

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 13, 2014**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
January 13, 2014

1. Minutes of the December 2, 2013 meeting. (pages 1-3) were approved by email December 20, 2013.
2. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised name for the BSED in EDI (pages 4-5)
 - b. Revised prerequisites for ASLS 3140 (pages 6-8)
 - c. Revised prerequisites for INTP 3150 (pages 9-11)
 - d. Revised prerequisites for ASLS 3190 (pages 12-14)
 - e. Revised credit hours and prerequisites for INTP 4010 (pages 15-17)
 - f. Revised prerequisites for INTP 4020 (pages 18-20)
 - g. Revised course number PSYC 1101H (pages 21-23). Deactivation of PSYC 2500H
 - h. Revised Learning Outcomes and Assessments for the BSED in Workforce Education – Workforce Training and Development Option (pages 24-26)
3. **COLLEGE OF THE ARTS**
 - a. New track for the BFA in Mass Media – Emergent Media and Communication (pages 27-30)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. New course BIOL 3050 (pages 31-36)
 - b. Revised undergraduate graduation requirements (pages 37-39)
 - c. Revised catalogue copy for Core Area A1 (pages 40-42)
 - d. Revised prerequisites for ENGL 1102H (pages 43-45)
 - e. Revised prerequisites for ENGL 1102 (pages 46-48)
 - f. Revised prerequisites for ENGL 2060 (pages 49-51)
 - g. Revised prerequisites for ENGL 2080 (pages 52-54)
 - h. Revised prerequisites for ENGL 2111 (pages 55-57)
 - i. Revised prerequisites for ENGL 2111H (pages 58-60)
 - j. Revised prerequisites for ENGL 2112 (pages 61-63)
 - k. Revised prerequisites for ENGL 2112H (pages 64-66)
 - l. Revised prerequisites for ENGL 2113 (pages 67-69)
 - m. Revised prerequisites for ENGL 2113H (pages 70-72)
5. **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 Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
December 2, 2013

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, December 2, 2013. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Kathe Lowney (Proxy Dr. Michael Sanger), Dr. Gary Futrell, Dr. Dawn Lambert, Dr. Jimmy Bickerstaff, Dr. Kristen Johns, Dr. Lorna Alvarez-Rivera, Dr. Kathe Lowney, Dr. Gary Futrell (Proxy Dr. Ray Elson), Dr. Aubrey Fowler, Dr. Linda Floyd, Dr. Linda Floyd (Proxy Dr. Dee Ott).

Members Absent: Ms. Denise Atkinson, Dr. Michael Sanger, Dr. Marc Pufong, Dr. Frank Barnas, Dr. Ray Elson, Dr. Kimberly Lamb, Dr. Lars Leader, Dr. Dee Ott, Mr. Howard Carrier, and Dr. Colette Drouillard.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Don Leach, Dr. David Nelson, Ms. Nicole Cox, Ms. Marie Elliott, Dr. Ray Young, Dr. Reynaldo Martinez, Ms. Teresa Williams, Dr. Mark Smith, Dr. Bob Gannon, and Dr. Doug Farwell.

The Minutes of the November 11, 2013 meeting were approved by email on November 20, 2013. (pages 1-4).

A. College of Business

1. Revised senior college curriculum for the BBA in Economics was approved effective Fall Semester 2014. (pages 5-6).
2. Revised requirement for the minor in Advertising and Promotions was approved effective Fall Semester 2014 with the effective date changed from Spring to Fall. (pages 7-8).
3. Revised requirements for the BBA in Management was approved effective Fall Semester 2014. (pages 9-10).
4. Revised prerequisites, Marketing (MKTG) 4300, "Creative Advertising Strategy", (CREATIVE ADVERTISING STRATEGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 11-13).
5. Revised course description, Marketing (MKTG) 4980, "Marketing Internship", (MARKETING INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 14-16).

B. College of Education and Human Services

1. Revised Examples of Outcomes Assessment for the MED in ACE – Business Education and Information Technology Option was approved effective Fall Semester 2014. (pages 17-19).
2. Revised Selected Educational Outcomes for the MED in ACE – Business Education and Information Technology Option was approved effective Fall Semester 2014. (pages 20-22).
3. Revised Examples of Outcomes Assessment for the MED in ACE – Workforce Education and Development Option was approved effective Fall Semester 2014 and changed to read ...7640 and ACED 7150. . (pages 23-25).
4. Revised Selected Educational Outcomes for the MED in ACED – Workforce Education and Development Option was approved effective Fall Semester 2014. (pages 26-28).
5. Revised Examples of Outcome Assessments for the EDD in ACE was approved effective Fall Semester 2014. (pages 29-31).
6. Revised Selected Educational Outcomes for the EDD in ACE was approved effective Fall Semester 2014. (pages 32-34).

C. College of Arts and Sciences

1. New course, Perspective (PERS) 2330H, "Honors Women in the Visual Arts", (HONORS WOMEN IN THE VISUAL ARTS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2014

with the effective date changed from Spring 2013 to Spring 2014. (pages 35-49).

2. New course, Native American Studies (NAS) 3630, "Native American Women", (NATIVE AMERICAN WOMEN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 49A-51).
3. New course, Native American Studies (NAS) 3620, "Post Colonization Issues in Indigenous Cultures", (POST-COL ISSUES IN INDIG CUL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 52-54).
4. New course, Native American Studies (NAS) 3610, "Native American Thought", (NATIVE AM THGHT AND CULTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 55-57).
5. Revised Thesis narrative section and degree requirements for the MS in Biology was approved effective Fall Semester 2014. (pages 58-60).
6. New credit hours and course description, Biology (BIOL) 7900, "Graduate Seminar", (GRADUATE SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2014. (pages 61-63).
7. Deactivation of SOCI 6700 and SOCI 7500 was approved effective Fall Semester 2014. (pages 64-65).

D. College of the Arts

1. Revised course description, Music (MUSC) 4900, "Directed Study in Music", (DIRECTED STUDY IN MUSIC – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2014 with the effective date changed from Fall 2013 to Spring 2014. (pages 66-68).
2. Revised Selected Educational Outcomes for the BA in Art was approved effective Fall Semester 2014 with the effective date changed from Spring 2014 to Fall 2014. (pages 69-70).
3. Revised course title and description, Art (ART) 3101, "Jewelry and Metalsmithing I", (JEWELRY AND METALSMITHING I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 71-73).
4. Revised course title and description, Art (ART) 4102, "Jewelry and Metalsmithing II", (JEWELRY AND METALSMITHING II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014. (pages 74-76).
5. Revised department narrative – Department of Communication Arts was approved effective Fall Semester 2014. (pages 77-79)
6. Revised course title, description and reactivation, Communication Arts (COMM) 2400, "Introduction to Communication Research", (COMMUNICATION RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...communication research. Communication research and design... . (pages 80-82A).
7. New course, Communication Arts (COMM) 2520, "Introduction to Intercultural Communication", (INTERCULTURAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read – A study of....differences on persons... . (pages 83-85A).
8. New course, Communication Arts (COMM) 3661, "Fundamentals of Multimedia Journalism", (MULTIMEDIA JOURNALISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...journalism. Training in multimedia... . (pages 86-88A).
9. New course, Communication Arts (COMM) 3900, "Introduction to Online Research", (ONLINE RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Examination of the Internet for... . (pages 89-91A).
10. Revised Grade Point Average Requirement for the BFA in Speech Communication or Mass Media was approved

effective Fall Semester 2014. (pages 92-95).

11. New track for the BFA in Mass Media – Emergent Media and Communication was TABLED. (pages 96-98).
12. New course, Mass Media (MDIA) 4010, “Media and Government”, (MEDIA AND GOVERNMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Course exploration of how media... . (pages 99-101A).
13. New course, Mass Media (MDIA) 4020, “Media and Representation”, (MEDIA AND REPRESENTATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Explore how media... . (pages 102-104A).
14. New course, Mass Media (MDIA) 4040, “Applied Communication”, (APPLIED COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Explore applied... . (pages 105-107A).
15. New course, Mass Media (MDIA) 4333, “Online Journalism”, (ONLINE JOURNALISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Examination of how to... . (pages 108-110A).
16. New course, Mass Media (MDIA) 4334, “Social Media”, (SOCIAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Examination of the relationship....Twitter, and Tumblr. Students... . (pages 111-113A).
17. New course, Mass Media (MDIA) 4335, “Multimedia Digital Editing”, (MULTIMEDIA DIGITAL EDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...instructor. Advanced instruction... . (pages 114-116A).
18. New course, Mass Media (MDIA) 4951, “EMAC Capstone Project”, (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...Media. A capstone course in which students will complete faculty-supervised research on a topic related to their field of study, write, and submit their thesis. (pages 117-119A).
19. New course, Mass Media (MDIA) 4965, “Multimedia Design”, (MULTIMEDIA DESIGN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...Media. Capstone course in which students will... . (pages 120-122A).
20. Revised course title and description, Communication Arts (COMM) 7999, “Thesis and Project”, (THESIS AND PROJECT – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours), was approved effective Fall Semester 2014 with the description changed to read ...creative project undertaken during... . (pages 123-125).
21. Revised degree requirements for the MAC in Communication was approved effective Fall Semester 2014. (pages 126-128).

Respectfully submitted,

Stanley Jones
Registrar

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NOV 25 2013

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

OFFICE OF THE REGISTRAR
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:
211, 212, 215, & 485

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2014

Degree & Program Name:
(e.g., BFA, Art): BSEd,
ASL/Interpreting

Present Requirements:
American Sign Language/Interpreting

Proposed Requirements (Underline changes after printing this form:
American Sign Language/English Interpreting

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: It is currently best practices to acknowledge both languages with which interpreters work; 9 of the 12 programs accredited by the Commission on Collegiate Interpreter Education have both ASL and English in their titles, more accurately reflecting the profession.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Current title is also somewhat confusing as many students inquire about the program thinking we have a major with concentrations in either American Sign Language OR Interpreting; new title would clarify that the degree is in interpreting between users of American Sign Language and English.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. research on accredited programs and current best practices.

4

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. SOIs, Advisory Board Members' feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.

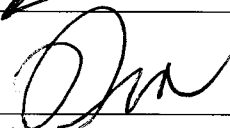
Approvals:

Department Head:



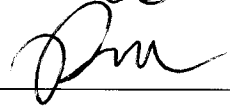
Date: 11/14/13

College/Division Exec. Committee:



Date: 11/14/13

Dean(s)/Director(s):



Date: 11/14/13

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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Course NOV 25 2013

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 287

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: American Sign Language/Interpreting Revised Prerequisite

Present Requirements:

ASLS 3140 Linguistics of American Sign Language 3-0-3
Prerequisite: INTP 2999 and ASLS 3130 or permission of the instructor. An overview of structural linguistics, sociolinguistics, and pragmatics of American Sign Languages (ASL). Linguistic theories will be applied to both spoken English and ASL, with other examples being drawn from various languages. Special attention will be paid to phonological (including the application of phonological rules), morphological, lexical, syntactical, and discourse structures of ASL, as well as language variation and language change.

Proposed Requirements: (highlight changes after printing)

ASLS 3140 Linguistics of American Sign Language 3-0-3
Prerequisite: INTP 2998 and ASLS 3170 or permission of the instructor. An overview of structural linguistics, sociolinguistics, and pragmatics of American Sign Languages (ASL). Linguistic theories will be applied to both spoken English and ASL, with other examples being drawn from various languages. Special attention will be paid to phonological (including the application of phonological rules), morphological, lexical, syntactical, and discourse structures of ASL, as well as language variation and language change.

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 Correcting an error; ASLS 3130 and INTP 2999 are non-existent courses.




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. **SOIs, Advisory Board Members' feedback**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.**

Approvals:	
Department Head: 	Date: 11/14/13
College/Division Exec. Committee: 	Date: 11/14/13
Dean(s)/Director(s): 	Date: 11/14/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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Request for a Revised Course
Valdosta State University

NOV 25 2013

Date of Submission: 11/13/2013 (mm/dd/yyyy)

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
C. Williams

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
INTP 3150 English-ASL Translation

List Current and Requested Revisions:

Current:
Course Prefix and Number: INTP 3150
Credit Hours: 3-0-3
Course Title: English-ASL Translation
Pre-requisites: INTP 2998, SPEC 3000, and ASLS 3170.

Course Description: A skills-oriented course designed to provide students with practice translating English to ASL and ASL to English. The primary focus of the class will be on the process of translation, i.e., analysis, transfer and reformulation of the source text in the target language when there is substantial time to consider language form and function, cultural parallelism, and pragmatic aspects of the translation. Students will engage in practice of meaning analysis, written transcription, and signed and spoken translation.

Requested:
Course Prefix and Number: INTP 3150
Credit Hours: 3-0-3
Course Title: ASL/English Translation
Pre-requisites: INTP 2998 and ASLS 3170

Course Description: A skills-oriented course designed to provide students with practice translating English to ASL and ASL to English. The primary focus of the class will be on the process of translation, i.e., analysis, transfer and reformulation of the source text in the target language when there is substantial time to consider language form and function, cultural parallelism, and pragmatic aspects of the translation. Students will engage in practice of meaning analysis, written transcription, and signed and spoken translation.

Semester/Year to be Effective:
Fall 2014

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: When referring to sign language interpreting in general, current best practice is to include both languages with which we work. The majority of programs accredited by the Commission on Collegiate Interpreter Education include both American Sign Language and English in their titles, with ASL first unless referring only to work

from a spoken English source to a signed ASL target.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: In addition to reflecting current best practices in the field, the change in course title will be consistent with other program coursework, and more clearly represent the content of the course.

SPEC 3000 was established as a prerequisite because it functioned as a check-point course prior to the establishment of 2998/9; the content is not prerequisite for this course, and thus is no longer needed.

Plans for assessing the effectiveness of the course: SOIs, Advisory Board Members' feedback, course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.

Approvals:	
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/14/13
Dept. Head: <i>[Signature]</i>	Date: 11/14/13
Dean/Director: <i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 25, 2013

NOV 25 2013

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 11/13/2013 (mm/dd/yyyy)

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
C. Williams

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ASLS 3190 Fingerspelling, Numbers, and Classifiers

List Current and Requested Revisions:

Current:
Course Prefix and Number: ASLS 3190
Credit Hours: 3
Course Title: Fingerspelling, Numbers, and Classifiers
Pre-requisites: ASLS 3170, ASLS 3180, and INTP 2998 or DEAF 2999.
Course Description: Concepts and principles of ASL, providing increased emphasis on receptive and expressive skills in discourse and narratives, with particular attention to fingerspelling, numbers, and classifiers.

Requested:
Course Prefix and Number: ASLS 3190
Credit Hours: 3
Course Title: Fingerspelling, Numbers, and Classifiers
Pre-requisites: ASLS 2120 and INTP 2998 or DEAF 2999.
Course Description: Concepts and principles of ASL, providing increased emphasis on receptive and expressive skills in discourse and narratives, with particular attention to fingerspelling, numbers, and classifiers.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Students need a basic understanding of American Sign Language provided in the foundational courses (ASLS 2110 and 2120), prior to taking this course, but do not need to have completed ASLS 3170 and 3180. The program sequence intended students to take this course during the same block as ASLS 3170, so neither that course or ASLS 3180 should have been a prerequisite. Students who have completed this course over the past two years have indicated in their SOIs that this course is a great complement to ASLS 3170 and enhanced and deepened their

learning in that course.

Plans for assessing the effectiveness of the course: SOIs, Advisory Board Members' feedback, course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.

Approvals:	
College/Division Exec. Comm.: <i>Dm</i>	Date: 11/14/13
Dept. Head: <i>[Signature]</i>	Date: 11/14/13
Dean/Director: <i>Dm</i>	Date: 11/14/13
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 25, 2013

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NOV 23 2013

Request for a Revised Course
Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 11/13/2013 (mm/dd/yyyy)	
Department Initiating Revision: MSRD	Faculty Member Requesting Revision: C. Williams
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) INTP 4010 Consecutive English/American Sign Language Interpreting	
List Current and Requested Revisions:	
<p>Current:</p> <p>Course Prefix and Number: INTP 4010</p> <p>Credit Hours: 4-0-4</p> <p>Course Title: Consecutive English/American Sign Language Interpreting</p> <p>Pre-requisites: ASLS 3170, ASLS 3180, INTP 3010, ASLS 3140, DEAF 3100, and INTP 2998.</p> <p>Course Description: A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. The course emphasizes techniques for interpreting spoken instructional and non-instructional activities into American Sign Language.</p>	<p>Requested:</p> <p>Course Prefix and Number: INTP 4010</p> <p>Credit Hours: 3-2-4</p> <p>Course Title: Consecutive English to American Sign Language Interpreting</p> <p>Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180, and INTP 3010.</p> <p>Course Description: A skills class designed to provide students with the opportunity to develop and enhance their interpreting skills. The course emphasizes techniques for interpreting spoken instructional and non-instructional activities into American Sign Language.</p>
Semester/Year to be Effective: Fall 2014	Estimated Frequency of Course Offering: once per academic year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input checked="" type="checkbox"/> Improving student learning outcomes: SOI data indicates that students strongly prefer the dedicated lab time in INTP 4020 and feel that they are better able to apply what they have learned during the lecture in this format; they have requested this course be set up in a similar manner. Similarity in content suggests that the change would be beneficial.</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: Current best practice when referring to the process of interpreting from a specific source language to a specific target language rather than interpreting in general, the source and target should be specified.</p>	

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This title more clearly conveys the content and purpose of the course. ASLS 3170 is being removed as a pre-requisite to eliminate redundancy; it is a pre-requisite for ASLS 3180, which is also a required course.

Plans for assessing the effectiveness of the course: SOIs, Advisory Board Members' feedback, course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: 11/12/13
Dept. Head: <i>[Signature]</i>	Date: 11/14/13
Dean/Director: <i>[Signature]</i>	Date: 11/14/13
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 25, 2013

RECEIVED

Request for a Revised Course
Valdosta State University

NOV 25 2013

Date of Submission: 11/13/2013 (mm/dd/yyyy)

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Department Initiating Revision:
MSRD

Faculty Member Requesting Revision:
C. Williams

Current Course Prefix, Title, & Number:

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

INTP 4020 Consecutive American Sign Language/English Interpreting

List Current and Requested Revisions:

Current:

Course Prefix and Number: INTP 4020

Credit Hours: 3-2-4

Course Title: Consecutive American Sign Language/English Interpreting

Pre-requisites: INTP 2998, ASLS 3140, and INTP 3010.

Course Description: A study of the principles and problems relating to interpreting a signed message from the deaf individual into its spoken English equivalent. Emphasis is placed on word choice, register, inflection, clarity, tone, and intent of the message.

Requested:

Course Prefix and Number: INTP 4020

Credit Hours: 3-2-4

Course Title: Consecutive American Sign Language to English Interpreting

Pre-requisites: INTP 2998, ASLS 3140, ASLS 3180 and INTP 3010.

Course Description: A study of the principles and problems relating to interpreting a signed message from the deaf individual into its spoken English equivalent. Emphasis is placed on word choice, register, inflection, clarity, tone, and intent of the message.

Semester/Year to be Effective:
Fall 2014

Estimated Frequency of Course Offering:
once per academic 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: Current best practice when referring to the process of interpreting from a specific source language to a specific target language rather than interpreting in general, the source and target should be specified.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This title more clearly conveys the content and purpose of the course. ASLS 3180 is being added as a pre-requisite to ensure completion of the ASL course sequence and minimal competency in the language.

Plans for assessing the effectiveness of the course: SOIs, Advisory Board Members' feedback, course artifacts and key program assessments including Diagnostic Interpreting Assessment Rubric (In-field Observation) and Discourse Analysis Project.

Approvals:	
College/Division Exec. Comm.: <i>DM</i>	Date: 11/19/13
Dept. Head: <i>[Signature]</i>	Date: 11/14/13
Dean/Director: <i>[Signature]</i>	Date: 11/19/13
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 25, 2013

RECEIVED

REQUEST FOR A REVISED COURSE

Valdosta State University

NOV 25 2013

Date of Submission: 11.1.2013 (mm/dd/yyyy)

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Department Initiating Revision:
Psychology and Counseling

Faculty Member Requesting Revision:
Jackson Rainer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 2500H Fundamentals of Psychology - Honors

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

Current:
Course Prefix and Number: PSYC 2500H
Credit Hours:
Course Title: Fundamentals of Psychology
Prerequisites:
Co-requisites:
Course Description:

Requested:
Course Prefix and Number: PSYC 1101H
Credit Hours:
Course Title: Introduction to General Psychology Honors
Prerequisites:
Co-requisites:
Course Description:

Semester/Year to be Effective:
Spring, 2014

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: To implement USG 2.4.10 Common Numbers.
http://www.usg.edu/academic_affairs?handbook/section2/handbook/2.4_c0re_curriculum
- Other: The change of PSYC 2500 to PSYC 1101 has been approved through the university system, but has not been implemented. PSYC 1101 H is requested to comply with institutional standards and consistency of numbers.

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Approvals:	
Dept. Head: <i>Jackson Prime</i>	Date: 11/14/13
College/Division Exec. Comm.: <i>DM</i>	Date: 11/14/13
Dean/Director: <i>DM</i>	Date: 11/14/13
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies) 10/15/2013

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 198

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 2014-2015

Degree and Program Name: B.S.Ed. with a Workforce Education and Development (Workforce Training and Development Option)

Present Requirements: Expected Student Learning Outcomes (Identical with outcomes published online and in the current VSU catalogs)
1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program graduates will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

Assessments (include when and to whom these are administered, and align goals with specific assessments):

1. Program graduates are required to meet minimum documented work experience requirements.
2. Program graduates will be assessed on their ability to plan, deliver, and assess instruction as part of the course requirements for ACED 4690 (Methods of Instruction in Technical, Trade and Industrial Education) for the adult learner.
3. Program graduates will be assessed on their ability to develop appropriate curriculum and training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education)

Proposed Requirements: (highlight changes after printing) Expected Student Learning Outcomes (Identical with outcomes published online and in the current VSU catalogs)
1. Program majors will demonstrate an acceptable level of content knowledge.
2. Program majors will demonstrate an acceptable level of teaching competency in their major areas by planning, delivering, and assessing appropriate instruction for adult learners.
3. Program majors will demonstrate the ability to develop appropriate curriculum/training programs as needed in the work environment.

Assessments (include when and to whom these are administered, and align goals with specific assessments):

1. Program majors are required to meet minimum documented work experience requirements.
2. Program majors will be assessed on their ability to plan, deliver, and assess instruction as part of the course requirements for ACED 4690 (Methods of Instruction in Adult and Career Education) for the adult learner.
3. Program majors will be assessed on their ability to develop appropriate curriculum and training programs for the work environment as part of the course requirements for ACED 3860 (Program Development in Adult and Continuing Education)

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other This change from the term "graduates" to "majors" in the outcome and assessment items allows data to be collected at the time program majors complete the courses in which particular assessments are given. As currently stated, data for educational outcomes and assessments have to be reported for program graduates, thus requiring a historical data review for each student that is much more inefficient and labor intensive. The second change is for the course title for ACED 4690 to be modified to the current name of the course.

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.) **Historical educational outcomes and examples of outcome assessments.**

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.) **Educational outcomes and examples of outcome assessments.**

Approvals:	
Department Head: <i>Reynolds L. Martinez</i>	Date: 10-24-13
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/24/13
Dean(s)/Director(s): <i>[Signature]</i>	Date: 10/24/13
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Creation of a new
emphasis track

Current Catalog Page Number:
Pp. 235-236

**Proposed Effective Date for
Curriculum Change:**
(Month/Year): August 2014

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

Present Requirements:

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

Emergent Media and Communication Track Option

Area F.....18 hours
 COMM 1100, COMM 2400,
 COMM 2520.....9 hours
 MDIA 2000, MDIA 2100,
 MDIA 2500.....9 hours

A minimum grade of "C" is required for all Area F courses in the Communication Arts Department.

Emergent Media and Communication Course Requirements.....60 hours total

Upper Division Core.....24 hours
 MDIA 3350, MDIA 3450,
 and MDIA 4800.....9 hours
 COMM 3210, COMM 3661,
 COMM 3900, and COMM 4120.....12 hours
 JOUR 3080.....3 hours

Guided Electives.....15 hours

Applied or Theoretical Track.....15 hours

Applied track students must choose three applied courses and two theoretical courses (5 total)

Theoretical track students must choose three theoretical courses and two applied courses (5 total)

	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Applied Courses:</td> <td style="width: 50%;">Theoretical Courses:</td> </tr> <tr> <td>MDIA 4333</td> <td>MDIA 4010</td> </tr> <tr> <td>MDIA 4334</td> <td>MDIA 4020</td> </tr> <tr> <td>MDIA 4335</td> <td>MDIA 4030</td> </tr> <tr> <td>JOUR 4550</td> <td>MDIA 4040</td> </tr> </table> <p>Capstone Sequence.....6 hours MDIA 4950 and MDIA 4951.....6 hours or MDIA 4965 and MDIA 4970.....6 hours</p> <p>Total hours for the degree.....120 semester hours</p>	Applied Courses:	Theoretical Courses:	MDIA 4333	MDIA 4010	MDIA 4334	MDIA 4020	MDIA 4335	MDIA 4030	JOUR 4550	MDIA 4040
Applied Courses:	Theoretical Courses:										
MDIA 4333	MDIA 4010										
MDIA 4334	MDIA 4020										
MDIA 4335	MDIA 4030										
JOUR 4550	MDIA 4040										

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 EMAC track supports VSU's plan to develop degree programs in high need areas, which can be implemented via distance education. While a number of USG institutions offer a Mass Media program, VSU will be the first institution in the region to offer an Emergent Media and Communication emphasis via online delivery, thus meeting the needs of non-traditional and distance learners. In so doing, the proposed track will help fulfill the Complete College Georgia initiative, as well as meet specific goals (1 and 2) and strategies (1.1.2, 1.1.4, 1.2.1, and 1.2.4) listed in VSU's strategic plan.

Source of Data to Support Suggested Change:

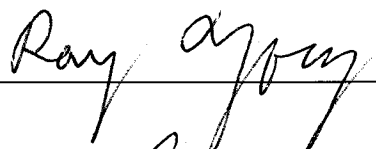
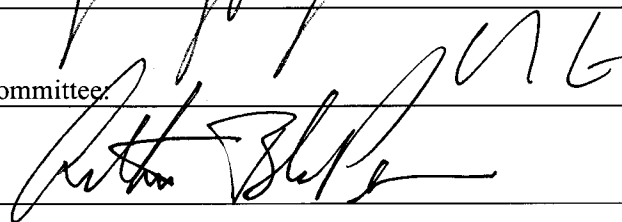
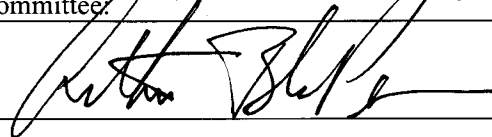
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several examples of potential jobs for Mass Media Majors, along with extensive explanations of each potential career, can be found in the 2012-2013 "Occupational Outlook Handbook" (www.bls.gov/ooh/). The U.S. Department of Labor projects between 6.5 and 22.5 percent growth in fields related to Mass Media between 2010 and 2020. This growth in employment opportunities range from Sports Writing to Public Relations Specialist, and each of these employment areas will require increased skill with social media and internet publishing.

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. Alumni surveys will be conducted to track student careers after graduation.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Quizzes, discussion board posts, written assignments, projects, and other materials as required in online coursework.

Approvals:

Department Head:		Date: 12-13-2013
College/Division Exec. Committee:		Date: 12/16/13
Dean(s)/Director(s):		Date: 12/20/13
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Revised -

REQUEST FOR A NEW COURSE

Valdosta State University

DEC 11 2013

Date of Submission: 08/05/2013 (mm/dd/yyyy)

Department Initiating Request:

Biology

Faculty Member Requesting:

Corey Devin Anderson

Proposed New Course Prefix & Number:

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

BIOL 3050

Proposed New Course Title:

Spatial Analysis

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Spatial Analysis

Semester/Year to be Effective:

Spring 2013

Estimated Frequency of Course Offering:

Annual

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.) Prerequisite: BIOL 1107K, BIOL 1108K, and MATH 2620 or permission of the instructor. Recommended: BIOL 3000 and BIOL 3250. A survey of key concepts and methods for the statistical analysis of spatial data sets, designed for environmental and life sciences but open to all relevant disciplines.

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: Outcome 1. The course will provide training in the statistical analysis of data.

Adopting current best practice(s) in field: Recent advances in ecology (and many other disciplines in the sciences and social sciences) have largely been driven by the application of spatially explicit statistical methods, yet few researchers have formal training in this realm. The present course will provide students with an analytical toolkit that will make them a valuable commodity in academics and industry.

Some overlap exists between the present course and GEOG 4710 (Statistics for Geoscientists); however, the purview of the present course extends beyond geostatistics.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>Robert Benson</i>	Date: <i>10-3-13</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>12/9/13</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>12/9/13</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Biology 3050: "Spatial Analysis"

Instructor: Corey Devin Anderson, Ph.D. (Preferred salutation: "Dr. Anderson")

Lecture location: TBA

Day and time: TBA

Lab location: TBA

Day and time: TBA

Final Exam: TBA

Office: 1208 Bailey Science Center

Office Hours: TBA*

Email: coreanderson@valdosta.edu

*Policy on appointments and drop-ins: I always prefer that students come to office hours, use e-mail, or make an appointment; if these avenues are not feasible, unscheduled drop-ins are permitted (if I am available).

Course description:

A survey of key concepts and statistical methods for the statistical analysis of spatial data, designed for environmental and life sciences but open to all relevant disciplines. The course is intended to complement existing courses in Geographic Information Systems (GIS) and biostatistics, which do not cover the statistical analysis of spatially dependent data.

Some overlap exists between the present course and GEOG 4710 (Statistics for Geoscientists); however, the purview of the present course extends beyond geostatistics.

The lecture part of the course explores the basic theory and equations underlying the various statistical methods/models, supplemented by examples from the scientific literature and outside readings from a textbook. Mastery of lecture concepts will be assessed via three in-class unit examinations and five problem sets. The laboratory part of the course is intended to extend and reinforce the methods presented in lecture by providing hands on experience and assistance with data acquisition and analysis.

Standards

Education outcomes for BA/BS Degree in Biology: 1

VSU General Education Outcomes: 3, 4, 5, & 7

Topics covered:

- Introduction to spatial processes and patterns.
- Data structures, coordinate systems, and map projections.
- Spatial variance, covariance, and autocorrelation.
- Scattered Data analysis.
 - Spatial autocorrelation functions and correlograms: Moran's I, Geary's c, Join-count analysis, Mantel test.
 - Variography and interpolation.
 - Modeling and removing autocorrelation.
- Nonstationarity and local spatial statistics.
 - LISAs, Local Geary's c, Getis-Ord statistics.
- Anisotropy analysis.
- Contiguous unit analysis.
 - Quadrat variance/covariance analysis; spectral and wavelet analysis.
- Point pattern analysis.
 - Dispersion indices; nearest-neighbor analysis; second-order analysis (Ripley's K function).
- Boundary and cluster analysis.
 - Wombling, agglomerative clustering, K-means clustering.

Book

Required text:

- 1) *Spatial Analysis A Guide for Ecologists* by Marie-Josée Fortin and Mark Dale; the publisher is Cambridge University Press.

Computing

Access to a PC with a Windows operating system is required for this course. Apple Macintosh computers may be used, but are limited to command line and batch modes for some of the software we will be using.

You will need to download the following freeware:

- PASSaGE 2
 - <http://www.passagesoftware.net/download.php>

This and other software required for the course will be available in the Biology Computing Center.

Grading

Because the point distribution for most classes is not normally distributed, I use a nonparametric grading system, based on ranks, where the median grade in the class determines the "C". In other words, students will be evaluated based on how well they perform *relative* to other students in the class.

There are a total of 700 points that can be earned in this course: 300 points from lecture exams, 300 points from problem sets, and 100 points for attendance.

- The unit exams are worth 100 points each. The third unit exam will be on the date of the final.
- There will be (at least) five problem sets (worth 60 points each). Late problem sets will be docked 5 points/day.
- I will randomly sample attendance 10 times; each time you are present you will receive 10 points (for a possible total of 100 points).

Cheating policy

Do not cheat on an exam. You will receive a zero on the exam and will be reported to the Office of Student Affairs.

Cell phone and computer policy

Please turn your cell/smart phones off (or on silent) when you enter the classroom. If you want to use your computer in class you will need special permission. Cell/smart phones are strictly prohibited during exams; any student who has a cell/smart phone out during an exam will receive a zero on that exam.

Students with disabilities

Students requiring classroom or testing accommodations because of documented disabilities should discuss their needs with the instructor at the beginning of the semester.

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: 69

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: Academic Affairs

Present Requirements: None

Proposed Requirements: (highlight changes after printing) (End of first paragraph under "Graduation Requirements for Undergraduates": Students must also earn a "C" or better in ENGL 1101/1101H and ENGL 1102/1102H.

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 Requiring a C or better in ENGL 1101/1101H and ENGL 1102/1102H insures students are meeting the learning outcomes for area A1. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1101/1101H and ENGL 1101/1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1101 or 1102.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Mr. Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Lynnie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Lynnie Richards</i>	Date: <i>12/11/13</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
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 88

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: Academic Programs

Present Requirements: None

Proposed Requirements: (highlight changes after printing) (Add below "Courses in Area A1"):

* Students must pass ENGL 1101/1101H with a C or better.

* Students must pass ENGL 1102/1102H with a C or better.

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

Improving Student Learning Outcomes Requiring a C or better in ENGL 1101/1101H and ENGL 1102/1102H insures students are meeting the learning outcomes for area A1. (See Appendix D in attachment for further explanation.)

Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1101/1101H and ENGL 1101/1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1101 or 1102.

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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the conviction that students writing at the "D" level are not meeting Area A1 outcomes.**

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>M. Smith</i>	Date: <i>12-9-13</i>
College/Division Exec. Committee: <i>Lannie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Lannie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

COURSE

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 1102H Honors Composition II
Prerequisite: ENGL: 1101 or ENGL 1101H. An honors-level composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1102, that emphasizes advanced rhetorical strategies and argument/persuasion. The course also stresses, via an array of theme-based studies, more varied forms of interpretation and evaluation and incorporates more advanced research skills than those taught in ENGL 1102.

Proposed Requirements: (highlight changes after printing) ENGL 1102H Honors Composition II
Prerequisite: Grade of C or better in ENGL: 1101 or ENGL 1101H. An honors-level composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1102, that emphasizes advanced rhetorical strategies and argument/persuasion. The course also stresses, via an array of theme-based studies, more varied forms of interpretation and evaluation and incorporates more advanced research skills than those taught in ENGL 1102.

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 Requiring a C or better in ENGL 1101 or 1101H insures students are meeting the learning outcomes for area A1. (See Appendix D in attachment for further explanation.)

Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1101 or 1101H and advance to ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1101.

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.) Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.

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DEC 12 2013

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

43

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.) **ENGL 1102H is assessed each year as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

Approvals:	
Department Head: <i>Mr. Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Leanne Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Leanne Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 1102
Composition II
Prerequisite: ENGL: 1101 or ENGL 1101H. A composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1101 that empahsizes interpretation and evaluation and that incorporates a variety of more advanced research skills. Students will learn to organize and present ideas and informatin effectively in research essays.

Proposed Requirements: (highlight changes after printing) ENGL 1102 Composition II
Prerequisite: Grade of C or better in ENGL 1101 or ENGL 1101H. A composition course focusing on writing skills beyond the levels of proficiency required by ENGL 1101 that empahsizes interpretation and evaluation and that incorporates a variety of more advanced research skills. Students will learn to organize and present ideas and informatin effectively in research essays.

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 Requiring a C or better in ENGL 1101 or 1101H insures students are meeting the learning outcomes for area A1. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1101 or 1101H and advance to ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1101.
- 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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 1102 is assessed each year as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

<u>Approvals:</u>	
Department Head: <i>Mr Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Louise Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Louise Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2060
Introduction to Literature
Prerequisite: ENGL 1102 or 1102H. An introduction to literary studies, focusing on skills in critical reading, writing, and researching about the major genres of literature.

Proposed Requirements: (highlight changes after printing) ENGL 2060 Introduction to Literature
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. An introduction to literary studies, focusing on skills in critical reading, writing, and researching about the major genres of literature.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.
- 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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 2060 is assessed regularly as part of our majors' assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

<u>Approvals:</u>	
Department Head: <i>M. Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Linnie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Linnie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2080 Grammar and Style
Prerequisite: ENGL 1102 or 1102H. An intensive review of English usage and syntax, including a study of selected stylistic principles and their rhetorical effects.

Proposed Requirements: (highlight changes after printing) ENGL 2080 Grammar and Style
Prerequisite: A grade of C or better in ENGL 1102 or 1102H. An intensive review of English usage and syntax, including a study of selected stylistic principles and their rhetorical effects.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)

Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.

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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 2080 is assessed regularly as part of our majors' assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

<u>Approvals:</u>	
Department Head: <i>Mr Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Cornie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Cornie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2111 World Literature I
Prerequisite: ENGL 1102 or 1102H. A study of selected works of literature from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world

Proposed Requirements: (highlight changes after printing) ENGL 2111 World Literature I
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. A study of selected works of literature from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.
- 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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 2111/2111H are assessed regularly as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

<u>Approvals:</u>	
Department Head: <i>Mr Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2111H Honors World Literature I

Prerequisite: ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world.

Proposed Requirements: (highlight changes after printing) ENGL 2111H Honors World Literature I

Prerequisite: Grade of C or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the beginning of writing to the end of the 7th to 8th century, C.E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern, global thought. The course also examines ancient and classical poetry from around the world.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)

Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.

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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 2111/2111H are assessed regularly as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

Approvals:	
Department Head: <i>M. Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Lynnie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Lynnie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 325

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2112 World Literature II
Prerequisite: ENGL 1102 or 1102H. A study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

Proposed Requirements: (highlight changes after printing) ENGL 2112 World Literature II
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. A study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.
- 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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

61

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.) **ENGL 2112/2112H are assessed each year as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

Approvals:	
Department Head: <i>Ann Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Lannie Richards</i>	Date: <i>12/10/13</i>
Dean(s)/Director(s): <i>Lannie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 326

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2112H Honors World Literature II
Prerequisite: ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

Proposed Requirements: (highlight changes after printing) ENGL 2112H Honors World Literature II
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of world literature from the 8th to the 17th century, C. E., presented in their historical and cultural contexts. This course, multicultural and comparative in focus, includes introductions to Medieval and Early Modern worldviews and presents literary works from India, Europe, the Middle East, Africa, China, Japan, and the Americas.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)

Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.

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.) Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.

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.) **ENGL 2112/2112H are assessed each year as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

Approvals:	
Department Head: <i>Ann Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Ann Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Ann Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 326 **Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2014

Degree and Program Name: English **Revised Prerequisite**

Present Requirements: ENGL 2113 World Literature III
Prerequisite: ENGL 1102 or 1102H. A study of selected works of world literature from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

Proposed Requirements: (highlight changes after printing) ENGL 2113 World Literature III
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. A study of selected works of world literature from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.
- 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.) **Assessments suggest disagreement between what constitute "D" and "F" work and the belief that students writing at the "D" level are not meeting Area A1 outcomes.**

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.) **ENGL 2113/2113H are assessed each year as part of core assessment requirements. We will continue to assess the pass/fail rates of this course as well as overall quality of student performance.**

<u>Approvals:</u>	
Department Head: <i>Mr. Smith</i>	Date: <i>12-10-13</i>
College/Division Exec. Committee: <i>Lannie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Lannie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Course

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: 326

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2014

Degree and Program Name: English

Revised Prerequisite

Present Requirements: ENGL 2113H Honors World Literature III
Prerequisite: ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course, multicultural and comparative in focus, includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

Proposed Requirements: (highlight changes after printing) ENGL 2113H Honors World Literature III
Prerequisite: Grade of C or better in ENGL 1102 or 1102H. An in-depth and writing-intensive study of selected works of literature and their cultural backgrounds from the 17th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course, multicultural and comparative in focus, includes introductions to major literary developments in Asia, Africa, Europe, and the Americas.

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 Requiring a C or better in ENGL 1102 or 1102 H insures students are meeting the learning outcomes for area A1 and are prepared to meet the learning outcomes for area C. (See Appendix D in attachment for further explanation.)
- Adopting Current Best Practice(s) in Field Most USG units already require a minimum grade of C to pass ENGL 1102 or 1102H. Moreover, the USG Academic Advisory Committee on English has recommended English departments not accept a D as a passing grade in ENGL 1102.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **ENGL 2113H is regularly assessed as part of core assessment requirements. We will continue to assess pass/fail rates of this course as well as overall quality of student performance.**

Approvals:	
Department Head: <i>M. Smith</i>	Date: <i>10-10-13</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>12/11/13</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>12/11/13</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010