

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
October 12, 2009**

**2:30 p.m.**

**ROSE ROOM  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
October 12, 2009

1. Minutes of the September 14, 2009 meeting. (pages 1-2) approved by email September 22, 2009
2. **COLLEGE OF NURSING**
  - a. Revised credit hours, and description NURS 7463 (pages 3-10)
3. **COLLEGE OF THE ARTS**
  - a. New course MUSC 1211 (pages 11-15)
  - b. New course MUSC 1411 (pages 16-21)
4. **COLLEGE OF BUSINESS**
  - a. Revised admission requirements for the College of Business – BBA degrees (pages 22-24)
  - b. New course ECON 3450 (pages 25-31)
  - c. Revised course title and description MKTG 4770 (pages 32-34)
5. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised course title VSU 1101 (pages 35-37)
  - b. Revised course title and description VSU 1102 (pages 38-41)
  - c. Revised course description WGST 3100 (pages 42-44)
  - d. New course PERS 2160H (pages 45-57)
6. **Pending items**
  - a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
  - b. Notice to SACS that the BS in Athletic Training was changed to a BSAT in Athletic Training.
  - c. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
September 14, 2009

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, September 14, 2009. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Marvin Smith, Dr. Ray Elson (proxy for Dr. Bruce Caster), Dr. James Ernest (proxy for Dr. Lucia Lu), Dr. Deborah Weaver, Ms. Laura Wright, Dr. William Faux, Dr. Linda Jurczak, Dr. Kathe Lowney (proxy for Dr. Frank Flaherty), Dr. Kathe Lowney, Dr. Ray Elson, Dr. James Ernest, Dr. Iris Ellis, Dr. Melissa Benton, Dr. Mike Meacham, and Ms. Deborah VanPetten.

Members Absent: Dr. Lai Orenduff, Dr. Bruce Caster, Dr. Lucia Lu, Dr. Frank Flaherty, Ms. Donna Cunningham, and Dr. James Humphrey.

Visitors Present: Dr. John Hummel, Dr. Nanci Scheetz, Dr. James Peterson, Dr. Ivan Nikolov, Dr. Nathan Elliott, Dr. Phil Gunter, Dr. Mike Griffin, Dr. Karla Hull, and Mr. Lee Bradley.

The Minutes of the May 18, 2009 meeting were approved by email on May 20, 2009. (pages 1-3).

**A. College of Business**

1. Deactivation of MBA 7990, ECON 1900H, 3200, 3300, and MKTG 4800 was noted effective Spring Semester 2010. (page 4).

**B. College of Education**

1. Revised course number and title, Interpreting (INTP) 2998, "Entry into the Profession", (ENTRY TO PROFESSION – 0 credit hours, 0 lecture hours, 1 lab hour, and 0 contact hours), was approved effective Spring Semester 2010. (pages 5-7).
2. Revised requirements for the minor in Psychology was approved effective Fall Semester 2010 with the effective term changed from Spring 2010 to Fall 2010, and the spelling of psychology was corrected in the "Plan for Assessing Proposed Change" section. (pages 8-11).
3. Revised course prerequisites, Kinesiology/Physical Education (KSPE) 3200, "Nutrition for Health and Human Performance", (NUTRITION HLTH/HUMAN PERFORMAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010 with the description changed to read – Prerequisites or Co-requisite: KSPE 3420... (pages 12-14).

**C. College of Arts and Sciences**

1. Deactivation of CRJU 7350 was noted effective Spring Semester 2010. (page 15).
2. Revised course description, Foreign Language Education (FLED) 4800, "Senior Professional Development Seminar", (SENIOR PROF DEVELOPMENT SEM – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2010. (pages 16-18).
3. Revised course description, Philosophy (PHIL) 4120, "Ethics and Public Policy", (ETHICS AND PUBLIC POLICY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with a comma added after free speech in the course description. (pages 19-22).
4. Revised course description, Philosophy (PHIL) 4220, "Ethics and Public Administration", (ETHICS AND PUBLIC ADMINSTRTN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read – Study of ethical issues in public administration. Special emphasis will be given to developing...malfeasance and conflict...their decision-making. (pages 23-26).
5. Revised course description, Journalism (JOUR) 3570, "Photojournalism", (PHOTOJOURNALISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 27-30).
6. Revised catalog narrative for the MA in English was approved effective Fall Semester 2010 with the effective changed to

Fall 2010. (pages 31-38).

7. Revised course description, title, and number, Legal Assistant Studies (LEAS) 4251, "Trial Advocacy II", (TRIAL ADVOCACY II – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010. (pages 39-42). Deactivation of LEAS 4902.
8. Revised course description, title, and number, Political Science (POLS) 4251, "Trial Advocacy II", (TRIAL ADVOCACY II – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2010. (pages 43-46). Deactivation of POLS 4902.
9. Revised course title, Legal Assistant Studies (LEAS) 4250, "Trial Advocacy I", (TRIAL ADVOCACY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 47-49).
10. Revised course title, Political Science (POLS) 4250, "Trial Advocacy I", (TRIAL ADVOCACY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 50-52).
11. Revised course description, and title, Political Science (POLS) 4440, "Model United Nations I", (MODEL UNITED NATIONS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 with the description changed to read ...setting. Prepares students to represent... . (pages 53-56).
12. Revised course description, title, and number, Political Science (POLS) 4442, "Model United Nations II", (MODEL UNITED NATIONS II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010 in the course description all "U.N." were changed to "UN". (pages 57-60). Deactivation of POLS 4901.
13. Deactivation of PADM 7340, POLS 3260, 4340, 4630 5610, 6400, 6630, and 6850 were noted effective Spring Semester 2010. (page 61).
14. Letter of Intent – for the BA in Transatlantic Studies Program was approved and will be sent to the BOR for approval.

Respectfully submitted,

Stanley Jones  
Interim Registrar

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

**RECEIVED**

MAY 01 2009

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 4/16/2009 (mm/dd/yyyy)

Department Initiating Request: College of Nursing

Faculty Member Requesting Revision: Dr. Susan Wold

Current Course Prefix and Number: NURS 7463

Current Credit Hours: 1 to 6

credit hours

Current Course Title: Thesis

Mark all that apply:

- Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Fall, 2009

Estimated Frequency of Course Offering: Fall and Spring

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours: 3-6

Revised Course Description: (box expands indefinitely)

Prerequisite: NURS 7120. Capstone research course resulting in the proposal and preparation of a thesis in APA style. A thesis defense is required. Continuous registration is required until the thesis is completed, with a minimum of 6 hours needed for course completion.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*  
(box expands indefinitely)

- Improving student learning outcomes: The revised course description clarifies expectations regarding continuous registration (in 3 credit increments) and the required thesis defense. The added objectives and topical outline further clarify the process and expected outcomes of thesis.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: SACS requires a syllabus for every course offered; this syllabus addresses that expectation. Also, by creating objectives and linking them to the AACN Essentials of Masters Education, this syllabus will help document requirements for the anticipated 2010 reaccreditation of the MSN program by CCNE.
- Other: Requiring students to register continuously in 3-credit increments (instead of 1 credit per term) will more accurately reflect faculty workload and may motivate students to complete thesis more quickly (to avoid paying tuition for more than 6 total credits).

Assessment Plan: (box expands indefinitely)

A written proposal with oral defense, IRB approval, and a written final thesis with oral defense are required.

Approvals: (Print out for signatures & dates)

Dept. Head(s) <u>N/A</u>	Date _____
Dean(s)/Director(s) <u>Anita H. Huffst</u>	Date <u>4/23/09</u>
College Exec. Comm. <u>Anita H. Huffst</u>	Date <u>4/23/09</u>
Graduate Exec. Comm. <u>Kel Hua</u>	Date <u>5/6/09</u>
Academic Comm. _____	Date _____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**



**MASTER OF SCIENCE IN NURSING PROGRAM  
COURSE OVERVIEW**

**Fall, 2009**

**COURSE NUMBER:** NURS 7463

**COURSE TITLE:** Thesis

**COURSE CREDIT:** 6 credit hours required for completion;  
May register for 3 credit hours

**CLOCK HOURS:** Arranged

**PLACEMENT IN CURRICULUM:** Prerequisite: NURS 7120

**FACULTY:** Dr. Susan J. Wold, Professor  
256 Martin Hall  
(229) 245-2495  
[sjwold@valdosta.edu](mailto:sjwold@valdosta.edu)  
Office hours: schedule posted weekly

**CATALOG DESCRIPTION:**

Capstone research course resulting in the proposal and preparation of a thesis in APA style. A thesis defense is required. Continuous registration is required until the thesis is completed, with a minimum of 6 hours needed for course completion.

**COURSE OBJECTIVES:**

Upon completion of this course, the learner will be able to:

Course Objective	Related VSU MSN Program Outcomes	AACN Essentials of Masters Education (1996)
1. Formulate research objectives, questions, or hypotheses to investigate a nursing problem.	1, 2, 5	I. Research IV. Professional Role Development
2. Compile a relevant literature review.	1, 2, 5	I. Research IV. Professional Role Development

Course Objective	Related VSU MSN Program Outcomes	AACN Essentials of Masters Education (1996)
3. Create and successfully defend a research proposal to address the identified nursing problem.	1, 2, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
4. Complete the research study with permission of the IRB and under faculty supervision.	1, 2, 5	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
5. Prepare a written summary of the study in accordance with Graduate School requirements.	1, 2, 5, 7	I. Research IV. Professional Role Development V. Theoretical Foundations of Nursing Practice
6. Successfully defend the thesis.	1, 2, 5, 7	I. Research IV. Professional Role Development

**TOPICAL OUTLINE:**

- I. Review of the research process
  - A. Problem and purpose identification and refinement
  - B. Review of the literature
  - C. Methodology
  - D. Data analysis
  - E. Discussion, implications, and recommendations
  
- II. Thesis preparation
  - A. Appointing a thesis committee
  - B. Preparing the research proposal
  - C. Proposal defense
  - D. Obtaining IRB approval
  - E. Preparing the thesis in APA format
  - F. Thesis defense
  - G. Submission of the completed thesis to the Graduate School

**TEACHING STRATEGIES:**

Independent research under the guidance of an appointed faculty thesis committee chaired by the student's advisor.

**EVALUATION METHODS:**

Both the thesis proposal and completed thesis must be defended to the student's thesis committee. The content and format of the defended thesis must then be accepted by the Graduate School, after which an overall grade of "S" will be entered. Interim grades of "IP" or "U" will be submitted for each semester in which the student is enrolled prior to completion of the thesis.

**REQUIRED TEXTBOOKS:** None

**RECOMMENDED RESOURCES:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Burns, N., & Grove, S. K. (2009). *The practice of nursing research: Appraisal, synthesis, and generation of evidence* (6<sup>th</sup> ed.). St. Louis: Elsevier Saunders.

Valdosta State University Graduate School. (2002, January). *Thesis and dissertation guide*. Retrieved August 10, 2008 from [http://www.valdosta.edu/gradschool/documents/ThesisDissertation\\_Guide\\_2002.pdf](http://www.valdosta.edu/gradschool/documents/ThesisDissertation_Guide_2002.pdf)

**COURSE EXPECTATIONS:**

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

**HIPAA STATEMENT:** The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which the student is placed. Violation of HIPAA may result in dismissal from the nursing program.

**DRUG TESTING AND CRIMINAL BACKGROUND CHECK STATEMENT:** All students and faculty in the College of Nursing are subject to the policies and procedures of the clinical agencies in which we do clinical rotations. Drug Testing and Criminal Background checks may be required and are mandated to be completed at the student's expense. The results of drug testing and criminal background checks are sent directly to the requesting agency, not the College of Nursing. Should a student be dismissed from a clinical site, the student must immediately contact the Dean of the College of Nursing for appropriate action.

Approved by CON Graduate Faculty: 2/27/09  
Approved by CONFO: 4/16/09

This course syllabus was last updated on: 3/27/09  
Course author: Susan J. Wold

7463 Thesis.Syllabus.3.27.09.Wold.wpd/pdf  
4/16/09:SJW/

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 9/18/09 (mm/dd/yyyy)

**Department Initiating Request:**

Music

**Faculty Member Requesting:**

Dr. Lyle Indergaard

**Proposed New Course Prefix & Number:**

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

MUSC 1211

**Proposed New Course Title:**

Secondary Class Piano

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Secondary Class Piano

**Semester/Year to be Effective:**

Spring/2010

**Estimated Frequency of Course Offering:**

Every Fall and Spring Semester

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

**Lecture Hours:** 0

**Lab Hours:** 2

**Credit Hours:** 1

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An instructional and performance class which includes the study of basic piano skills, including piano technique and solo piano performance, and the development of an appreciation for classical piano playing through the study of classical piano literature. This class 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. Please include and/or append relevant supporting data.

Improving student learning outcomes: Secondary Class Piano MUSC 1211 will be offered in lieu of private Secondary Applied Piano MUSC 1210 as a means of accommodating more students than is possible through private applied study (one-on-one). The justification for this substitution is the fair exchange of one twenty-five minute individual lesson (MUSC 1210) a week for group instruction of two fifty minute periods a week. The added benefits of group study include the sharing of ideas, developing keener listening skills by listening to other piano students, and becoming acquainted with more piano repertoire.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** Departmental evaluation of student learning and course delivery.

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

<b>Approvals:</b>	
Dept. Head: <i>J. Shrade</i>	Date: <i>10-1-09</i>
College/Division Exec. Comm.: <i>M. Savore</i>	Date: <i>10-1-09</i>
Dean/Director: <i>John Matter</i>	Date: <i>10/1/09</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

## Syllabus

**MUSC 1211**

### SECONDARY CLASS PIANO

Hours of credit: 1 credit hour  
Pre-requisites or co-requisites:  
Classroom location & room #: Rm. 264, Fine Arts Building  
Department, College, University: Music Department, College of the Arts  
Valdosta State University

**INSTRUCTOR:** Dr. Lyle Indergaard  
Rm. 262, Fine Arts Building  
Office: (229) 259-2071  
e-mail: linderga@valdosta.edu  
Office hours: check office schedule

#### **COURSE DESCRIPTION:**

An instructional and performance class which includes the study of basic piano skills, including piano technique and solo piano performance, and the development of an appreciation for classical piano playing through the study of classical piano literature. This class may be repeated for credit.

#### **REQUIRED TEXTS, RESOURCES, & MATERIALS:**

Music scores of piano repertoire, method books and pedagogical texts will be acquired either through purchase or library check-out.

#### **COURSE OBJECTIVES:** Students will:

1. practice and perform classical piano music in a variety of representative styles. (DOM Outcomes: #s2, 3; NASM Standards: VII.D., # 2.a. 4, #3.a.1, VIII.B., 1.a., 1.b.);
2. demonstrate an increasingly advanced level of performance skill appropriate to the number of semesters of study. (DOM Outcomes: #3)

#### **EDUCATIONAL OUTCOMES:** Upon successful completion of this course, students will:

1. demonstrate the ability to perform classical piano music in a variety of representative styles.



**ASSESSMENT:**

Depending on the level of a student's playing and the difficulty of the assignments, students will be evaluated on at least three performance assignments during the semester. Performance assessment is based on level of preparation of both the technical and musical elements of the assignments.

**ATTENDANCE & TARDINESS POLICIES:**

Attendance is essential to achievement in this course. A student is allowed one unexcused absence. For every subsequent unexcused absence, the semester grade will be lowered by one letter grade. An excused absence is defined as illness or a personal/family emergency. In order for an absence to be considered "excused," it must be reported by email or phone before the missed class session. It is also expected that students will arrive on time for class.

This course conforms to the official VSU policy as stated in the VSU Catalogue: "The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination...It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. 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."

**ACCOMMODATIONS STATEMENT:**

Students with disabilities should inform the instructor of the disability and necessary accommodations. To receive classroom accommodations outside the instructor's resources students may/should contact the VSU Access Office:  
<http://www.valdosta.edu/access/facresources.shtml>

From the VSU Catalog:

"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)."

**CLASSROOM DEMEANOR:**

Students are required to demonstrate good classroom demeanor during class. There must be no use of electronic devices such as cell phones, and no disruptive talking or behavior.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 9/18/2009 (mm/dd/yyyy)

**Department Initiating Request:**

Music

**Faculty Member Requesting:**

Paul Neal

**Proposed New Course Prefix & Number:**

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

MUSC 1411

**Proposed New Course Title:**

Secondary Class Voice

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Secondary Class Voice

**Semester/Year to be Effective:**

Spring/2010

**Estimated Frequency of Course Offering:**

Every Fall & Spring Semesters

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

**Lecture Hours:** 0

**Lab Hours:** 2

**Credit Hours:** 1

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An instructional and performance class which includes the study of the basic skills of singing, including vocal technique and solo vocal performance; and the development of an appreciation of the classical vocal art through the study of artistic vocal literature.

**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: Class Voice will be offered in lieu of private Secondary Applied Voice study (MUSC 1410) as a means of accommodating more students than is possible through private applied study (one-on-one). The justification for this substitution is the fair exchange of individual instruction for one-half hour a week for group instruction two hours a week. The added benefits of group study include the sharing of ideas, developing keener listening skills by listening to other singers, and learning more vocal literature.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** Departmental evaluation of student learning and course delivery.

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

<b>Approvals:</b>	
Dept. Head: <i>J. Shuck</i>	Date: 10-1-09
College/Division Exec. Comm.: <i>M. Savou</i>	Date: 10-1-09
Dean/Director: <i>John Smith</i>	Date: 10/1/09
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

## MUSC 1411: SECONDARY CLASS VOICE

Days/Times: MW 3:00 – 3:50 PM Classroom: FA 261

Instructor: Paul Neal

Email: paneal@valdosta.edu Phone: 229.333.5812

Office Room: FA 244A

Office Hours: MW 9:00 – 9:50 AM

**CATALOGUE DESCRIPTION:** An instructional and performance class which includes the study of the basic skills of singing, including vocal technique and solo vocal performance; and the development of an appreciation for the classical vocal art through the study of artistic vocal literature.

**RATIONALE:** Students who successfully complete the course will have the ability to recognize artful singing, both technically, musically, and expressively, in others and in themselves; and sing at a level defined as 'non-major secondary,' or that which is at a level considerably less restrictive than a music major.

### COURSE MATERIALS:

- Adventures in Singing: A Process for Exploring, Discovering, and Developing Vocal Potential, 4th Edition, Clifton Ware
- CD-RW required to record individual lessons
- Music as assigned
- Your Voice Journal (a notebook of your own design)

**COURSE OBJECTIVES:** Upon successful completion of this course, students will:

1. Use appropriate vocabulary for discussing singing. **DOM: Candidates will demonstrate functional knowledge of the elements of musical construction.**
2. Exhibit increased confidence in vocal performance **DOM: 1 Candidates will demonstrate acceptable solo performance skill. NASM 2A (3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.**
3. Maintain records of their artistic environment through reading and listening to singers. **DOM: Candidates will apply analytical and historical knowledge of activities related to music performance.**
4. Document their own progress and assess the progress of other students. **DOM: Candidates will apply analytical and historical knowledge of activities related to music performance.**
5. Demonstrate increased ability to sing. **DOM: 1 Demonstrate acceptable professional level performance of vocal literature. NASM 2A (3) An understanding of compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.**
6. Apply the principals of vocal and physical warm-up. **DOM: Candidates will employ fundamental music pedagogy appropriate for their instrument or voice.**
7. Sight-read simple melodic and rhythmic exercises. **DOM: 2 Use and apply appropriate theoretical and aural skills. NASM Standards: 2A (1) The ability to hear, identify, and work conceptually with the elements of music.**

## **DEPARTMENT OF MUSIC - EDUCATIONAL OUTCOMES:**

1. Develop skills in and functional knowledge of conducting and rehearsing, suitable for all performing forces.
2. Develop skills in assessment and evaluation strategies when observing one's own conducting, or observing another student.
3. Mastering the fundamentals of effective communication through the gesture, including, but not limited to, arm/hand position, vertical/horizontal planes, delineation of ictus, preparatory gesture/downbeat, simple patterns, etc.
5. Acquire the ability to communicate music at various levels to different age groups and in a variety of classroom and ensemble settings.

## **EVALUATION:**

### **Class sessions: (150 points)**

Our class sessions are essential to your progress. We will do the following throughout the semester:

1. Discuss how the voice works and how to use the body best when singing
2. Sing together and alone to learn through demonstration
3. Discuss assigned readings
4. Listen to/watch recordings of professional singers and each other
5. Discover strategies for learning a song and performing it effectively

Outside of class you will be expected to complete the following:

1. Reading /listening assignments and questions handed out in class
2. Prepare and practice assigned music, learning notes and text alone
3. A Voice Journal

After each class session, each student will be graded on a 5-point scale. The student will be graded on their participation in discussion, their preparation for singing in groups or alone, and attentiveness to details discussed in previous class sessions.

### **Voice Journal: (50 points)**

Voice Journal should include the following information:

1. List of vocal and physical exercises assigned
2. Notes from class discussion
3. Notes from readings
4. Comments on practice sessions
5. Bring your journal to class each week and hand it in for grading on the last class day.
6. Listen to recordings and assess using own words

### **Midterm (100 points)**

During Week 7, one piece of music will be memorized and performed in class. Assessment will be attention to all details discussed in previous classes – memorization of melody, rhythm and lyrics; intonation; breath support, etc.

### **Final (100 points)**

During Finals week, one other piece of music will be memorized and performed in class. Assessment will be attention to all details discussed in previous classes – memorization of melody, rhythm and lyrics; intonation; breath support, etc.

**Point Distribution for Semester Grade**

400-360 points A

359-320 points B

319-280 points C

270-240 points D

239-0 points F

**ATTENDANCE POLICY:** Attendance is essential to achievement in this course. You are allowed one unexcused absence. For every subsequent absence, your semester grade will be lowered by one letter grade.

**SPECIAL NEEDS STATEMENT**

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

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

## Request for Curriculum Change Valdosta State University

Choose area of change:

(Please click grey area below for drop box)

Senior Curriculum    Other Curriculum (Specify):

Current Catalog page number: 187

Proposed effective date for Curriculum Change: 1/2010 (Month/Year)

Degree & Program name (e.g., BFA, Art): Bachelor of Business Administration (BBA)

Present Requirements:

All students who wish to pursue one of the majors in business administration beyond their sophomore year must be accepted to the senior college of the Harley Langdale, Jr. College of Business Administration. Students who meet the following criteria are accepted.

1. Completion of all junior college requirements of the Harley Langdale, Jr. College of Business Administration.
2. Successful completion of both parts of the Regent's Testing Program (RGTR 0196 and RGTR 0197).
3. A minimum over-all Grade Point Average (GPA) of 2.80 (on a 4.00 scale). The GPA calculation is based on all course work, including transfer credits.
4. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.

Proposed Requirements (**Underline changes after printing this form**):

All students who wish to pursue one of the majors in business administration beyond their sophomore year must be accepted to the senior college of the Harley Langdale, Jr. College of Business Administration. Students who meet the following criteria are accepted.

1. Completion of all junior college requirements of the Harley Langdale, Jr. College of Business Administration.
2. Successful completion of both parts of the Regent's Testing Program (RGTR 0196 and RGTR 0197).
3. A minimum over-all Grade Point Average (GPA) of 2.80 (on a 4.00 scale). The GPA calculation is based on all course work, including transfer credits. Alternatively, this portion of the requirement can be met with an overall GPA of at least 2.50 and a GPA of at least 3.00 on the last 30 semester hours.
4. A minimum grade of "C" in all courses in Area F of the junior college core curriculum.



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.

(text boxes are expandable)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: In recognition of their superior recent academic performance, the new admission requirement will allow selected students with less than a 2.8 GPA to be admitted to LCOBA.

Plan for Assessing Proposed Change:

The dean and associate dean will monitor and record each exception to the 2.8 minimum admission requirement. Data will be collected to analyze the impact on enrollment in LCOBA as well as the performance of the students admitted under the changed admission criteria. After analyzing these factors, the LCOBA Executive Committee may propose a change at a later date if necessary.

**Approvals:**

Department Head: Kent Moore Date: 9/14/09  
 Dean(s)/Director(s): [Signature] Date: 9/14/09  
 College Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Grad. Exec. Committee: \_\_\_\_\_ Date: \_\_\_\_\_  
 Academic Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Program offered: At VSU

*If the program is to be offered off campus:*

Where will the course be offered?

Does VSU already offer courses at this site? Yes

**For VSU's SACS Liaison (Office of Strategic Research and Analysis)**

	Yes	No
Does proposed change require notification of a substantive change to SACS? (if no, stop here)	<input type="checkbox"/>	<input type="checkbox"/>
If yes, Has the department proposing the change submitted the required information to you?	<input type="checkbox"/>	<input type="checkbox"/>
Does proposed effective date meet SACS notification requirements?	<input type="checkbox"/>	<input type="checkbox"/>
Has the VPAA been notified?	<input type="checkbox"/>	<input type="checkbox"/>
SACS Liaison: _____	Date: _____	

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

Date of Submission: 05/09/2009(mm/dd/yyyy)

Department Initiating Request: Marketing and Economics

Faculty Member Requesting: Brandon C. Koford

Proposed New Course Prefix & Number: ECON 3450

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Sports Economics

Proposed New Course Title Abbreviation: Sports Economics

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Spring 2010

Estimated Frequency of Course Offering: Yearly

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 03

Lecture Hours: 03

Lab Hours: 00

Credit Hours: 03

Proposed Course Description: (box expands indefinitely)

Prerequisite: ECON 2106. Application of microeconomic principles to the sports industry. The industrial organization and public finance of the sports industry as well as labor market outcomes for athletes are emphasized. Topics include profit-maximization of sports franchises, broadcasting rights, competitive balance, the value of talent, public finance of sports, and sports in the not-for-profit sector.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

**Improving student learning outcomes:** There are three primary learning outcomes associated with the class: (1) Students will learn microeconomic theory and apply it to the area of sports; (2) Students will use real world data to test and discuss microeconomic predictions as they apply to sports. (3) Students will read and assess professional literature regarding the economics of sports. The three outcomes work together to provide a course in which students learn theory, test theory at a level appropriate to their skill, and examine academic journal articles related to sports economics.

**Adopting current best practice(s) in field:**

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

**Other:**

**Plans for assessing proposed course:** (box expands indefinitely)

Assessment for the course is through assignments, quizzes, data analysis, and exams.

\*\*\* ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) <u><i>Kent Moore</i></u>	Date <u><i>9/9/09</i></u>
Dean(s)/Director(s) <u><i>J. Wayne Blumhoff</i></u>	Date <u><i>9/14/09</i></u>
College Exec. Comm. <u><i>J. Wayne Blumhoff</i></u>	Date <u><i>9/9/09</i></u>
Graduate Exec. Comm. _____	Date _____
Academic Comm. _____	Date _____

Indicate How Course will be Taught: Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

**ECON 3450: Sports Economics  
Spring 2009 Course Syllabus**

**Professor:** Brandon Koford  
Department of Marketing and Economics  
Langdale College of Business Administration  
Valdosta State University

**Office:** Pound Hall 103F

**Email:** [bckoford@valdosta.edu](mailto:bckoford@valdosta.edu)

**Phone:** 229.245.4319

**URL:** <http://www.valdosta.edu/~bckoford>

**Class:** TTh 2:00 pm – 3:15 pm, Pound Hall 201

**Office Hours:** Tuesday: 4:45 PM – 5:45 PM  
Thursday: 12: 30 PM – 1:30 PM and 5:30 PM – 6:30 PM  
and by appointment

***Course Description***

An application of microeconomic principles to the sports industry. The industrial organization and public finance of the sports industry as well as labor market outcomes for athletes are emphasized. Topics include profit-maximization of sports franchises, broadcasting rights, competitive balance, the value of talent, public finance of sports, and sports in the not-for-profit sector. The prerequisite for this course is ECON 2106.

***Learning Goals and Objectives<sup>1</sup>***

The student will learn and apply microeconomic tools to the overall industry of sports as well as current events in sports; analyze sports from the perspective of both the consumer (demand side) and the firm (supply side) [U7, C5, M2]; analyze the labor market for sports from an economic perspective [U7, C5 M2]; evaluate the case for government involvement in sporting activities [C2, M2]; and perform numeric and verbal analysis of economic phenomenon in the sports industry [U3, C2].

***Evaluation Criteria***

Your grade will be determined on a standard 100 point scale. A: 90% to 100%, B: 80%-89%, C: 70%-79%, D: 60%-69%, E: 59% and below. If I feel that a curve is necessary it will be determined separately for each exam and announced in class when I return that exam. Grading in the course will be based upon assignments, quizzes, write-ups, one mid-semester exam and a cumulative final exam. A breakdown of the scoring appears in the table below.

<b>Task</b>	<b>% of Course Grade</b>
Assignments	15%
Quizzes	15%
Write-ups	20%
Mid-Term Exam	25%
Final Exam (Cumulative)	25%
Total	100%

<sup>1</sup> Please note that at the end of this syllabus is a listing of University, College, and Major level educational outcomes. Throughout the syllabus, parts of the course will be referenced as to which outcome they help to fulfill.

### *Assignments and Quizzes (U7, C2, C5, M2)*

For upcoming classes throughout the semester, a Classroom Preparation Assignment CPAs will be posted on the course website. The CPAs are useful tool to prepare for the upcoming class by providing questions that help to preview new material and review material from past lectures. Assignments other than CPAs may also be given. **Quizzes** will be based on assigned readings of peer-reviewed journal articles in the sports economics literature. Assignments and quizzes give students a chance to actively apply the material being learned and also to provide a chance to assess strengths and weaknesses before taking the exam. The student will greatly benefit by reviewing and understanding items missed on the quizzes and actively reviewing material on CPAs.

### *Write-ups (U3, C2, C5, M2)*

Write-ups allow students to analyze various perspectives and theories related to lecture and readings. Write-ups require data analysis in Microsoft Excel. As part of the Write-up, students will turn in Excel results as well as a written analysis of the data.

### *Exams ( U7, C2, M2)*

Exam questions will reflect information and ideas presented both in lecture and the assigned readings. There will be one mid-semester exam held during regular class time and a cumulative final. If a student misses the mid-term exam and has a legitimate excused absence, the final exam will be weighted to adjust for the missed mid-term exam. Excused absences include death in the immediate family, University sponsored trips, and critical illness. Verification is required and permission to miss an exam must be secured *prior to* the scheduled exam time. There are no make-up exams for the final.

Exams will be held on the following dates:

March 12:           Mid-Term  
May 5:               Final Exam (2:45 pm – 4:45 pm)

### *Appeal Procedure*

Anyone feeling that a dispute exists after the grading of an exam may submit a written grievance. This grievance should identify the item in dispute and arguments supporting the student's position. The appeal should be stapled to the document of question and must be submitted within two class periods following its return. The instructor agrees to return a written response to the student's grievance within two class periods from receipt of the grievance.

### *Attendance Policy*

I do not take role; however, in order to give you an incentive to attend class, Classroom Preparation Assignments and quizzes cannot be made up or turned in late. Turning in a CPA for someone who is absent will result in a loss of all assignment points for both parties involved. If you choose to attend, which I highly recommend, please arrive on time, be courteous to your fellow classmates, and stay for the duration. Should you anticipate arriving late or leaving early, please let me know in advance.

## ***Cheating***

Cheating is in no way tolerated Valdosta State University. Anyone caught cheating will be penalized severely. The full penalty will be determined in consultation with the Chairman of the Department of Marketing and Economics. The minimum penalty is an "F" for the course. More information can be found at <http://www.valdosta.edu/judicial/ConductViolations.shtml>.

## ***Special Needs***

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

## ***Course Outline***

The following is a tentative outline of the material covered in this course:

- I. Demand Supply, and Sports Market Outcomes
  - A. Chapter 2: Demand and Sports Revenue
  - B. Chapter 3: The Market for Sports Broadcast Rights
  - C. Chapter 4: Team Cost, Profit, and Winning
  - D. Chapter 5: Leagues, Team Location, Expansion, and Negotiations
  - E. Chapter 6: Leagues and Competitive Balance
- II. The Market for Talent and Labor Relations
  - A. Chapter 7: The Value of Sports Talent
  - B. Chapter 8: The History of Player Pay
  - C. Chapter 9: Labor Relations in Pro Sports
- III. Government and the Sports Business
  - A. Chapter 10: Subsidies and Economic Impact Analysis
  - B. Chapter 11: The Stadium Mess
  - C. Chapter 12: Taxes, Antitrust, and Competition Policy
- IV. College Sports

## **General Education Outcomes**

### ***University Level***

- U1. Students will demonstrate understanding of the society of the United States and its ideals.
- U2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
- U3. Students will use computer and information technology when appropriate.
- U4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
- U5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
- U6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.



- U7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.
- U8. Students will demonstrate knowledge of principles of ethics and their employment in the analysis and resolution of moral problems.

### *Program (College) Level*

- C1. Business majors will be able to effectively utilize analytical skills to solve business problems.
- C2. Business majors will be effective oral and written communicators in a business environment.
- C3. Business majors will be able to recognize and resolve business dilemmas in a legal and ethical manner.
- C4. Business majors will be aware of the global business environment.
- C5. Business majors will be competent in management-specific areas.
- C6. Business majors will be cooperative and productive in group settings.
- C7. Business majors will be competent in the use of technology.

### *Major Level*

- M1. Economics majors will demonstrate knowledge of macroeconomic concepts and the influence government policies have on the overall economy.
- M2. Economics majors will demonstrate knowledge of microeconomic concepts and the influence market structure and government have on market outcomes.
- M3. Economic majors will demonstrate knowledge of economic concepts in an open economy.
- M4. Economics majors will demonstrate knowledge of econometric concepts and use the results to predict and forecast.
- M5. Economics majors will utilize quantitative skills to solve economic problems.

## Request for a Revised Course

Valdosta State University

Date of Submission: 9/10/2009 (mm/dd/yyyy)

Department Initiating Request: Marketing and Economics

Faculty Member Requesting Revision: David Kuhlmeier

Current Course Prefix and Number: MKTG 4770

Current Credit Hours: 3

Current Course Title: Internet Marketing

Mark all that apply:

Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Spring 2010

Estimated Frequency of Course Offering: Yearly

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Electronic Business

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

Prerequisite: MKTG 3050. Introduces students to the world of electronic business. Students enhance their marketing skills by applying marketing principles and strategies in conjunction with modern information technologies, including the Internet.

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes: The previous description was narrowly focused on using the Internet for marketing. It also emphasized the construction of web pages. The emphasis will now be on the application of various modern communication technologies to all functions of business. Examples would include using mobile technology in customer relationship management and electronic data interchange in business-to-business transactions.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Assessment Plan: (box expands indefinitely)

Assessment for the course will be done by means of exams, quizzes, class participation, and written/oral projects.

Approvals: (Print out for signatures & dates)

Dept. Head(s) _____	<i>[Signature]</i>	Date	<u>9/11/09</u>
Dean(s)/Director(s) _____	<i>[Signature]</i>	Date	<u>9/14/09</u>
College Exec. Comm. _____	<i>[Signature]</i>	Date	<u>9/9/09</u>
Graduate Exec. Comm. _____		Date	_____
Academic Comm. _____		Date	_____

Indicate How Course will be Taught:    Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? Yes

As a result of this new course, how much of the program will now be available online? less than 25% \*If

more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

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SEP 22 2009

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

Date of Submission: 7/21/2009 (mm/dd/yyyy)

Department Initiating Request: Office of Academic Student Instructional Support

Faculty Member Requesting Revision: Cheri Tillman

Current Course Prefix and Number: VSU 1101

Current Credit Hours: 2

Current Course Title: Freshman Seminar I

Mark all that apply:

Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Spring 2010

Estimated Frequency of Course Offering: Each fall and spring semester

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Keys to College Success

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

**Other:** The name change will reflect what the VSU 1101 course is hoping to accomplish. Freshman Seminar I does not mean anything to students, and hopefully this name will reflect the course goal.

Assessment Plan: (box expands indefinitely)

The assessment plan for the course remains unchanged.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Masha Kupala</u>	Date	<u>9/16/09</u>
Dean(s)/Director(s)	<u>Connie Richard</u>	Date	<u>9/16/09</u>
College Exec. Comm.	<u>Connie Richard</u>	Date	<u>9/16/09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught:    Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

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

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SEP 22 2009

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: 7/21/2009 (mm/dd/yyyy)

Department Initiating Request: Office of Academic Student Instructional Support

Faculty Member Requesting Revision: Cheri Tillman

Current Course Prefix and Number: VSU 1102

Current Credit Hours: 2

Current Course Title: Freshman Seminar II

Mark all that apply:

- Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Spring 2010

Estimated Frequency of Course Offering: Every spring semester

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title: Effective Leadership Skills

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:



Revised Course Description: (box expands indefinitely)

Old Description:

Prerequisite: VSU 1101. Open only to students in their first 45 hours in residence at VSU. Continuation of Freshman Seminar I with emphasis on empowering students to make responsible choices in college and in life. Includes practical and self-reflective exercises in promoting growth and change. Related topics include computer information technology, personal and leadership development, service learning, diversity, and career development.

New Description:

Open only to students in the Emerging Leaders program. Emphasis on empowering students to make responsible choices in college and in life. Includes practical and self-reflective exercises in promoting growth and change. Related topics include computer information technology, personal and leadership development, service learning, diversity, and career development.

*Justification: Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*  
(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: This course was originally developed to be the second semester course for the Freshman Year Experience Program. It is no longer taught by any other program or office other than the Emerging Leaders Program. The name change will reflect the goal of the course, and the course description will delete the prerequisite of completing VSU 1101 and will be open only to students in the Emerging Leaders program.

**Assessment Plan:** (box expands indefinitely)

The assessment plans for the course remain unchanged.

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Masha K Walda</u>	Date	<u>9/16/09</u>
Dean(s)/Director(s)	<u>Cyrus Richards</u>	Date	<u>9/16/09</u>
College Exec. Comm.	<u>Cyrus Richards</u>	Date	<u>9/16/09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught:    Face to Face

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

**\*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

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SEP 22 2009

**Request for a Revised Course**

Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: 7/28/2009 (mm/dd/yyyy)

Department Initiating Request: Women's and Gender Studies

Faculty Member Requesting Revision: Tracy Woodard-Meyers

Current Course Prefix and Number: WGST 3100

Current Credit Hours: 3

Current Course Title: Feminist Theory

Mark all that apply:

- Revised Title       Revised Course Number       Revised Credit Hours  
 Revised Course Description       Other

Semester/Term/Year to be Effective: Spring/2010

Estimated Frequency of Course Offering: Annually

Indicate if Revised Course will be  Requirement for Major, or  Elective Course

**\*\*\*For the following items, complete only those items being revised.**

Revised Course Prefix and Number:

(See Course Designation Abbreviations in the Catalog for approved prefixes.)

Revised Course Title:

Revised Course Title Abbreviation (for student transcript; 30 character limit):

Revised Total Contact Hours:

Revised Lecture Hours:

Revised Lab Hours:

Revised Credit Hours:

Revised Course Description: (box expands indefinitely)

Old: No Prerequisite listed

New: Prerequisite: WGST 3000 or permission of instructor

Justification: *Select one or more of the following to indicate why the revised course will be beneficial and give justification. Please include or append relevant supporting data.*  
(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: This is an upper division required course for the WGST minor. A prerequisite of WGST 3000 (Introduction to Women's and Gender Studies) or permission of instructor is needed to ensure that students have the foundational knowledge to successfully complete the course.

Assessment Plan: (box expands indefinitely)

No Changes

Approvals: (Print out for signatures & dates)

Dept. Head(s)	<u>Tracy W Meyers</u>	Date	<u>9-11-09</u>
Dean(s)/Director(s)	<u>Connie Richards</u>	Date	<u>9/16/09</u>
College Exec. Comm.	<u>Connie Richards</u>	Date	<u>9/16/09</u>
Graduate Exec. Comm.	_____	Date	_____
Academic Comm.	_____	Date	_____

Indicate How Course will be Taught:    Hybrid

*If course is online:*

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25% \*If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.

Request for a New Course  
Valdosta State University

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SEP 22 2009

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: 07/22/2009(mm/dd/yyyy)

Department Initiating Request: Honors and OASIS

Faculty Member Requesting: Dr. Ofelia Nikolova and Dr. Cheri Tillman

Proposed New Course Prefix & Number: PERS 2160H

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Honors Perspectives on Leadership

Proposed New Course Title Abbreviation: Honors Persp. on Leadership

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: spring 2010

Estimated Frequency of Course Offering: every spring semester

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

**\*\*\*If this new course is to be included in the curriculum, be sure to initiate a Curriculum Change Form.\*\*\***

Total Contact Hours: 2

Lecture Hours: 2

Lab Hours: 0

Credit Hours: 2

Proposed Course Description: (box expands indefinitely)

An enhanced examination of the nature of leadership from a local, regional, and global perspective. The course is designed to engage Honors students in thinking critically about leadership. Students will communicate with fellow students and community leaders to observe, analyze, and apply the qualities and characteristics of effective leadership in real life situations.

**Justification:** *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: The purpose of this course is to develop the leadership potential of Honors students and to motivate them to use their leadership skills in becoming more involved on campus and in the community. The course is designed to challenge Honors students' basic assumptions about leadership, help them cultivate a personal leadership vision, and assist them in mentoring newcomers to the Honors Program.

Plans for assessing proposed course: (box expands indefinitely)

Student evaluations will be used to assess the course at the end of the semester. The learning outcomes will be assessed with a variety of instruments - quizzes, presentations, evaluation and analysis of actual work with incoming Honors students.





# COURSE TEMPLATE SHEET FOR A VSU PERSPECTIVE COURSE

Please fill out the areas below, expanding the document as much as necessary. When completely filled out, please return this document along with a tentative syllabus/course outline to the College of Arts and Sciences, 1036 Hugh C. Bailey Science Center, Attention Dr. James LaPlant.

1. Perspectives Category: Area 1 – Perspectives on Ethics and Values

2. Perspectives Area (1-7): Area 1 – Perspectives on Ethics and Values

3. Full Course Title: Honors Perspectives on Leadership

4. Course Developers (must be at least two, from at least two different disciplines. If of the same department, please list the appropriate disciplines):

Primary Developer: Dr. Ofelia Nikolova, Honors

Secondary Developer: Dr. Cheri Tillman, OASIS

Additional Developer(s): Dr. Christine James, Philosophy

5. What are the interdisciplinary aspects of this course that make it appropriate for a PERS listing as opposed to a departmental elective course?

This course will help students combine the skills required for and knowledge of different subjects/disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject/discipline. Through individual and collaborative inquiry and research, students will analyze the connections among diverse subjects/disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues.

6. What are the objectives of the course (*i.e.*, what do you want the students to get out of it)?

Develop an understanding of the various components of leadership theory from a historical perspective.

Formulate a personal position on the following philosophical issues:

- "Are leaders born or made?"
- "Is leadership an art or a science?"
- "Is leadership dynamic or static?"

Assess styles of existing leaders and be able to identify their styles based on course readings.

Review the literature on effective leadership.

Develop a personal model of leadership based on course readings, assignments, and discussions.

Become acquainted with several local leaders and be able to critically analyze their leadership styles.

Demonstrate how to work effectively in small groups and to prepare effective oral presentations.

Apply effective leadership in real life situations while mentoring incoming Honors students.

7. Suggest some appropriate ways of determining whether the students have met those particular objectives:

*Develop an understanding of the various components of leadership theory from a historical perspective.* Students will be tested to determine their understanding.

*Formulate a personal position on the following philosophical issues:*

*"Are leaders born or made?"*

*"Is leadership an art or a science?"*

*"Is leadership dynamic or static?"* Students are required to do a case study analysis and state their position in writing.

*Assess styles of existing leaders and be able to identify their styles based on course readings.* Students will present a PowerPoint presentation on a leader they admire and assess that leader's leadership style.

*Review the literature on effective leadership.* The students will have assigned readings and will discuss current articles about leadership.

*Develop a personal model of leadership based on course readings, assignments, and discussions.* The students will have a group project and class presentation on a personal leadership model.

*Become acquainted with several local leaders and be able to critically analyze their leadership styles.* Various leaders will be invited to be guest speakers. The students will write a reaction paper to share their thoughts and opinions about the speaker's lecture.

*Demonstrate how to work effectively in small groups and to prepare effective oral presentations.* The students will have a group project and class presentation on a personal leadership model.

*Apply effective leadership in real life situations while mentoring incoming Honors students.* The students will participate in actual mentoring of incoming Honors students and their performance will be evaluated and analyzed.

8. What are your suggestions as to how participating departments (or PERS) might evaluate the quality of an interdisciplinary course such as this one? Other faculty members may evaluate the class presentations and/or faculty may observe student interactions while participating in a variety of teambuilding activities.

9. All core courses must incorporate at least three of the following: (A) critical thinking skills; (B) use of computer and information technology; (C) oral communication skills; (D) written communication skills. Indicate which you feel are appropriate for this course and how they might be incorporated:

Critical thinking skills: Students are required to review the current literature on leadership and develop their own personal model of leadership. Students are also required to analyze and evaluate leadership case studies.

Use of computer and information technology: Students will use the Internet to review the literature on leadership, and they are required to complete a PowerPoint presentation.

Oral communication skills: Students are required to present their leadership project to the class. In the course of mentoring incoming Honors students, they will also communicate extensively with their mentees.

Written communication skills: Students are required to submit reaction papers about the guest speakers' topics.

10. Describe general topics which you feel would be appropriate for inclusion in the course. Note that future instructors may have areas of expertise that differ from those of the original course developers; a topics list (and the course catalog description) should suggest a framework for the course but should not exclude the potential contributions of those with a different interdisciplinary "perspective."

Ethical concepts in management and leadership

Leadership styles

Problem solving and decision making

Leadership theories

Teambuilding exercises

11. What other Perspectives courses present topics that might overlap with the material listed above? This question is asked to suggest other kinds of interdisciplinary interactions, not to preclude the development of any particular course.

PERS 2110, 2120, 2130, 2230, 2300, & 2720

12. Are you aware of other courses elsewhere in the VSU catalogue that cover the same territory as your proposed course? If so, what are they and how does your course differ?

PERS 2160 covers the same objectives. This course will be an enhanced version with additional leadership development activities that relate specifically to the Honors Program. For example, the objective that states students will demonstrate how to work effectively in small groups-we will have activities related to developing honors peer mentors. We hope to have a leadership training retreat that will help develop the students' mentoring skills so they may help incoming Honors students and help organize future Honors events.

13. Date Submitted:

14. Signatures:

Christine James

Developer

Developer

Cheri Turner

Developer

Developer

15. Date Received: 9-1-09

16. Signature of Reviewer:

J. T. D. [Signature]

Please Return this Form to the College of Arts and Sciences, 1036 Hugh C. Bailey Science Center,  
Attention Dr. James LaPlant, along with a sample syllabus and Course Proposal Cover Sheet.

PERS 2160H

HONORS PERSPECTIVES ON LEADERSHIP

**Dr. Cheri Tillman**

**Office Phone: 229-245-2493**

**Office Location: University Center 1116**

**Office Hours: Monday - Wednesday 10:00 am - 11:00, Tuesday & Thursday noon-12:30 pm, and by appointment**

**E-Mail: [cgillma@valdosta.edu](mailto:cgillma@valdosta.edu) Homepage: <http://www.valdosta.edu/~cgillma>**

**Course Description:** An enhanced examination of the nature of leadership from a local, regional, and global perspective. The course is designed to engage Honors students in thinking critically about leadership. Students will communicate with fellow students and community leaders to observe, analyze, and apply the qualities and characteristics of effective leadership in real life situations.

**Purpose:** The purpose of this course is to develop the leadership potential of Honors students and to motivate them to use their leadership skills in becoming more involved on campus and in the community. The course is designed to challenge Honors students' basic assumptions about leadership, help them cultivate a personal leadership vision, and assist them in mentoring newcomers to the Honors Program.

**Readings:** Readings for this course include case studies and articles. Additional materials and handouts will be provided by the instructor.

**Learning Outcomes:**

- Develop an understanding of the various components of leadership theory from a historical perspective. (VSU General Education Outcomes 4 & 7/ Honors Program Outcomes 1, 2, 4 & 5)
- Develop a personal position on the following philosophical issues:
  - “Are leaders born or made?”
  - “Is leadership an art or a science?”
  - “Is leadership dynamic or static?” (VSU General Education Outcomes 4 & 7/ Honors Program Outcomes 1, 2, 4 & 5)

- Review styles of existing leaders and be able to identify their styles based on course readings. (VSU General Education Outcomes 4 & 7/ Honors Program Outcomes 2, 4 & 5)
- Review the literature on effective leadership. (VSU General Education Outcomes 4/ Honors Program Outcomes 1, 2, 4 & 5)
- Develop a personal model of leadership based on course readings, assignments, and discussions. (VSU General Education Outcomes 4 & 7/ Honors Program Outcomes 1, 2, 4, 5 & 7)
- Become acquainted with several local leaders and be able to critically analyze their leadership styles. (VSU General Education Outcomes 4 & 7/ Honors Program Outcomes 1, 2, 4, 5 & 7)
- Learn to work effectively in small groups and to prepare effective oral presentations. (VSU General Education Outcomes 4/ Honors Program Outcomes 1, 2, 4, 5 & 7)
- Apply effective leadership in real life situations while mentoring incoming Honors students. (VSU General Education Outcomes 1, 3, 4, 7 & 8/ Honors Program Outcomes 1, 2, 4, 5, 6 & 7)

#### **Honors Objectives:**

Students in the University Honors Program should demonstrate competency in the following objectives by the time they finish the Honors Program. These objectives are connected to the Honors 1990 course objectives.

1. Effective written communication skills (including ability to use research).
2. Effective oral communication skills.
3. Effective quantitative skills.
4. The ability to analyze and synthesize a broad range of material.
5. The ability to make meaningful connections between various disciplines.
6. The ability to formulate a problem, develop a plan of action, and prove or disprove a hypothesis (or to create and produce an original work or do research).
7. The ability to take greater responsibility for own learning (demonstrate curiosity, motivation, risk-taking characteristics, and the ability to bring to bear logic and knowledge of the issue being discussed).

#### **Course Requirements:**

- **General:** Basic course requirements include case study assignments, homework assignments, one individual/group presentation, ropes course participation, peer mentoring and class participation/attendance.

- **Attendance:** Students are expected to attend each class and be prepared for daily assignments. You are allowed two absences during the semester. Three absences will cause the final grade to be dropped 10 points. Four absences will result in the drop of 20 points. Anyone having over four absences will fail the course. Please note: two tardy class arrivals will count as one absence. Class assignments must be completed on time. *No work will be accepted late without prior approval from the professor. If you miss a test because you are sick or due to an emergency, I will need documentation in order for you to make-up the exam\presentation.*
- **Special Needs:** 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).
- **Concerns:** Anyone experiencing problems with exams, note taking, or anything else of a course-related nature is encouraged to consult with me during office hours. If illness or family problems keep you from class for an extended period, the proper procedure is to inform the Dean of Students Office (333-5941) who will, in turn, inform all of your instructors.
- **Class Format:** Class time will be divided into several components, including lectures, guest speakers, small group exercises, and discussion. It is essential that students come to class prepared and take part in all small group exercises and discussions.

**Required Text:**

There is not a required text for this course. Students will be assigned dates to bring in various articles on a specific topic.

**Grading:**

<u>ASSIGNMENT</u>	<u>POSSIBLE POINTS</u>
Case Studies	10 points
<u>Leadership Quiz</u>	5 points
<u>Personality Survey</u>	5 points
Ropes Course	20 points
Reaction Papers	5 points
Articles on specific topics	5 points
Leadership Paper	10 points
Mentoring	20 points
Individual/Group Presentation (final)	20 points ( <u>Grading rubric</u> )
<b>Total</b>	<b>100 points</b>



<b>Grading Scale: 90-100</b>	<b>A</b>
<b>89-80</b>	<b>B</b>
<b>79-70</b>	<b>C</b>
<b>69-65</b>	<b>D</b>
<b>&lt;65</b>	<b>F</b>

<u>Case Study 1</u>	<u>Case Study 19</u>
<u>Case Study 3</u>	<u>Case Study 20</u>
<u>Case Study 5</u>	<u>Case Study 21</u>
<u>Case Study 13</u>	<u>Case Study 23</u>
<u>Case Study 15</u>	<u>Case Study 24</u>

\*Ropes Course will be on two Friday afternoons (1-5 pm) or one full day on Saturday. Dates and time will be based on students' schedules.

\*\*I reserve the right to change this syllabus at any time.

Class Meeting # 1	Syllabus and Course Overview
Class Meeting # 2	Icebreakers
Class Meeting # 3	Leadership Theory <i>*Case Study #1 Due</i>
Class Meeting # 4	Leadership Styles <i>*Article Due</i>
Class Meeting # 5	Guest Speaker # 1 <i>*Case Study #3 Due</i>
Class Meeting # 6	Peer Mentoring <i>*Personality Survey Due</i> <i>*Reaction Paper Due</i>
Class Meeting # 7	Peer Mentoring <i>*Case Study 5 Due</i> <i>*Article Due</i>
Class Meeting # 8	Guest Speaker # 2 <i>*Case Study #13 Due</i>
Class Meeting # 9	Are Leaders Born or Made <i>*Reaction Paper Due</i> <i>*Case Study #15 Due</i>

- Class Meeting # 10 *Meet in Gym in the Recreation Center*  
Teambuilding Activities (Dress in gym clothes)
- Class Meeting # 11 *Meet in Gym in the Recreation Center*  
Teambuilding Activities (Dress in gym clothes)
- Class Meeting # 12 Guest Speaker # 3  
*\*Case Study #19 Due*
- Class Meeting # 13 Effective Leadership  
*\*Reaction Paper Due*  
*\*Article Due*
- Class Meeting # 14 Guest Speaker # 4  
*\*Case Study #20 Due*
- Class Meeting # 15 Is Leadership an Art or a Science  
*\*Reaction Paper Due*
- Class Meeting # 16 Is Leadership Dynamic or Static  
*\*Article Due*
- Class Meeting # 17 Guest Speaker # 5  
*\*Case Study #21 Due*
- Class Meeting # 18 Famous Leaders and Styles  
*\*Reaction Paper Due*
- Class Meeting # 19 Leadership Activities (Dress in gym clothes)  
*\*Case Study #23 Due*
- Class Meeting # 20 *\*Case Study #24 Due*
- Class Meeting # 21 Your Leadership Style  
*\*Leadership Quiz Due*  
*\*Article Due*
- Class Meeting # 22 Local Leaders and Styles
- Class Meeting # 23 Leadership Development Activities (Dress in gym clothes)  
*\*Leadership Paper Due*
- Class Meeting # 24 Group Presentations
- Class Meeting # 25 Group Presentations

Class Meeting # 26    Group Presentations  
                                  \**Mentoring Evaluation Forms Due*

Class Meeting # 27    Group Presentations

Class Meeting # 28    Group Presentations

Class Meeting # 29    Group Presentations

Class Meeting # 30    Group Presentations