Proposed New Course Title:
Social Media

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

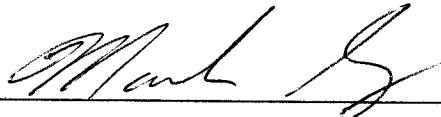

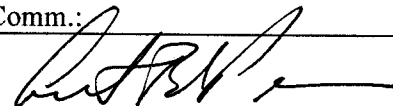
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the conceptual, stylistic, and contextual aspects of creating and executing social media campaigns. Topics include tone of voice, audience analysis, message credibility, engagement strategy, online identity, digital listening, and performance monitoring.

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: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, surveys from students, alumni and employers.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Tests, portfolios and specific assignments collected and evaluated for Mass Media digital media classes.

| | |
|--|---------------|
| Approvals: | |
| Dept. Head:  | Date: 2-9-16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

MDIA 3125 Social Media

3-0-3

Course Description: Examination of the conceptual, stylistic, and contextual aspects of creating and executing social media campaigns. Topics include tone of voice, audience analysis, message credibility, engagement strategy, online identity, digital listening, and performance monitoring.

Rationale: This course exposes Mass Media students to the various social media and platforms by which content is distributed in the contemporary media landscape.

Possible Texts:

The Social Media Bible by Lon Safko

Likable Social Media by Dave Kerpen

Socialnomics: How Social Media Transforms the Way We Live and Do Business by Erik Qualman

Course Objectives: Upon successful completion of this course, students will be able to:

- 1) Identify and analyze the relationship between Mass Media and social media communication.
- 2) Interpret the impact and effects of social media campaigns on target audiences.
- 3) Demonstrate basic skills for communicating using a range of social media types and platforms.

Educational Outcomes

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on tests, exercises, project work, class participation, and other assessments. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/15/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Talley Mulligan

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3175

Proposed New Course Title:
Transmedia Storytelling

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MDIA 2100 and MDIA 3100 or permission of instructor. Exploration of concepts, tools, and techniques used in multi-platform storytelling incorporating traditional and newer immersive forms of media content. The course examines conceptual, stylistic, and contextual aspects of creating and executing impactful communications capable of engaging audiences around contemporary entertainment franchises.

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: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: Designed to expand upon the writing methods used in MDIA 2100 and employed by media professionals.

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.) Student scripts, videos and portfolio materials support the need to broaden student conceptions and appreciation of 21st century media platforms and supported content.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course evaluation will be based on project work, critiques (desk and formal), peer reviews, reflective sketchbooks, class participation, and/or other assessments.

Other:

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

| | |
|---|----------------------|
| Approvals: | |
| Dept. Head: <i>Mark B</i> | Date: <i>2-9-16</i> |
| College/Division Exec. Comm.: <i>W</i> | Date: <i>2/26/16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Description: Prerequisites: MDIA 2100 and MDIA 3100 or permission of instructor. Exploration of the concepts, tools, and techniques used in multi-platform storytelling incorporating both traditional and newer immersive forms of media content. The course will examine the conceptual, stylistic, and contextual aspects of creating and executing coherent and impactful communications capable of engaging audiences around traditional and contemporary entertainment franchises.

Rationale:

This course exposes Mass Media students to the pervasive and increasingly complex nature of contemporary integrated mediated communications.

Possible Texts:

Transmedia 2.0: How to Create an Entertainment Brand Using a Transmedial Approach to Storytelling by Nuno Bernardo ISBN: 1909547018

Course Objectives: Upon successful completion of this course, students will:

- 1) Identify and analyze the relationships among various forms of Mass Media and communication.
- 2) Interpret the impact and effects of transmedia campaigns involving multiple media channels and types on target audiences.
- 3) Demonstrate competence in communicating coherent messages using a range of coordinated media and platforms.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on tests, exercises, class participation, and/or other assessments. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/15/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Nicole Cox

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3225

Proposed New Course Title:
Media Research & Audience Analysis
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Media Research

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MDIA 2000 and MDIA 2350 or permission of instructor. Introduction to social science research techniques relevant to the media and communication fields. This course will focus on approaches to studying and analyzing media content, methods of inquiry, and their relation to targeted audiences.

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

Improving student learning outcomes:

Adopting current best practice(s) in field: The proposed course fits within the National Communication Association's Learning Outcomes published November 2015, to serve as the starting point for Degree Qualification Profiles and curriculum tuning. (<https://www.luminafoundation.org/dqp-and-tuning>). Specifically, the course meets Learning Outcome #3: "Engage in communication inquiry."

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.) This course will help fulfill Goal 1 of VSU's strategic plan: "Recruit, retain, and graduate a quality, diverse student population and prepare students for roles as leaders in a global society," and Objective 1.2, Strategy

1.2.2: "Engage students in discipline-based inquiry and encourage students to disseminate their research." (VSU Strategic Plan, 2013-2019).

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes will be assessed through exams, class activities, and written assignments.

Other:

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

| | |
|---|---------------|
| Approvals: | |
| Dept. Head: <i>Madly</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: <i>LM</i> | Date: 2/26/16 |
| Dean/Director: <i>Antony</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

Course Description:

Prerequisites: MDIA 2000 and MDIA 2350 or permission of instructor. Introduction to social science research techniques relevant to the media and communication fields. This course will focus on approaches to studying and analyzing media content, methods of inquiry, and its relation to targeted audiences.

Rationale:

This course is an elective for all Mass Media students.

Possible Texts:

Anderson, J. (2012). *Media Research Methods: Understanding Metric and Interpretive Approaches*. Sage Publications. ISBN: 9781412999564

Hornig Priest, S. (2009). *Doing Media Research: An Introduction*. Sage Publications. ISBN: ISBN: 9781412960977.

Webster, J., Phalen, P., & Lichty, L. (2013). *Ratings Analysis: Audience Measurement & Analytics*. Routledge Communication Series. ISBN: 9780415526524

Course Objectives: Upon successful completion of this course, students will:

- 1.) Explain the dimensions of theory and philosophical assumptions that guide media research;
- 2.) Identify and analyze examples of both qualitative and quantitative inquiry to media research;
- 3.) Interpret and analyze existing industry and/or research reports;
- 4.) Demonstrate an understanding of ratings and their usage in media industries; and
- 5.) Create proposals for that could be carried out for media research projects.

Educational Outcomes:

- 1.) Students will demonstrate skill in the analysis of media content, syntax and style.

General Educational Outcomes:

- 1.) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation: Course evaluation will be based on written assignments, tests, class participation, exercises, projects, and/or other materials as required.

REQUEST FOR A NEW COURSE

Valdosta State University

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

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Gregory Brown

Proposed New Course Prefix & Number:

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

MDIA 3250

Proposed New Course Title:

Sports, News and Entertainment Announcing

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Announcing

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: Major or Minor status or engaged in sports certificate program; or permission of instructor. Applies the fundamentals of voice and articulation for on-air performances by newscasters, sportscasters and entertainers. Topics include vocal delivery styles; appearance on-camera; and interviews for news packages, sports events and news-entertainment talk shows.

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: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: This course incorporates techniques and practices common to news, sports and entertainment announcers to produce students with a more well-rounded performance training experience.

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.) Student performances in media artifacts produced in student newscasts, sportscasts, and video workshop productions strongly support the need for improved outcomes.

382

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.) The course will be assessed through tests, exercises, and specific written and performance assignments.
- Other:

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

| | |
|---|---------------|
| Approvals: | |
| Dept. Head: <i>Mark G</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: <i>M ✓</i> | Date: 2/26/16 |
| Dean/Director: <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

MDIA 3250 Sports, News and Entertainment Announcing

(2-2-3)

Course Description: Prerequisites: Major or Minor status or engaged in sports certificate program or permission of instructor. Applies the fundamentals of voice and articulation for on-air performances by newscasters, sportscasters and entertainers. Topics include vocal delivery styles; appearance on-camera; and interviews for news packages, sports events and news-entertainment talk shows.

Rationale: This course is an optional performance course for Mass Media majors, minors, and students working toward the sports certificate.

Possible Text:

William Hawes and Beth M. Olson. *The Performer in Mass Media* (2nd ed.), Holcomb Hathaway, 2010. ISBN 978-1-890871-99-4.

Course Objectives: Upon successful completion of this course, students will be able to:

- 1) Demonstrate various vocal delivery styles and techniques;
- 2) Demonstrate an ability to collect and analyze research for conducting interviews and developing talk show segments;
- 3) Demonstrate an ability to deliver engaging and professional news and sports reports; and
- 4) Demonstrate competency in a variety of interviewing styles for news, sports and entertainment programming.

Program Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Education Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on student delivery of commercial advertisements, performance in mock news and sports reports, the ability to research a talk show topic, the ability to conduct an engaging news or entertainment talk show segment, and written tests.

REQUEST FOR A NEW COURSE

Valdosta State University

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

Department Initiating Request:

Communication Arts

Faculty Member Requesting:

Greg Brown

Proposed New Course Prefix & Number:

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

MDIA 4200

Proposed New Course Title:

Media Law and Ethics

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Media Law & Ethics

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Major or Minor status or permission of instructor. A survey of the U.S. court system, the First Amendment, and laws affecting newsgathering, libel, privacy rights, copyrights, and the Federal Communications Commission. Students will examine various ethical and professional standards affecting media.

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, surveys from students, alumni and employers.

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

386

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation assessments via student portfolio, tests, student written assignments.

Other:

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

| | | |
|---|------------------------------|---------------|
| Approvals: | | |
| Dept. Head: | <i>[Signature]</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: | <i>[Signature]</i> <i>UW</i> | Date: 2/26/16 |
| Dean/Director: | <i>[Signature]</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | | Date: |
| Graduate Dean: (for graduate course): | | Date: |
| Academic Committee: | | Date: |

Form last updated: January 6, 2010

Course Description:

Prerequisite: Major or Minor status or permission of instructor. A survey of the U.S. court system, the First Amendment, and laws affecting newsgathering, libel, privacy rights, copyrights, and the Federal Communications Commission. Students will examine various ethical and professional standards affecting media.

Rationale:

This course required for Mass Media students.

Possible Text:

Media Law & Ethics by Roy Moore

Course Objectives:

Upon successful completion of this course, students will:

- 1) Recall the First Amendment and its parts
- 2) Relate Communication Law and its impact on the media industries
- 3) Interpret how the major ethical philosophies are applied to the media industries.

Educational Outcomes:

- 1) Students will demonstrate acquisition of historical, cultural, and critical perspectives on media and its role in society.
- 2) Students will demonstrate knowledge regarding the legal and regulatory framework of the media.

General Educational Outcomes:

- 1) Students will analyze, evaluate and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on tests, class participation, and other assessments.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/15/2015 (mm/dd/yyyy)

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Talley Mulligan

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4700

Proposed New Course Title:
Digital Media Production Capstone
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Media Capstone

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 4

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: MDIA 3003 or permission of instructor. An advanced, project-based studio in which students participate in production experiences exploring techniques for communicating using digital media.

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: Creation of a series of explicitly scaffolded experiences and incremental development of core skills.

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.

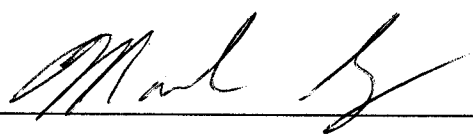
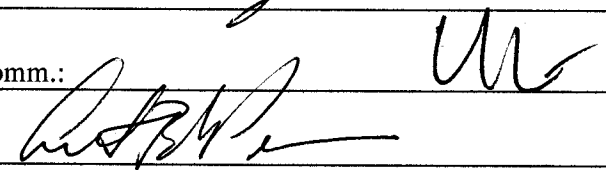
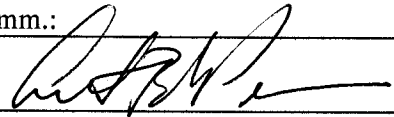
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scripts, videos, audio projects and portfolio projects produced in production courses and for the senior seminar.

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.) Course evaluation will be based on project work, critiques (desk and formal), peer reviews, reflective sketchbooks, class participation, and/or other assessments.
- Other:

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

| | |
|--|---------------|
| Approvals: | |
| Dept. Head:  | Date: 2-9-16 |
| College/Division Exec. Comm.:  | Date: 2/26/16 |
| Dean/Director:  | Date: 2/26/16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

MDIA 4700 Media Capstone

(1-4-3)

Course Description: Prerequisites: MDIA 3003 or permission of instructor. An advanced project-based production studio in which students explore communication techniques using digital media.

Rationale: This course is required for all Mass Media Majors.

Possible Texts:

Digital Storytelling, 3rd Edition. Written by Carolyn Handler Miller. ISBN: 9781135044459

Course Objectives: Upon successful completion of this course, students will:

- 1) Identify and analyze the relationship among media channels, campaign objectives, and audience expectations.
- 2) Demonstrate competency in the planning, production and presentation of complex media campaigns.
- 3) Demonstrate skill with a variety of digital production tools and techniques.
- 4) Differentiate among contemporary media channels and delivery platforms.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on project work, one-on-one appointments, tests, reflective sketchbooks, class participation, and/or other assessments. Attendance is required in keeping with university policy.

REQUEST FOR A NEW COURSE

Valdosta State University

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

Department Initiating Request:
Communication Arts

Faculty Member Requesting:
Gregory Brown

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4960

Proposed New Course Title:
News Workshop

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

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 6

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite MDIA 3001 or permission of instructor. An advanced course in video news programming integrating studio and field-based production skills and techniques. Focused on identifying news values, cultivating sources of information from assigned beats, reporting and producing news packages, demonstrating competence in studio crew positions, scripting local newscasts, and developing on-air performance skills. May be repeated for credit.

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students. This course tightly aligns environmental knowledge, course objectives and program learning outcomes to provide students with more focused knowledge and an extensive skill base to promote global citizenship.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Change will provide more time within one class where it was previously expected over multiple classes. Students previously were required to take three (3) workshop courses at two (2) hours each. Now students will have more focused time over fewer total classes.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, surveys from students, alumni and employers.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student scripts, videos, audio projects and portfolio projects created in production courses and for the senior seminar.

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program evaluation assessments via student portfolio, tests, student written assignments.

Other:

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

| | |
|---|---------------|
| Approvals: | |
| Dept. Head: <i>Mark B</i> | Date: 2-9-16 |
| College/Division Exec. Comm.: <i>W</i> | Date: 2/26/16 |
| Dean/Director: <i>Robert B</i> | Date: 2-26-16 |
| Graduate Exec. Comm.: (for graduate course): | Date: |
| Graduate Dean: (for graduate course): | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

MDIA 4960 News Workshop

(0-6-3)

Course Description:

Prerequisite MDIA 3001 or permission of instructor.

An advanced course in video news programming integrating studio and field-based production skills and techniques. Focused on identifying news values, cultivating sources of information from assigned beats, reporting and producing news packages, demonstrating competence in studio crew positions, scripting local newscasts, and developing on-air performance skills. May be repeated for credit.

Rationale:

This course is an optional media production workshop course; two workshop courses are required for graduation from the program.

Possible Text:

Broadcast News Writing, Reporting and Producing by Ted White and Frank Barnas; Focal Press; New York, New York; fifth edition; ISBN: 978-0-240-81183-3.

Course Objectives:

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

- 1) Evaluate the relative importance of news items by weighing their news values;
- 2) Identify and describe characteristics of a specific audience;
- 3) Identify and cultivate human and mediated sources of information from an assigned news beat;
- 4) Demonstrate competency in writing news scripts, collecting and editing video, delivering standup reports, and reading copy from a teleprompter; and
- 5) Demonstrate skill in the operation of television studio and field production equipment.

Educational Outcomes:

- 1) Students will demonstrate skills in the conceptualization, production, delivery, and management of targeted messages using a mix of media channels.

General Educational Outcomes:

- 1) Students will analyze, evaluate, and interpret diverse forms of human communication.

Evaluation:

Course evaluation will be based on the airing of a significant number of field-produced news projects, performance of television studio assignments, submission of short news stories for each newscast, and class attendance.

Request for a Revised Course
Valdosta State University

Date of Submission: 12/21/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Greg Brown

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 2100

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 2100
Credit Hours: 3
Course Title: Introduction to Broadcast Writing
Pre-requisites: Major or Minor status
Course Description:
An introduction to the variety of standard writing styles employed by media professionals. Topics include news writing, advertising copy, public service announcements, and an introduction to copy writing formats for television and radio. Basic television scripting for short and long-form programming is also introduced.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Introduction to Media Writing
Pre-requisites:
Course Description: An introduction to the variety of standard writing styles employed by media professionals. Topics include news writing, advertising copy, public service announcements, and an introduction to copy writing formats for television, radio and the Internet. Basic television scripting for short and long-form programming is also introduced.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.
- Adopting current best practice(s) in field: The revised course will address changes in communication technologies and formats, specifically including writing for online products.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Plans for assessing the effectiveness of the course: Tests administered by the course instructor; instructor evaluation and critique of scripts written by students.

| | |
|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>UL</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/21/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Greg Brown

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 3400

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 3400
Credit Hours: 3
Course Title: Broadcast Script Writing
Pre-requisites: Major or minor status
Course Description:
Prerequisites: Prerequisite: MDIA 2100 or consent of instructor. An advanced writing course building upon the skills acquired in MDIA 2100. The student will develop a full-length teleplay, screenplay, or radio drama. Topics include development of treatments, plotting, sequencing, character analysis, and synopsis. The techniques required for effective scene construction, plot twists, comedic slants, dramatic tones, and other advanced script writing techniques are also introduced.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Screenwriting
Pre-requisites: Major or Minor status and MDIA 2100 or permission of instructor.
Course Description: An advanced writing course building upon the skills acquired in MDIA 2100. Students will develop a full-length teleplay or screenplay. Topics include development of treatments, plotting, sequencing, character analysis, and synopsis. The techniques required for effective scene construction, plot twists, comedic slants, dramatic tones, and other advanced script writing techniques are also introduced.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.
- Adopting current best practice(s) in field: The revised course will address a de-emphasis in writing dramatic content for radio.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Tests administered by the course instructor; instructor evaluation and critique of scripts written by students.

| | |
|--|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>ULG</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Greg Brown

Current Course Prefix, Title, & Number:

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

MDIA 3500 Newswriting

List Current and Requested Revisions:

Current:

Course Prefix and Number: MDIA 3500

Credit Hours: 3

Course Title: Broadcast Newswriting

Pre-requisites: Completion of Area F or consent of instructor

Course Description: An advanced writing course building upon the skills learned in MDIA 2100. Students will develop their skills in researching, writing, and editing broadcast news. Interviewing techniques, in-depth study of Associated Press broadcast writing style, and scripting for both radio and television news will be emphasized.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Newswriting

Pre-requisites: MDIA 2100 or permission of instructor

Course Description: An advanced writing course building upon the skills learned in MDIA 2100. Students will develop their skills in researching, writing, and editing broadcast and online news. Emphasis on writing news readers, bulletins, packages, director's cues, rundowns and online news, as well as covering news beats and press conferences.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: This revision incorporates new developments in digital news coverage and presentation.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Evaluation will be based upon tests, writing assignments, and production of portfolio materials.

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|---|----------------------|
| Approvals: | |
| College/Division Exec. Comm.: <i>UV</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/15/2016 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Nicole Cox

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4350

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 4350
Credit Hours: 3
Course Title: Media and Culture
Pre-requisites: Major status and completion of Area F, or consent of instructor.
Course Description: A critical examination of the broadcast media, with emphasis on the connections among the message, the medium, society, and culture. This synthesis will help the student develop a clearer understanding of uses and gratifications, society's relation to media, and how media may effect society.

Requested:
Course Prefix and Number: MDIA 2350
Credit Hours:
Course Title:
Pre-requisites: Major or Minor status
Course Description: An introduction to media and culture. This course will explore foundational components of media and culture, examining connections between the message, the medium, society, and culture. The course will explore society's relation to media and how media affects society, through topics such as media industries, representation, audiences, and technology.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes: The course description revision reflects better alignment between the necessary knowledge, course, and program learning outcomes to provide students with a more focused knowledge and skills base.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The level change from 4350 to 2350 is to align the course with new courses in the proposed curriculum. The course will provide foundational knowledge necessary for advanced

408

study in additional courses such as MDIA 4400. Although course content will not change, level and depth of instruction will change.

Plans for assessing the effectiveness of the course: Course learning outcomes will be assessed through exams, class activities, and written assignments.

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| Approvals: | |
| College/Division Exec. Comm.: <i>UM</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/21/2015 (mm/dd/yyyy)

Department Initiating Revision:
 Communication Arts

Faculty Member Requesting Revision:
 Greg Brown

Current Course Prefix, Title, & Number:
 (See course description abbreviations in the catalog for approved prefixes)
 MDIA 4950

List Current and Requested Revisions:

Current:
 Course Prefix and Number: MDIA 4950
 Credit Hours: 1
 Course Title: Senior Seminar
 Pre-requisites: Area F, major status, restricted to students in their final semester of study in Mass Media.
 Course Description: A seminar bringing together all second semester seniors, focusing on student contribution to discussion and critiques of his/her fellow student's portfolio presentation and defense of his/her work in the program as evidenced by the materials placed into his/her portfolio during progress through the major. Examples of writing and creative endeavor will be presented and critically analyzed. The student will also successfully complete a comprehensive proficiency exit exam and/or interview.

Requested:
 Course Prefix and Number:
 Credit Hours: 3
 Course Title:
 Pre-requisites: Completion of Area F, major status, restricted to students in their final semester of study in Mass Media.
 Course Description: Required of all second semester seniors, the course focuses on packaging of student portfolio materials. Students will create a resume and a general employment application letter.

Semester/Year to be Effective:
 Fall 2016

Estimated Frequency of Course Offering:
 Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

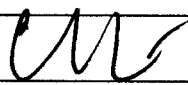
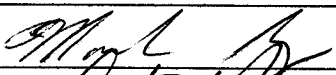
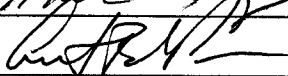
Adopting current best practice(s) in field: The revised course will address changes in

communication technologies and formats, specifically including writing for online products.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Tests administered by the course instructor instructor, and instructor evaluation and critique of student porfolios, resumes and employment application letters.

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| Approvals: | |
| College/Division Exec. Comm.: |  |
| Dept. Head: |  |
| Dean/Director: |  |
| Graduate Exec. Comm.(if needed): | |
| Graduate Dean (if needed): | |
| Academic Committee: | |

Date: 2/26/16
 Date: 2-9-16
 Date: 2-26-16
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 Date:

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/31/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Greg Brown

Current Course Prefix, Title, & Number:

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

MDIA 4961

List Current and Requested Revisions:

Current:

Course Prefix and Number: MDIA 4961

Credit Hours: 2

Course Title: Audio Workshop

Pre-requisites: MDIA 3100 or consent of instructor

Course Description: Student participation in the production of audio and radio programming. May be repeated for credit.

Requested:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Pre-requisites: MDIA 3001 or permission of instructor

Course Description: Students participate in the production of portfolio materials such as podcasts, traditional radio, and streamcast programming. May be repeated for credit.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Changes in the course incorporates emergent digital audio production techniques.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Evaluation will be based upon instructor review and critique of completed audio projects.

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| Approvals: | |
| College/Division Exec. Comm.: <i>UL</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

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

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Jason Brown

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4962 Video Workshop

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 4962
Credit Hours: 2
Course Title: Video Workshop
Pre-requisites: MDIA 3120K or MDIA 3150K or consent of instructor
Course Description: Student participation in the production of programming for VSU-TV, the University-programmed cable-access channel. May be repeated for credit

Requested:
Course Prefix and Number:
Credit Hours: 3
Course Title:
Pre-requisites: MDIA 3001 or permission of instructor.
Course Description: Active student participation in video production for VSU TV, and online distribution and exhibition. May be repeated for credit.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students. Course revision reflects better alignment between environmental knowledge, course and program learning outcomes to provide students with a more focused knowledge and skill base.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Change will provide more time within one class where it was previously expected over multiple classes. Students previously were required to take three (3) workshop courses at two (2) hours each. Now students will have more focused time over fewer total classes.

Plans for assessing the effectiveness of the course: SOI, student, alumni and employer surveys.
Program evaluation assessments via student portfolio, tests, and student written assignments.

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| Approvals: | |
| College/Division Exec. Comm.: | Date: 2/26/16 |
| Dept. Head: <i>Mal B.</i> | Date: 2-9-16 |
| Dean/Director: <i>W. B. R.</i> | Date: 2-26-16 |
| Graduate Exec. Comm. (if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Talley Mulligan

Current Course Prefix, Title, & Number:

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

MDIA 4963 International Documentary Production Workshop

List Current and Requested Revisions:

Current:

Course Prefix and Number: MDIA 4963

Credit Hours: 2

Course Title: International Documentary Production Workshop

Pre-requisites: MDIA 4150 or consent of instructor

Course Description: Student participation in the production and postproduction of international video documentaries. May be repeated for credit.

Requested:

Course Prefix and Number:

Credit Hours: 3

Course Title:

Pre-requisites: MDIA 3001 or permission of instructor

Course Description: Students participate in the production of an international documentary. May be repeated for credit. Study abroad travel required.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

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

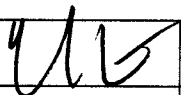
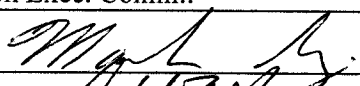
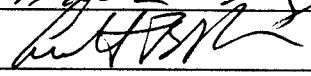
Improving student learning outcomes: This workshop involves preproduction, production, and postproduction of an international documentary and requires study abroad travel.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Evaluation will be based upon instructor review and critique of finished video projects.

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| Approvals: | |
| College/Division Exec. Comm.: |  Date: 2/26/16 |
| Dept. Head: |  Date: 2-9-16 |
| Dean/Director: |  Date: 2-26-16 |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 11/21/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Colin Walker

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4964: Sports Workshop

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 4964
Credit Hours: 2
Course Title: Sports Workshop
Pre-requisites: MDIA 3120 or MDIA 3150
Course Description: Student participation in the production of sports programming for VSU-TV, the University-programmed cable-access channel. May be repeated for credit.

Requested:
Course Prefix and Number:
Credit Hours: 3
Course Title:
Pre-requisites: MDIA 3001 or permission of instructor
Course Description: Students participate in the production of sports programming for VSU-TV, the University-programmed cable-access channel. May be repeated for credit.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: The revised course aligns with the National Communication Association's Learning outcomes published November 2015 to serve as the starting point for Degree Qualification Profiles and curriculum tuning.
(<https://www.luminafoundation.org/dqp-and-tuning>)

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The credit hour change from 0-4-2 to 0-6-3 is to align the course with new courses in the proposed curriculum.

Plans for assessing the effectiveness of the course: Course learning outcomes assessed through exams, class activities, and written assignments.

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| Approvals: | |
| College/Division Exec. Comm.: <i>WB</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 12/31/2015 (mm/dd/yyyy)

Department Initiating Revision:
Communication Arts

Faculty Member Requesting Revision:
Talley Mulligan

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MDIA 4965 Multimedia Design

List Current and Requested Revisions:

Current:
Course Prefix and Number: MDIA 4965
Credit Hours: 3
Course Title: Multimedia Design
Pre-requisites: Restricted to students in their final two semesters of study in Mass Media.
Course Description: Capstone course in which students will create a multimedia project to be delivered online to demonstrate their mastery of production and digital delivery techniques.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: New Media Workshop
Pre-requisites: MDIA 3001 or permission of instructor
Course Description: A hands-on exploration of the tools and techniques used to create engaging digital multi-media content for the web, advertising and interactive gaming applications. Topics and techniques include green screen, motion capture, interactive and motion graphics, ideation, co-creation and collaborative workflow.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Student feedback, benchmarking and identified skill and content areas critical for 21st century students.

Adopting current best practice(s) in field: New Media is an effectively ubiquitous component in the contemporary media mix and should be addressed in a program preparing students for professional practice. Multimedia Design is being replaced with a more integrated and comprehensive capstone course for Mass Media majors (MDIA 4700 Media Capstone).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Evaluation may be based upon tests, research projects, and instructor review and critique of student-created new media products.

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| Approvals: | |
| College/Division Exec. Comm.: <i>ULB</i> | Date: <i>2/26/16</i> |
| Dept. Head: <i>[Signature]</i> | Date: <i>2-9-16</i> |
| Dean/Director: <i>[Signature]</i> | Date: <i>2-26-16</i> |
| Graduate Exec. Comm.(if needed): | Date: |
| Graduate Dean (if needed): | Date: |
| Academic Committee: | Date: |

Form last updated: February 9, 2016



Valdosta State University

Request to Deactivate a Course/Program

Date of Submission (MM/DD/YYYY): 02/23/2016
Department Initiating Proposal: Communication Arts
Semester Effective: Fall 2017

List of Courses (or the program or track) to be deactivated

MDIA 3050, MDIA 3060, MDIA 3110K, MDIA 3120K, MDIA 3130K, MDIA 3150K, MDIA 3300, MDIA 3450, MDIA 3800, MDIA 4010, MDIA 4020, MDIA 4040, MDIA 4110K, MDIA 4120K, MDIA 4130K, MDIA 4150K, MDIA 4240K, MDIA 4270, MDIA 4333, MDIA 4334, MDIA 4335, MDIA 4450, MDIA 4600, MDIA 4650, MDIA 4800, MDIA 4951, and MDIA 4952.

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Program revisions are the result of student feedback, benchmarking, and environmental scanning to identify skill and content areas critical for 21st century students. After program and course revisions, remaining courses are being deactivated.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: Curriculum revisions the result of student feedback, benchmarking, and environmental scanning identified skill and content areas critical for 21st century students.

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

Explain:

Approvals

| | |
|--------------------------------------|-------|
| _____ | _____ |
| College/Division Executive Committee | Date |
| _____ | _____ |
| Department Head | Date |
| _____ | _____ |
| Dean/Director | Date |
| _____ | _____ |
| Graduate Executive Committee | Date |
| _____ | _____ |
| Graduate Dean | Date |

Academic Committee

Date

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for a Curriculum Change

Degree and Program Name: Certificate, Institutional Cross-training
Certificate for Journalism and Mass Media
Students

Date of Submission (MM/DD/YYYY): 02/23/2016

Department Initiating Proposal: Communication Arts

Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/institutional-crosstraining-certificate-journalism-mass-media-students/>

Present Requirements

To earn an institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

| | | |
|--------------|-----------------------------------|-----|
| JOUR 3510 | News Writing | 3 |
| JOUR 3520 | Essential Reporting Skills (1 hr) | 1-2 |
| JOUR 4510 | Feature Writing | 3 |
| or JOUR 4520 | Literary Journalism | |
| or JOUR 4550 | Reporting | |

To earn an institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:

| | | |
|--------------|--------------------------------------|---|
| MDIA 3050 | Broadcast Performance and Announcing | 3 |
| MDIA 3500 | Broadcast News Writing | 3 |
| MDIA 4961 | Audio Workshop (1-2 hrs) | 2 |
| or MDIA 4962 | Video Workshop | |

432

Proposed Requirements (Highlight changes)

Institutional Cross-training Certificate for Journalism and Mass Media Students

To earn an institutional certificate, students who are earning a minor or major in mass media will be required to pass the following courses with a grade of "C" or better:

- JOUR 3510 News Writing (3-0-3)
- JOUR 3520 Essential Reporting Skills (1- 2 hours)

Select one of the following

- JOUR 4510 Feature Writing (3-0-3)
- JOUR 4520 Literary Journalism (3-0-3)
- JOUR 4550 Reporting (3-0-3)

Total Hours 9 hrs

To earn an institutional certificate, students who are earning a minor in print journalism or who are majoring in English with a journalism emphasis will be required to pass the following courses with a grade of "C" or better:

- MDIA 3250 Sports, News and Entertainment Announcing (2-2-3)
- MDIA 3500 Newswriting (3-0-3)
- MDIA 4960 News Workshop (0-6-3)

Total Hours 9 hrs

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Changes in certificate program made to reflect course changes in the Mass Media curriculum.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain:

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:


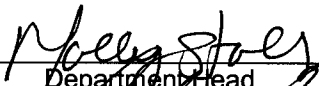
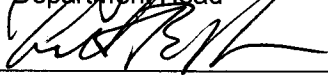
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain:

Other

Explain:

Approvals

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

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for a Curriculum Change

Degree and Program Name: Certificate, Sports Broadcasting Certificate
 Date of Submission (MM/DD/YYYY): 12/01/2016
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/sports-broadcasting-certificate/>

Present Requirements

Sports Broadcasting Certificate

Admission requirement: Mass media major and completion of Area F

| Required Courses | | |
|------------------------------|--|-----------|
| MDIA 3060 | Sports Announcing and Reporting | 3 |
| MDIA 3500 or MDIA 3050 | Broadcast News Writing Broadcast Performance and Announcing | 3 |
| MDIA 4964 | Sports Workshop | 4 |
| Select two of the following: | | 6 |
| PHIL 3170 | Ethics and Sport | |
| SOCI 3650 | Sociology of Sport | |
| MDIA 4030 | Selected Topics in Mass Media | |
| Total Hours | | 16 |

Proposed Requirements (Highlight changes)

Admission Requirement: Mass Media Major

Sports Broadcasting Core..... 12 hrs

- MDIA 3250 Sports and Entertainment Announcing (2-2-3)
- JOUR 4570 Sportswriting (3-0-3)
- MDIA 4964 Sports Workshop (0-6-3) Repeated twice with different sports

436

Select two of the Following..... 6 hrs

SOCI 3650 Sociology of Sport (3-0-3)

PHIL 3170 Ethics and Sport (3-0-3)

MDIA 3125 Social Media (3-0-3)

MDIA 3500 Newswriting (3-0-3)

Total..... 18 hours

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

Improving Student Learning Outcomes

Explain:

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: Certificate courses adjusted based upon changes in Mass Media Major.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

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

Explain:

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: No Change.


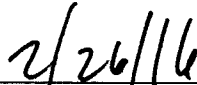
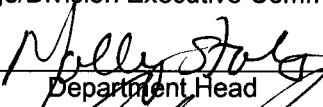
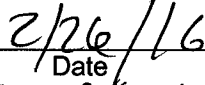

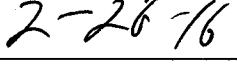
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: No Change.

Other

Explain:

Approvals

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

MGB 1/20/16
Revised program.docx



Valdosta State University

Request for a Curriculum Change

Degree and Program Name: Minor, Mass Media Studies
 Date of Submission (MM/DD/YYYY): 02/23/2016
 Department Initiating Proposal: Communication Arts
 Semester Effective: Fall 2016

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/minor-mass-media-studies/>

Present Requirements

Minor in Mass Media Studies

| | | |
|---|--------------------------------|-----------|
| MDIA 2000 | Introduction to Mass Media | 3 |
| MDIA 4350 | Media and Culture | 3 |
| MDIA 4400 | Media Criticism | 3 |
| Select three courses from the following | | 9 |
| MDIA 3450 | Media Ethics | |
| MDIA 4100 | Media Economics and Management | |
| MDIA 4270 | Diversity in Media | |
| MDIA 4450 | International Media | |
| MDIA 4800 | Media Law | |
| Total Hours | | 18 |

Proposed Requirements (Highlight changes)

Minor in Mass Media Studies

Core..... 9 hours

- MDIA 2000 Introduction to Mass Media (3-0-3)
- MDIA 2350 Media and Culture (3-0-3)
- MDIA 4200 Media Law and Ethics (3-0-3)

Select three of the following 9 hours

440

- MDIA 3125 Social Media (3-0-3)
- MDIA 3225 Media Research and Audience Analysis (3-0-3)
- MDIA 3350 Aesthetics of Electronic Media (3-0-3)
- MDIA 4100 Media Economics and Management (3-0-3)
- MDIA 4270 Diversity in Media (-0-3)
- MDIA 4400 Media Criticism (3-0-3)
- MDIA 4450 International Media (3-0-3)

Total.....18 hours

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

Improving Student Learning Outcomes
Explain:

Adopting best practices in the Field
Explain:

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

Other
Explain: Changes in minor made to match changes made in the major.

Source of Data to Support Suggested Change

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

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



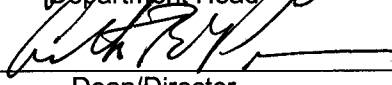
Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)
Explain: No Change

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)
Explain: No Change

Other
Explain:

Approvals

| | |
|--|------------------------|
|  _____ | <u>2/26/16</u> Date |
| College/Division Executive Committee | |
|  _____ | <u>2/26/16</u> Date |
| Department Head | |
|  _____ | <u>2-26-16</u> Date |
| Dean/Director | |
| _____ | _____ |
| Graduate Executive Committee | Date |
| _____ | _____ |
| Graduate Dean | Date |
| _____ | _____ |
| Academic Committee | Date |

MGB 1/20/16
Revised program.docx