Agenda

General Meeting of the Faculty

April 28, 2017

1:00 P.M.

Carter I Auditorium

- I. Call to Order and Welcome Dr. Chadwick Gugg
- II. Reading and Approval of Minutes of December 2, 2016 General Faculty Meeting
- III. Remarks by the Interim President Dr. Charles Patterson
- IV. Remarks by the Vice President of Academic Affairs Dr. Brian Adler
- V. Transition to OneUSG Connect (Ms. Gena Wilson)
- VI. SACS/QEP Update (Dr. Bryan Davis)
- VII. Changes to GIL-Find (Mr. John Wilson)
- VIII. Activity Reports from Standing Committees

Academic Affairs

Academic Grievances

Athletics

Business and Finance

Faculty Affairs

Graduate Affairs

Institutional Review Board

Institutional Effectiveness

Instructional Technology

Scholarships and Financial Aid

Student Affairs

University and Alumni Affairs

IX. New Business

Curriculum Changes/Additions

College of Arts and Science:

- A. BA and BS in PSYC Curriculum Changes
- ^V B. BA in ENGL Curriculum Change (Addition of ENGL 4980 Internship in Professional Writing)
- L. C. History Minor Curriculum Change
 - D. Social Justice Certificate New Program
 - E. Pop Music Certificate (Online) New Program
 - F. BA Music Major Curriculum Change
 - G. BA Music Minor Curriculum Change
- **V. H. Master of Music in Musicology Program Addition**
 - I. New courses for Master of Music in Musicology Program
 - i. MUSC 5000
 - ii. MUSC 5020
 - iii. MUSC 5080
 - iv. MUSC 5100
 - v. MUSC 5114
 - vi. MUSC 5131
 - vii· MUSC 5150
 - viii MUSC 5190
 - ix. MUSC 5200
 - x. MUSC 5242
 - xi. MUSC 5999

J. Deactivation of M.A. in English, Critical Literacy

School of Business Administration:

A. Management Minor – Curriculum Change

School of Computing and Mathematics

- A. BS, BSIT (Business and Multi-Media Options) Curriculum Change to CSCI 4210
- B. <u>Digital Media Technology Certificate Curriculum Change</u>
- C. <u>Deactivation of Dual Degree Program with Georgia Tech</u>

School of Education:

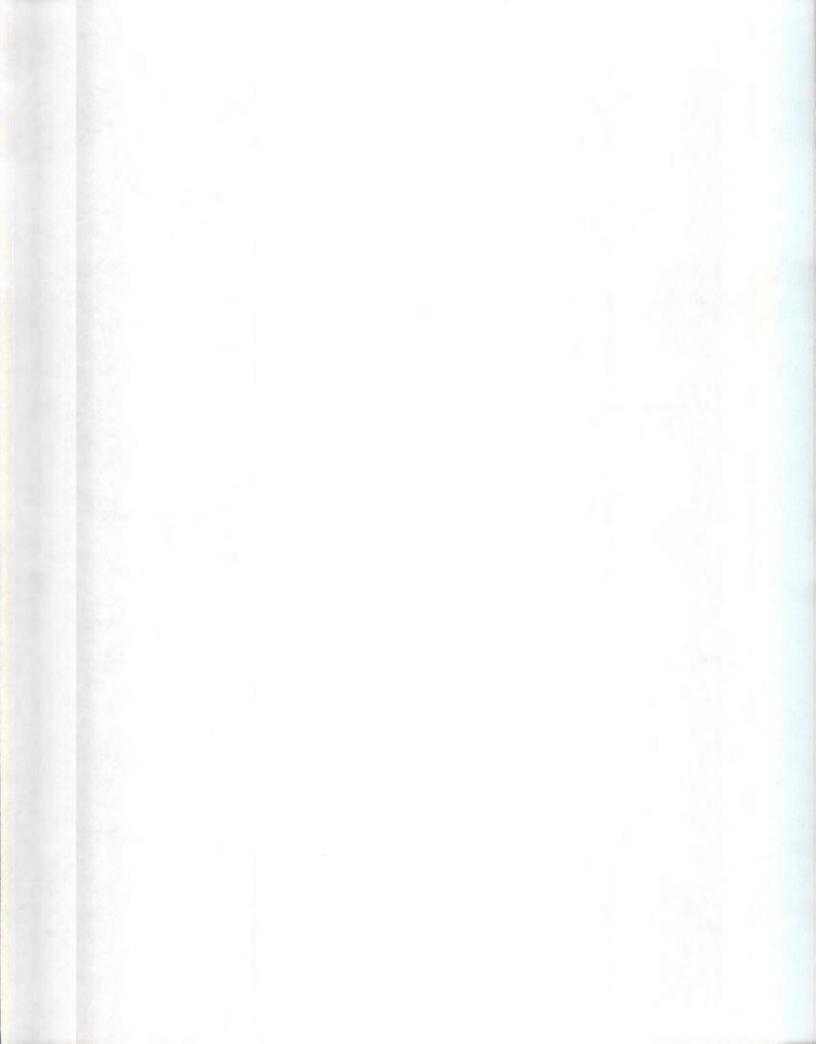
- A. Education Curriculum Changes (BSED with Concentration in Exercise Science and Wellness, BSED in Health and Physical Education, BSED in Middle Grades)
- B. BSED in Health and Physical Science Curriculum Change (HPER 3250 -> HPER 3230)
- C. Autism Education Endorsement New Post Baccalaureate Program

School of Nursing:

- A. Long Term Care Management (LCTM) Program Addition
- B. MSN Curriculum Change NURS 6999 Focused Project in Nursing

Core Curriculum Changes:

- A. Area A2 Addition of Math 1001 Quantitative Reasoning
- B. Area B LIBR Information Literacy (1 credit hour -> 2 credit hours)
- X. Items from Faculty Affairs
 - A. Faculty Instructional Grant cover page and guidelines (For file/For review only)
 - B. <u>Proposed changes to Faculty Instructional Grant limits for productive</u> attendance at a conference (For review and vote)
- XI. Items from Graduate Affairs
 - A. Additions to Graduate Faculty
 - i. Dr. Joy Humphrey (School of Nursing)
 - ii. Dr. Ramona Mulleins-Foreman (School of Nursing)
 - iii. Dr. Kim Hasbach (School of Nursing)
 - B. <u>Proposal for Change to Faculty Handbook concerning teaching loads for Faculty teaching mixed loads of graduate and undergraduate courses</u>
- XII. Proposal for change in description of ITAC in Statutes
- XIII. GSW Mission Statement
- XIV. Other items for Discussion
- XV. Announcements
- XVI. Adjournment



IX: Arts & Steres

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

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

Present Requirements:

Curriculum Sheets

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum

(minor, certificate,

etc.) Specify:

Proposed Effective Date for Curriculum Change:

Degree & Program Name: (e.g., BFA, Art): B.S. Psychology,

See Attached

08/2017

B.A. Psychology, Minor in Psychology

Proposed Requirements (Underline changes See Attached

after printing this form:

Curriculum Sheets

Justification:

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

Improve student learning outcomes:

X Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

X Indirect measures: Student Opinionnaires, 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:

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

Attach a current curriculum sheet and proposed curriculum sheet.

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions): Unit Head:	Date: 4-4-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

NAME

ADVISOR

CORE: 60 HOURS

Area A (9 hrs) (MitrGrade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		GIAGO
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113 or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:	; (III)	Tet(i)	GIZGE
Select 4-3 Hours (roll) list delow;		***********	************
	-		
LIBR (101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),	-	********	
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3	1 41 116	Grade
Select one:	3	***************************************	
ARTC 1100, MUSC 1100 or THEA 1100	-		
Area D (10 hrs min) Area D Lists	Line I	Term	Grade
Lab Science-List A	1713	10(1()	diana
Lab (if CHEM or BIOL)		,	
NonLebf.eb Science-List A or B	-	~~~~~	
Optional Lab (# CHEM or BKXL)			
Course from List A, B, or C			
Area E (12 hra)	Hrs	Term	Grade
PUTE E (14 III 6)			
	***************************************	1 44 161	- Graces
POLS 1101 American Government	3	14111	
POLS 1101 American Government HIST 1111 or 1112 Wild Civ I or II	3		
POLS 1101 American Government HIST 1111 or 1112 Writd Civ I or II	3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one:	3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112,	3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101	3 3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 hrs.)	3 3 3 3 Hrs		Grade
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 hrs) PSYC 1101 introductory Psychology	3 3 3 3 Hrs		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 hrs) PSYC 1101 Introductory Psychology PSYC 2103 Humen Growth & Development	3 3 3 3 Hrs 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 hins) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I	3 3 3 3 4 Hrs 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tine) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I Foreign Language II	3 3 3 3 3 4 Hrs		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tire) PSYC 1103 Introductory Psychology PSYC 2103 Humen Growth & Development Foreign Language I Foreign Language II Select one:	3 3 3 3 4 Hrs 3 3		
POLS 1101 American Government HIST 1111 or 1112 Writ Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tire) PSYC 1103 Introductory Psychology PSYC 2103 Humen Growth & Development Foreign Language I Fureign Language II Select one: SOSC 1101, SOCI 1101, SOCI 1180,	3 3 3 3 3 4 Hrs		
POLS 1101 American Government HIST 1111 or 1112 Writ Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 him) PSYC 1101 Introductory Psychology PSYC 2103 Humen Growth & Development Foreign Language I Fursign Language II Select one: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001	3 3 3 3 3 3 3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Writd Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tire) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I Fureign Language II Select one: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select one:	3 3 3 3 3 4 Hrs		
POLS 1101 American Government HIST 1111 or 1112 Writd Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tire) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I Select one: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select one: Lower level course from ART, BIOL, CHEM,	3 3 3 3 3 3 3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 hins) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I Fureign Language II Select one: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select one: Lower level course from ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS,	3 3 3 3 3 3 3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Writd Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101 Area F (18 tire) PSYC 1101 Introductory Psychology PSYC 2103 Human Growth & Development Foreign Language I Select one: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select one: Lower level course from ART, BIOL, CHEM,	3 3 3 3 3 3 3 3 3		

Physical Education (4 hrs)	Hrs	Torm	Grade
PEOS 1010 Lifetime Fitness	1		
PEOS 2000 CPR/First Aid	1 2	1	1
PEDS : (Activity)	1		
Additional Requirements			
GA HISTORY	UŞ	HISTORY	
GA CONSTITUTION	US	US CONSTITUTION	
UNIV 1000	V/2V	V Requireme	nt

Many Cartillation and Eactive Hours				
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nor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

THIS MAJOR REQUIRES A MINOR OR CERTIFIC	CATE

Effective Catalog Year: 2016-2017 MAJOR/FLECTIVE REQUIREMENTS, SA MOURS

Major Core (30 hrs)		Term	Grade
PSYC 3301 Psychological Statistics	3		
PSYC 4411 Hist & Syst of Psy	3		
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Seminar in Psy	3	.,,	**************
PSYC 4497 Senior Research I	3	***************************************	
Select 1 or more courses from below (3 hrs):	***************************************	***************************************	***************************************
PSYC 3365 Biopsychology	3		
PSYC 4407 Theories of Learning	3	*********	*********
PSYC 4410 Cognitive Psychology	3		
Select 4 courses from below (12 hrs):	1	-	
*PSYC 3308 Psy Aspects of Aging	3		
*PSYC 3309 Human Sexuality	3		
*PSYC 3311 Social Psychology	1 3		
PSYC 3320 Child Psychology	3		
PSYC 3331 Intro to Psy Testing	3		
PSYC 3337 Theo of Person Ref.	3		
PSYC 3338 Sport Psychology	3	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
*PSYC 3340 Mass Media Influences	3		
PSYC 3350 Health Psychology	3		
PSYC 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	13		
PSYC 4395 Thry/Research Careg.	1 3		· · · · · · · · · · · · · · · · · · ·
PSYC 4401 Abnormal Psychology	3		ļ
PSYC 4402 Behavior Modification	3		************
PSYC-1402 Renavior Modification	3	ļ	<u> </u>
PSYC 4414 Psy of Language	3		
PSYC 4418 Affirming Diversity in Psy	1 3		
PSYC 4422 Theories of Personality	3		
		-	
PSYC 4492 Psychology Internships PSYC 4498 Senior Research II	3	<u> </u>	<u> </u>
	**********	Į •	
PSYC 449A Special Topics	3		:
Minor or Certificate Required (15-18 trn)	Hrs	Term	: Grade
	-	ļ	
	3		
	-	ļ	ļ
MANIMARIN WHITE	-		<u></u>
	-		<u> </u>
	-	-	
Electives (12-15 hours)	Hrs	Term	Grade
Free Elective			<u></u>
Free Elective		1	
Free Elective	-		1
Free Elective			
Free Elective	1	1	1

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in all required courses.
"The equivalent SOCI course may be substituted.

The two courses in foreign language required in Area F must be n the same language and may be numbered 1001, 1002, 2001,

of 2002.

UNIVERSITY POLICIES AND PRACTICES

finimum grade of "C" required in Area A, Area F and all major courses.

minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

MATH 1120 is taken in Area A, the extre hour earned will count in Free Electives.

ours from Area B plue hours from Area D must equal 15 hours. If more than 15 hours are

ower the extre house will count in Free Flectives ours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120

Courses Not Listed Above;	Hra	Term	Grade
	+		

Prior Degree/ Major:		
Earned et:		-
Comments:		
Completed by:	Date:	

NAME ADVISOR

CORE: 60 HOURS

CORE: 60 HOUR:	3		
Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113 or 1120	3		
(Aron B (4-5 hrs)	i Hrs	Term	Grade
Select 4-5 hours from list below:			

LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),		~~~~	
WMST 2001(3), COMM 1110(3), POLS 2401(3),			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)	1		
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade
Lab Science-List A		************	
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C	i		
Area E (12 hrs)	Hre	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wrld Civ I or II	3	***********	
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, HIST 1111 or HIST 1112,			
or SOCI 1101			
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introductory Psychology			
	3		***********
PSYC 2103 Human Growth & Development			***************************************
PSYC 2103 Human Growth & Development Foreign Language I	3		***************************************
	3		***************************************
Foreign Language I Foreign Language II Solect one:	3 3 3		***************************************
Foreign Language I Foreign Language II	3 3 3 3		***************************************
Foreign Language I Foreign Language II Solect one:	3 3 3 3 3		
Foreign Language I Foreign Language II Select onte: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select onte:	3 3 3 3		
Foreign Language I Foreign Language II Select onte: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select onte: Lower level course from ART, BIOL, CHEM,	3 3 3 3 3	***************************************	
Foreign Language I Foreign Language II Select onte: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select onte: Lower level course from ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS,	3 3 3 3 3		
Foreign Language I Foreign Language II Select onte: SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001 Select onte: Lower level course from ART, BIOL, CHEM,	3 3 3 3 3		

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
Additional Requirements			
GA HISTORY	UŞ HIS	TORY	*****
GA CONSTITUTION	US CO	NSTITUTIO	ON
UNIV 1000	W2W F	Requiremen	vt .

Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

Hre	Term	Grade
֡	Hrs	Hre Term

Effective Catalog Year: 2017-2018

MAJOR/ELECTIVE REQUIREME	ENTS:	60 HOU	RS
Major Core (30 hrs)	Hra	Term	Grade
PSYC 3301 Psychological Statistics	3		
PSYC 4411 Hist & Syst of Psy	3		
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Seminar in Psy	3	***************************************	
PSYC 4497 Senior Research I	3		
Select 1 or more courses from below (3 hrs):	1	****************	
PSYC 3365 Biopsychology	3		-
PSYC 4407 Theories of Learning	3	************	***********
PSYC 4410 Cognitive Psychology	3		
Select 4 courses from below (12 hrs):	-		
*PSYC 3308 Psy Aspects of Aging	3	************	*************
*PSYC 3309 Human Sexuality	3	**********	***************************************
*PSYC 3311 Social Psychology	3	***********	
PSYC 3320 Child Psychology	3		
PSYC 3331 Intro to Psy Testing	3	**************	
PSYC 3337 Theo of Person Rel.	3		
PSYC 3338 Sport Psychology	3	************	************
*PSYC 3340 Mass Media Influences	3		
PSYC 3350 Health Psychology	3	*********	
PSYC 3385 Biopsychology	3		
PSYC 3380 Sensation & Perception	3	~~~~~	·
PSYC 3390 Cross-cultural Psychology	3	***************************************	
PSYC 4395 Thry/Research Careg.	3		
PSYC 4401 Abhormal Psychology	3		
PSYC 4401 Abhormany ayurkoogy PSYC 4402 Behavior Modification	3		
	3	************	
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	2		
PSYC 4422 Theories of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4498 Senior Research II	3	***************************************	
PSYC 449A Special Topics	3		
Minor or Certificate Required (15-16 hrs)	Hra	Term	Grade
		************	*******
Electives (12-15 hours)	Hrs	Term	Grade
Free Elective			
	1		:

ADDITIONAL REQUIREMENTS

The two courses in foreign language required in Area F must be in the same language and may be numbered 1001, 1002, 2001, or 2002.

UNIVERSITY POLICIES AND PRACTICES

linimum grade of "C" required in Area A, Area F and all major courses. aminimum of 120 semester hours must be completed for graduation. 9 semester hours must be upper division work at the 3000-4000 level. MATH 1120 is taken in Area A, the extra hour serned will count in Free Electives. lours from Area B kes hours from lours earned to

Prior Degree/ Major: Earned at:		
Earned at:		
Comments:		
·		_
Completed by:	Date:	

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

CORE: 60 HOURS

Term | Grade Arms A (1) first) (talks Grade of C Reguland) Hre ENGL 1101 Composition 3 ENGL 1102 Composition II 3 MATH 1101, 1111, 1113, or 1120 3 Arma B (4-5 hrs) Term Grade select 4-5 hours from list below: LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3). WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang (2000 or higher)(3) MORE GIRLS Hrs Term Grade ENGL 2110, 2120, or 2130 3 3 Select one: ARTC 1100, MUSC 1100 at THEA 1100 Area D Lists Hrs Term Grade Area (X (10 are min) Lab Science-List A Lab (if CHEM or BIOL) NonLab/Lab Science-List A or B Optional Lab(if CHEM or BIOL) Course from List A, B, or C Aver E (3 hr) Term Grade HIS POLS 1101 American Government 3 HIST 1111 or 1112 Wrid Civ I or II 3 3 HIST 2111 or 2112 US Hist I or II Select one: 3 ECON 2105, SOCI 1101, HIST 1111 OR 1112 me F (15 hrs) Term PSYC 1101 Introduction to Psychology 3 PSYC 2103 Human Growth & Development 3 Select one: SOCI 1101, SOSC 1101, SOCI 1160, 3 SOCI 2293, WGSS 2001 elect 9 lower level elective hours from: 3 3 ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON. ENGL, ENVS, FREN, GECL, HIST, MATH, MUSC. PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS

Hrs Torna Grade
1
2
1
US HISTORY
US CONSTITUTION
W2W Requirement

Prior Degree/ Maj	
Earned at:	
Comments:	
Completed by:	Cate:

Effective Catalog Year: 2016-2017 MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hen	Tarm	Grede
PSYC 3301 Psychological Statistics	3		
PSYC 4411 Hist & System of Psy	3	***************************************	
PSYC 4431 Experimental Psychology	3		
PSYC 4450 Senior Seminar in Psyc	3		
Select 1 course from below (3 hrs):	1	***************************************	-
P\$YC 3365 Biopsychology	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3	*************	
Select 4 courses from below (12 hrs):			
PSYC 3308 Psy Asp of Aging	3		
PSYC 3309 Human Sexuality	. 3	**************	
PSYC 3311 Social Psychology	3		
PSYC 3320 Child Psychology	3		
PSYC 3331 Intro to Psy Testing	3	*************	
PSYC 3337 Theo of Per Relationships	3		
PSYC 3338 Sport Psychology	3		
PSYC 3340 Mass Media Influences	3	,	***************************************
PSYC 3350 Health Psychology	1 3		
PSYC 3380 Sensation & Perception	3		
PSYC 4395 Theo/Research Caregiving	3		1
PSYC 4401 Abnormal Psy	3		1
PSYC 4402 Behavior Mod	3	***************************************	1
PSYC 4495 Theo Tech Courseling	3	************	
PSYC 4414 Psy of Language	3		
PSYC 4418 Affirming Diversity in Psy	3		1
PSYC 4422 Theo of Personelly	: 3		1
PSYC 4492 Psychology Internships	3		1
PSYC 4497 Senior Research I	3		1
PSYC 4498 Senior Research II	3		***************************************
PSYC 449A Special Topics	3		1

Miner or Certificate Required (15-18 hrs)	Hes	Term	Grade

Free Electives (15-18 hrs)	1 Hrs ?	Facuri	Grade
Free Elective			
Free Elective			
Free Elective		***************************************	
Free Elective		***************************************	
Free Elective			
Free Elective	-	***************************************	7

linor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework

ADDITIONAL REQUIREMENTS

finimum grades of "C" must be semed in Area F and all major and minor courses. lant Sociology disease may be substituted for these major Psychology

UNIVERSITY POLICIES AND PRACTICES nimum grade of "C" required in Area A, Area F and all major courses.

minimum of 120 semester hours must be completed for gradu is semester hours must be upper division work at the 3000-4000 level. MATH 1120 is taken in Area A, the extra hour earned will count in Free Ele ours from Area B plus hows from Area D must equal 15 hours. If more than 15 hours are

med, the ordra hours will count in Free Electives. Sure elemed to fulfit PE requirements and UMM 1000 cannot be used to meet the 120 hours

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NAME

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

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ATTIONE NEW

Effective Catalog Year: 2018-2017 CORE: 60 HOURS MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS A (C) (S) A DESTRUCTION OF CREATE STORY Helor Core (27 hrs) Term Grade House Tarne Grade Hrs ! ENGL 1101 Composition I SYC 3301 Psychological Statistics 3 ENGL 1102 Composition II SYC 4411 Hist & System of Pay MATH 1101, 1111, 1113, or 1120 3 PSYC 4431 Experimental Psychology 3 Come of the last o Hire Term Grade SYC 4450 Senior Seminar in Payo 3 elect 4-5 hours from list below: Select 1 course from below (3 hrs): SYC 3365 Biopsychology 3 PSYC 4407 Theories of Learning 3 IBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3). SYC 4410 Cognitive Psychology 3 WGSS 2001(3), COMM 1110(3), POLS 2401(3), Select 4 courses from below (12 hrs); ENGL 2200(3), Foreign Lang (2000 or higher)(3) 'PSYC 3308 Psy Asp of Aging 3 And Sendentes Hrs Term Grade PSYC 3309 Human Sexuality 3 ENGL 2110, 2120, or 2130 3 PSYC 3311 Social Psychology 3 PSYC 3320 Child Psychology PSYC 3331 Intro to Psy Testing 3 3 ARTC 1100, MUSC 1100 & THEA 1100 3 3 Amend (19 Text) Area District Hrs Term Grade PSYC 3337 Theo of Per Relationships SYC 3338 Sport Psychology ab Science-List A 3 Lab (if CHEM or BIOL) PSYC 3340 Mass Media Industr 3 PSYC 1350 Health Psychology onLab/Lab Science-List A or B 3 PSYO 9600 Sensation & Percept Optional Lab(if CHEM or BIOL) 3 Course from List A, B, or C PSYC 3390 Cross-cultural Psychology 3 OR (PAID) THE PARTY Hrs Term Grade 3 1919 4550 Treuritesearch Caregiving PSYC 4401 Abnormal Pay PSYC 4402 Behavior Mod POLS 1101 American Government 3 3 HIST 1111 or 1112 Wrid Civ | or fl 3 SYC 4405 Theo/Tech Counseling HIST 2111 or 2112 US Hist I or II 3 3 Select one: SYC 4414 Pay of Language 3 SYC 4422 Theo of Personality ECON 2105, SOCI 1101, 3 PSYC 4492 Psychology Internships PSYC 4497 Senior Research I HIST 1111 OR 1112 3 3 THE PARTY OF THE P Hrs Term Grade PSYC 1101 Introduction to Psychology PSYC 4498 Senior Research if 3 PSYC 2103 Human Growth & Development 3 PSYC 449A Special Topics 3 elect one: SOCI 1101, SOSC 1101, SOCI 1160, Hrs Term Grade Mirror or Cartificate Required (15-18 hts) OCI 2293, WG\$\$ 2001 lelect 9 lower level elective hours from: 3 ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON. Fred Electives (15-16 fire) HITE IS OF THE COLOR ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WIGGS Free Elective Hrs Term Grade White Medical Charles Free Elective PEDS 1010 Lifetime Fitness Free Elective PEDS 2000 CPR/First Aid 2 Free Elective i(Activity 1 PEDS. Free Elective And Home Configuration US HISTORY GA CONSTITUTION US CONSTITUTION militar alaminias UNIV 1000 W2W Requirement ADDITIONAL REQUIREMENTS ries of "C" must be samed in Area F and all major and minor coun quivalent Sociology classes may be aubalituted for these major Psychology for Degree/ Major UNIVERSITY POLICIES AND PRACTICES ned at: num grade of "C" required in Area A, Area F and all major courses. minimum of 120 semester hours must be completed for graduation. elar hours must be upper division work at the 3000-4000 level. MATH (120 is taken in Area A, the extre hour earned will count in Free Electives. pure from Area & us hours from

PSYCHOLOGY MINOR



### The Hours ### The Hours	NAME			GSWID#
PSYC 3301 Psychological Strains PSYC 3308 Psychiatry and Strains PSYC 3309 Psychiatry and Strains PSYC 3409 Psychiatry and Strains P	ADVISOR			Effective Catalog Year: 2016-2017
PSYC 3300 Psychological Statistics PSYC 3300 Psychology Aspects of Aging PSYC 3300 Psychology PSYC 3311 Solid Psychology PSYC 3311 Solid Psychology PSYC 3311 Solid Psychology PSYC 3331 Into Psychology PSYC 3335 Into Psychology PSYC 3335 Into Psychology PSYC 3336 Soor Psychology PSYC 3350 Nases Mediathfol Consc PSYC 3350 Nases Mediathfol Consc PSYC 3350 Nases Mediathfol Consc PSYC 3350 Repeated Psychology PSYC 3350 Repeated Psychology PSYC 3350 Repeated Psychology PSYC 3350 Repeated Psychology PSYC 3360 Psychology PSYC 4401 Abrornal Psychology PSYC 4401 Abrornal Psychology PSYC 4402 Psh Related Needfaulton PSYC 4403 Socia Psyc Asp of Add PSYC 4403 Socia Psyc Asp of Add PSYC 4403 Socia Psyc Asp of Add PSYC 4403 Related Psychology PSYC 4410 Related Psychology PSYC 4401 Related Psychology PSYC 4402 Psychology Internstition PSYC 4403 Related Psychology PSYC 4404 Psychology Internstition PSYC 4404 Related Psychology PSYC 4405 Related Psychology PSYC 4406 Related Psychology PSYC 4407 Related Psychology PSYC 4407 Salor Research I PSYC 4408 Senior Research I PSYC 4408 Senior Research I PSYC 4409 Senior Research I			18 H	
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PSYCHOLOGY MINOR				
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DVISOR			Effective Catalog Year: 2040-2017- 2017
		18 Hc	Minimum
Constant South	Hrs	Term Gra	RESTRICTIONS/LIMITATIONS:
PSYC 3301 Psychological Statistics	3		No 3000-4000 level course can be used to satisfy requirements
PSYC 3308 Psych Aspects of Aging	3		in both a major and a minor program.
PSYC 3309 Human Sexuality	3		III SOUT A TIMOS PROGRAM.
PSYC 3311 Social Psychology	3		
PSYC 3331 Intro Paych Testing	3		
PSYC 3337 Theory Pers Retationship	3		
PSYC 3338 Sport Psychology	3	1	
PSYC 3340 Mass Media/Mod Consc	3		NOTE
PSYC 3350 Health Psychology	3	Ì	Minimum grade of "C" is required in all course work
PSYC 3365 Biopsychology	3		counted toward the minor. Only two lower level courses may
SYC-8000 Sargation & Percopher	3		be substituted for upper division work with prior written
SYC 3390 Cross-cultural Psychology	3		approval of the Dapt. Chairperson in Psychology/Sociology. You may choose
PSTO 4685 Tray/Reseat-Congrision	3		from the following: PSYC 1101, PSYC 1102, or PYSC 2103.
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Prin Behavior Modification	3		
PSYC 4403 Sec & Payc Asp of Add	3		
PSYC 4405 Theory& Tech Counseling	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
PSYC 4411 Hist & Syst of Psychology	3		
PSYC 4414 Psychology of Language	3		
PSYC 4422 Theories of Personility	3		
PSYC 4431 Experimental Psychology	3		
PSYC 449A Spec Topics in Psych	3		
PSYC 4492 Psychology Internahips	3		
SYC 4497 Senier Research I	3		
PSYC 4498 Senior Research II	3 1		

Date

Date

Advisor Signature

Psychology Department Signature

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University Date of Submission: 04/03/2017 **Department Initiating Revision:** Faculty Member Requesting Revision: Psychology/Sociology Charles M. Huffman Current Course Prefix, Title, & Number: PSYC 3331, Introduction to Psychological Testing List Current and Requested Revisions: (only fill in items needing to be changed) Current: Requested: Course Prefix and Number: Course Prefix and Number: Credit Hours: Credit Hours: Course Title: Course Title: Prerequisites: PSYC 1101 or PSY 101. Prerequisites: PSYC 1101, PSYC 3301 or SOCI 3331 Co-requisites: Co-requisites: Course Description: Course Description: Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall 2017 Yearly Indicate if Course will be: Major Requirement Elective Core Other Specify:

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

x Improving student learning outcomes.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

- X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- X 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:

- X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- X Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- **Attach a revised course outline with course outcomes or general education outcomes.**

Submission for File Only: Unit Head:	Date: 4-3-2017
Approvals (unnecessary for file submissions):	
Unit Head:	Date: 4-3-2017
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

New

COURSE OUTLINE

Department of Psychology and Sociology College of Arts and Sciences Georgia Southwestern State University

PSYC 3331: Introduction to Psychological Testing Credit Hours (3-0-3)

Catalog description:

PSYC 3331 - Introduction to Psychological Testing

Theory of psychological measurement, types and characteristics of tests, methods for evaluating tests, and review of some of the more commonly used psychological tests.

Pre-requisites: PSYC 1101 or PSY 101. PSYC 3301 or SOCI 3331.

Course Learning Outcomes:

 Students will learn about different types of psychological testing (e.g., personality, forensic, career, intelligence). This will be measured by multiple choice and essay questions on exams and in class activities.

2) Students will learn about psychological testing from a historical perspective. This will be measured by multiple choice questions on course exams.

3) Students will learn basic information about measurement principles and test construction. This will be measured by exams, in class activities, homework assignments, and paper assignments.

4) Students will learn about several specific assessments (e.g., NEO-PI-R, SDS) and gain self-knowledge regarding their personality and career interests. This will be measured by two paper assignments.

5) Students will learn about cultural issues involved with psychological assessment and how to consider the ethical and legal issues involved in psychological assessment. This will be measured through in class activities, homework assignments, exams, and class discussions.

REQUIREMENTS:

- Basic responsibilities: Students are responsible for reading the text, coming to the lectures, studying the material, completing course assignments, and logging into GeorgiaView regularly.
- 2) Exams. Students will complete 4 in class exams covering 3-4 chapters or major topics each. The exams will be multiple choice and short essay and will cover both book and lecture material.

- 3) In Class Assignments: There will be in-class assignments. Students must attend class to receive credit for these assignments. Activities may include writing, discussions, or small group activities. Students cannot make the assignment unless they have an excused absence.
- 4) Homework Assignments: There will be homework assignments assigned throughout the semester. The assignments are designed to help students practice challenging concepts to prepare for the tests.
- 5) Papers: The papers require students to complete a self-report psychological assessment about themselves, to score the assessment, to discuss the results, and to answer several specific questions about their results. Typically the psychological assessments are on the topics of personality and career interest.

INSTRUCTIONAL STRATEGIES:

The course will include lecture, large group discussion, small group discussion, in class activities, and film.

GRADES:

Grading System		em	Sources of Points					
Grade	Percent	Points	Type of Activity	Points %				
A	90% to 100%	405-450	Exams (50 each)	200 44.5%				
В	80% to 89%	360-404	Papers (100 each)	200 44.5%				
С	70% to 79%	315-359	In Class Activities	25 6.5%				
D	60% to 69%	270-314	Homework Assignments	25 6.5%				
F	< 60%	≤ 269						
			TOTAL	450 100%				

Required Text:

Cohen, R. J., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An Introduction to Tests & Measurement (57th Ed). Boston, MA: McGraw-Hill.

COURSE OUTLINE

Department of Psychology and Sociology College of Arts and Sciences Georgia Southwestern State University

PSYC 3331: Introduction to Psychological Testing Credit Hours (3-0-3)

Catalog description:

PSYC 3331 - Introduction to Psychological Testing

Theory of psychological measurement, types and characteristics of tests, methods for evaluating tests, and review of some of the more commonly used psychological tests.

Pre-requisites: PSYC 1101 or PSY 101.

Course Learning Outcomes:

- Students will learn about different types of psychological testing (e.g., personality, forensic, career, intelligence). This will be measured by multiple choice and essay questions on exams and in class activities.
- Students will learn about psychological testing from a historical perspective. This will be measured by multiple choice questions on course exams.
- 3) Students will learn basic information about measurement principles and test construction. This will be measured by exams, in class activities, homework assignments, and paper assignments.
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INSTRUCTIONAL STRATEGIES:

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GRADES:

Grading System		Grading System Sources of					
Grade	Percent	Points	Type of Activity	Points %			
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В	80% to 89%	360-404	Papers (100 each)	200 44.59			
C	70% to 79%	315-359	In Class Activities	25 6.5%			
D	60% to 69%	270-314	Homework Assignments	25 6.5%			
F	< 60%	≤ 269					
3 19 13 2			TOTAL	450 100%			

Required Text:

Cohen, R. J., & Swerdlik, M. E. (2010). Psychological Testing and Assessment: An Introduction to Tests & Measurement (57th Ed). Boston, MA: McGraw-Hill.

		OPOSAL FOR eorgia Southwest		
Date of Submission		04/02/2017		
Department Initia Psychology/		osal:		lember Proposing: s M. Huffman
Proposed New Co (See USG Academic Course prefixes and PSYC 3390	urse Prefi Affairs Ma		Cros	New Course Title: ss-cultural Psychology New Course Title Abbreviation
Semester/Year to Fall 2017	be Effectiv	/e:	Estimated Year	Frequency of Course Offering
Indicate if Course	will be:	Requirement fo	r Major E	lective Core
Lecture Hours:	3	Lab Hours:	0	Credit Hours: 3
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better understand impacts our cogn lives. Justification:	I how cult ition, emo	ure influences o tions, motivation ce(s) in field: This	our lives. Wens, persona	e will look at how culture ality, and other facets of human ality,
better understand impacts our cogn lives. Justification: Adopting current programs and replations. Other:	how cult ition, emo best practic ces an anti	tions, motivation ce(s) in field: This quated course (A	our lives. Wens, personal s course is ta ffirming Div	e will look at how culture ality, and other facets of human ality, and human ality, and human ality
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Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Xindirect measures: Student Opinionnaires, 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 outline with course outcomes or general education outcomes.

Approvals:	
Unit Head: Class M. H	Date: 4/3/2017
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

inimum grade of "C" required in Area A, Area F and all major course A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level. MATH \$120 is taken in Area A, the extra hour earned will count in Free Electives.

ours from Area B

us hours from ours earned to

gawID#

Earned sit:

Comments:

Completed by:

ADVISOR Effective Cutalog Year: 2016-2017 CORE: 60 HOURS MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS Hrs Term Grade ta or Core (27 hrs) Arma A (9 hrs) Islin Grade of C Req ENGL 1101 Composition I 3 PSYC 3301 Psychological Statistics 3 ENGL 1102 Composition II PSYC 4411 Hist & System of Pay MATH 1101, 1111, 1113, or 1120 3 PSYC 4431 Experimental Psychology 3 ma B (4-5 hrs) Hes Term Grade PSYC 4450 Senior Seminar in Psyc 3 elect 4-5 hours from list below: Select 1 course from below (3 hrs): PSYC 3365 Biopsychology 3 PSYC 4407 Theories of Learning 3 3 LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3). PSYC 4410 Cognitive Psychology WGSS 2001(3), COMM 1110(3), POLS 2401(3), Select 4 courses from below (12 hrs): PSYC 3308 Psy Asp of Aging 3 ENGL 2200(3), Foreign Lang.(2000 or higher)(3) Area C (6 hes) Hrs Term Grade PSYC 3309 Human Sexuality 3 PSYC 3311 Social Psychology ENGL 2110, 2120, or 2130 3 3 PSYC 3320 Child Psychology Select one: 3 3 ARTC 1100, MUSC 1100 or THEA 1100 PSYC 3331 Intro to Psy Testing 3 PSYC 3337 Theo of Per Relationships 3 Area D (10 his min) ... Car Area DI Sis Hrs Term Grade PSYC 3338 Sport Psychology 3 Lab Science-List A Lab (if CHEM or BIOL) "PSYC 3340 Mass Media Influences 3 PSYC 3350 Health Psychology 3 NonLab/Lab Science-List A or B Optional Lab(if CHEM or BIOL) PSYC 3380 Sensation & Perceptio 3 PSYC 3390 Cross-cultural Psychology 3 Course from List A, B, or C PSYC 4395 Theo/Research Caregiving 3 Area E (12 hrs) Hes Term Grade PSYC 4401 Abnormal Psy POLS 1101 American Government 3 SYC 4402 Behavior Mod 3 HIST 1111 or 1112 Wrld Clv I or II PSYC 4405 Theo/Tech Counseling 3 3 HIST 2111 or 2112 US Hist I or II Select one: 3 PSYC 4414 Psy of Language 3 SYC 4422 Theo of Personality 3 ECON 2105, SOCI 1101, HIST 1111 OR 1112 PSYC 4492 Psychology Internships 3 Area - (is his his Hrs | Term | Grade 3 PSYC 4497 Senior Research | PSYC 1101 Introduction to Psychology PSYC 4498 Senior Research II 3 3 PSYC 449A Special Topics 3 PSYC 2103 Human Growth & Development 3 3 Select one: His Coming Grade Minor or Cartificate Required (15-18 hrs) OCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, WGSS 2001 elect & lower level elective hours from: 3 3 3 ART, BIOL, CHEM, CHIN, COMM. CRJU, CSCI, ECON, Free Electives (12:18 hrs.) ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC. SOCI, SOSC, SPAN, THEA, WGSS From Floritive Free Elective al Education (4 mg) . Grade: Free Elective PEDS 1010 Lifetime Fitness Free Elective 1 PEDS 2000 CPR/First Aid 2 Free Elective 1 Free Elective PEDS (Activity) mil Requirements Minor, Gertificate Sand Elective Floure 700 - 10 US HISTORY GA HISTORY **GA CONSTITUTION** US CONSTITUTION W2W Requirement CINITY 1000 ADDITIONAL REQUIREMENTS tinimum grades of "C" must be earned in Area F and all major and minor courses Equivalent Sociology classes may be substituted for these major Psychology courses. rior Degree/ Major UNIVERSITY POLICIES AND PRACTICES

visor								
CORE: 60 I	HOUR	S			MAJOR/ELECTIVE REQUIREM	ENTS	: 60 HOL	JRS
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NGL 1102 Composition II (min grade C)	3				PSYC 4411 Hist & Syst of Psy	3		
ATH 1111 or 1113 or Precalculus 1120	3				PSYC 4431 Experimental Psychology	3		
rate Brickhardsanth)		- Pérm	Grade		PSYC 4450 Seminar in Psy	3		
elect course(s) from below:					PSYC 4497 Senior Research I	3		
OSC 1000, CIS 1000	2/3				Select 1 or more courses from below:	3		
BR 1101	1				PSYC 3365 Biopsychology			
OMM 1110, THEA 1110	3				PSYC 4407 Theories of Learning			
NG 2200, WGSS 2001	3				PSYC 4410 Cognitive Psychology			
OCI 2295	2				Select 4 courses from below:	3		
oreign Language (2000 or higher)	3				*PSYC 3308 PSY Aspects of Aging	3		
NEST CONTRACTOR OF THE PROPERTY OF THE PROPERT	Hrs	Term:	Grade:		*PSYC 3309 Human Sexuality	3	***************************************	1
GL 2110 or ENGL 2120 or ENGL 2130	3	-			*PSYC 3311 Social Psychology	3		
lect one:					PSYC 3320 Child Psychology	3		
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lect one:				-	PSYC 4402 Behavior Modification	3		-
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ect one:			-	-	PSYC 4498 Senior Research II	3	-	
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B.A. Psychology (Minor or Certificate Required)			2016/2017	(NEW)				
ame					G\$W ID#			
CORE: 60 I	HOUE	es			MAJOR/ELECTIVE REQUIREM	AFNTS	· 60 HOURS	
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IBR 1101	1				PSYC 3365 Biopsychology			
OMM 1110, THEA 1110	3				PSYC 4407 Theories of Learning			
NG 2200, WGSS 2001	3				PSYC 4410 Cognitive Psychology			
OCI 2295	2				Select 4 courses from below:	3		
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NGL 2110 or ENGL 2120 or ENGL 2130	3				*PSYC 3311 Social Psychology	3		-
elect one:					PSYC 3320 Child Psychology	3		
RTC 1100, MUSC 1100 or THEA 1100	3				PSYC 3331 Intro to Psy Testing	3		
rea D (10 hrs min)	Hrs	Term	Grade		PSYC 3337 Theo of Person Rel.	3		Park and a
ab Science	4				PSYC 3338 Sport Psychology	3		*****
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CON 2105 or 2106	3				PSYC 4402 Behavior Modification	3		
HST 1111 or 1112, SOCI 1101	3				*PSYC 4403 Psy/Soc Addiction	3		
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SYC 2103 Human Growth & Development	3				PSYC 4492 Psychology Internships	3		
elect one:		<u> </u>			PSYC 4498 Senior Research II	3		******
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SA HISTORY	UNIV				Minimum grade of "C" required in Area F	and in a	ii major	
	US HISTORY and minor courses.							
BA CONSTITUTION			TION		UNIVERSITY REQUIREMENTS:			

PSYCHOLOGY MINOR

OLD

NAME			gswID#	
ADVIBOR				Effective Outslog Year: 2010-8017
		18 Hours N		
disquires Courses (18 c)	****	n Grade	RESTRICTIONS/LINITATE	ONS
PSYC 3301 Psychological Statistics	1 3		No 3000-4000 level course co	n be used to satisfy requirements
PSYC 3308 Psych Aspects of Aging	3		in both a major and a minor pr	
PSYC 3309 Human Sexuality	3		an board major and a minor pr	9.5
PSYC 3311 Social Psychology	3		A	
PSYC 3331 Intro Psych Testing	3		II.	
PSYC 3337 Theory Pers Relationship	3			
PSYC 3338 Sport Psychology	3			
PSYC 3340 Mass Media/Mod Consc	3		MICHEL STREET	and the second second
PSYC 3350 Health Psychology	3		Minimum grade of "C" is requir	
PSYC 3365 Biopsychology	3		4	ity two lower level courses may
PSYC 3380 Sensation & Perception	3		be substituted for upper division	
PSYC 4395 Thry/Resrch Caregiving	3			son in Psychology/Sociology. You may cho
PSYC 4401 Abnormal Psychology	; 3		from the following: PSYC 1101	, PSTC 1102, dr PT3C 2103.
PSYC 4402 Prin Behavior Modification	3			
PSYC 4403 Soc & Psyc Asp of Add	3			
PSYC 4405 Theory & Tech Counseling	3			
PSYC 4407 Theories of Learning	3			
PSYC 4410 Cognitive Psychology	1 3 1			
PSYC 4411 Hist & Syst of Psychology	3			
PSYC 4414 Psychology of Language	3			
***************************************	3			
PSYC 4418 Affirming Diversity in Psychology PSYC 4422 Theories of Personility	3			
PSYC 4431 Experimental Psychology				
PSYC 449A Spec Topics in Psych	3			
PSYC 4492 Psychology Internships	3			
PSYC 4497 Senior Research I	3			
PSYC 4498 Senior Research II	3			
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Advisor Signature	Date	_		
Psychology Department Signature	Dete	· <u> </u>	·	,
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	PSYCHOLOGY MINOR	OLD NEW
NAME	gswlD#	
ADVISOR		Effective Catalog Year: 2018-2017
	18 Hours Minimum	
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Required Courses (18 cr)	Hra	Term	Grade
PSYC 3301 Psychological Statistics	3		
PSYC 3308 Psych Aspects of Aging	3		
PSYC 3309 Human Sexuality	3		
PSYC 3311 Social Psychology	3		
PSYC 3331 Intro Psych Testing	3		
PSYC 3337 Theory Pers Relationship	3		
PSYC 3338 Sport Psychology	3		
PSYC 3340 Mass Media/Mod Consc	3		
PSYC 3350 Health Psychology	3		
PSYC 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Thry/Rearch Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Prin Behavior Modification	3		
PSYC 4403 Soc & Psyc Asp of Add	3		
PSYC 4405 Theory & Tech Counseling	3		
PSYC 4407 Theories of Learning	3		
PSYC 4410 Cognitive Psychology	3		
PSYC 4411 Hist & Syst of Psychology	3		
PSYC 4414 Psychology of Language	3		
PSYC 4422 Theories of Personility	3		
PSYC 4431 Experimental Psychology	3		
PSYC 449A Spec Topics in Psych	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		

RESTRICTIONS/LIMITATIONS: No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.

NOTE Minimum grade of "C" is required in all course work counted toward the minor. Only two lower level courses may be substituted for upper division work with prior written approval of the Dept. Chairperson in Psychology/Sociology. You may choose from the following: PSYC 1101, PSYC 1102, or PYSC 2103.

Advisor Signature Date Psychology Department Signature Date

PROPOSAL TO DEACTIVATE A COURSE/PROGRAM

Georgia Southwestern State University

Date of Submission: 04-03-2017

Department Initiating Deactivation: Semester & Year to be Effective:

Psychology/Sociology Fall 2017

List of courses (or the program or track) to be deactivated: PSYC 4418

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

Improving Student Learning Outcomes

X Adopting Current Best Practice(s) in Field—Course being replaced by Cross-cultural Psychology

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

Source of Data to Support Suggested Change:

X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

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

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	11 2
Unit Head: (Le & M. 40	Date: 4-3-2017
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Appard Stares

PROPOS		URRICULUM CHA stern State University	NGE
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E	X Major Curriculum	Graduate Curriculum	Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: (Month/Year): August 2017	Degree & Pr	rogram Name: (e.g., BFA, Art)	
Present Requirements: Professional Writing Option (ENGL 3240 Technical Writing ENGL 4040 Issues in Prof Wri ENGL 4025 Composition Stud ENGL 4035 Rhetoric: Theories Choose either: ENGL 3230 Creative Writing (ENGL 4050 Writing and Civic	ting ies s/Hist/Pedagogies OR	Proposed Requirements (U after printing this form: Professional Writing Option ENGL 3240 Technical Writing ENGL 4040 Issues in Prof Wight ENGL 4025 Composition Strengt 4035 Rhetoric: Theory Choose one: ENGL 3230 Creative Writing ENGL 4050 Writing and Cive ENGL 4980 Internship in Prof	n (15 h rs) ng /riting udies ies/Hist/Pedagogies g
Justification:	wing to indicate why	the proposed change will be be	neficial giving your
justification. Include and/or ap	ppend relevant suppo		areas jour
		vide Professional Writing Studer	nts with an internship
☐ Meeting mandates of state/	federal/outside accre	diting agencies:	
Other:	f		

Form last updated: March, 2012

	yer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated for proportfolios, specific assignments, etc.)	ogram assessment purposes (tests
Plan for assessing the effectiveness of the change in meeting prograd these changes fit within the current program assessment plan a collected and evaluated to determine if these changes are meeting	nd what sorts of data will be
Data Sources:	
☐ Indirect measures: Student Opinionnaires; student, employer, or ☐ Direct measures: Materials collected and evaluated for program a portfolios, specific assignments, etc.) Reflection assignment on conne outcomes and internship experience.	assessment purposes (tests,
*Attach a current curriculum sheet and proposed curriculu	m sheet.**
Submission for File Only:	
Unit Head:	
	Date:
Reviewed By (necessary even for file submissions):	Date:
GSW SACSCOC Liaison	Date:
GSW SACSCOC Liaison	
GSW SACSCOC Liaison Approvals (unnecessary for file submissions):	
GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head:	Date:
GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair:	Date:
GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: Date: Date:
Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair: Committee on Graduate Affairs Chair: Secretary of the Faculty Senate:	Date: Date:

Form last updated: March, 2012

Dean of the Faculty:	Date:

gswID#

NAME

A	DW/	191	OR

CORE: 60 HOURS

CORE. 60 F			
Area A (9 hrs) (Min Grade of C Required)		Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC	1101(3)		
WGSS 2001(3), COMM 1110(3), POLS 2401(3), I	NTL		
2000(1-3), ENGL 2200(3), Foreign Lang(2000 lev	el)(3)		
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2112, 2121, 2122, 2131, or 2132	3		
English majors must select in Area F the lite	rature courses	not selecte	ed
in Area C to complete the three course requ	irement in Area	F.	
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min) Area D Li	Sia Hrs	Torm	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			-
Course from List A, B, or C			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3	- A Minoral	and the second second
HIST 1111 or 1112 Wrld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)	His	Term	Grade
ENGL 2111	3	Parter	Diago
ENGL 2121 or 2122	3		
ENGL 2131 or 2132	3		
English majors must select in Area F the lite		ant entente	4
in Area C to complete the three course requi		IUL SOIOCIE	u
*Foreign Language 2001	3		1
*Foreign Language 2002	3		
*Elective	3		
Committee of the second		E-Mary	The state of the last
Physical Education (4 hrs)	HIS	Term	Grade

Physical Education (4 hrs)	His	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	W2W Requirement

Prior Degree/ Major:		
Earned at:	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -	
Comments:		
Completed by:	Date:	

Effective Catalog Year: 2016-2017 MA IODIEI ECTIVE DECINDEMENTS: SA HOLIDS

Major Core (20 hrs)	Hrs	Torm	Grade
Required for all English majors:			
**ENGL Elective	3		-
**ENGL Elective	3		
**ENGL Elective	3		
ENGL Elective	3		
ENGL 3220 Advanced Composition	3		
ENGL 3100 Intro to Literary and Cultural Theory	3		
ENGL 4965 Senior Capstone Seminar	2		
Choose an area of study:		Torm	Grade
Literature Option (15 hrs)			
ENGL 4120 Shakespeare	3		
American Lit (pre 1865)	3		
American Lit (post 1865)	3		
British Lit (pre 1785)	3		
British Lit (post 1785)	3		
Professional Writing Option (15 hrs)			
ENGL 3240 Technical Writing	3		
ENGL 4040 Issues in Prof Writing			
ENGL 4025 Composition Studies			
ENGL 4035 Rhetoric: Theories/Hist/Pedagogies	3		
Choose either:	3		
ENGL 3230 Creative Writing OR			
ENGL 4050 Writing and Civic Engagement			
""Minor or Certificate Required (15-18 hrs)	Hrs	Torm	Grade
		Torm	Grade
Free Electives (7-10 hrs)	nis	1000	Grade
Free Elective			
Free Elective		-	
Free Elective			
Free Elective	-		

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in all English, Area A, Area F, and major courses. *Area F: Foreign Language must be intermediate level beyond RHSC (CPC).

Select Area F elective course from lower level literature, humanities, fine arts,

foreign language or prerequisites to major courses.

"Major required English elective courses must be 3000 level or above.

NOTE: Required Courses for Literature Option

Any of the upper-level British or American Lit courses will fulfill the English B.A. equirements in this area. Students are encouraged to study the requirements

for the B.A. with Teacher Certification if they want to be certified at a later date.

*Minor, Certificate, and Elective Hours

Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.A.		

		-

HIS MAJOR	REQUIRES	A MINOR	OR C	CERTIFICATE.

qswID#	

NAME
ADVISOR

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of	C Required		Hes	Term	Grade
ENGL 1101 Composition	ettrustrelininska janiziskeline		3	100000	The state of the s
ENGL 1102 Composition II			3		
MATH 1101, 1111, 1113, or 11;	20	-	3		
Area B (4-5 hrs)			Hes	Term	Grade
Select 4-5 hours from list beld	ow:		No. of Contract of		
2433					
LIBR 1101(1), CIS 1000(3), THEA 1	110(3), SOS	C 1101(3),			
WGSS 2001(3), COMM 1110(3), PC	OLS 2401(3),	INTL			
2000(1-3), ENGL 2200(3), Foreign I	Lang(2000 le	vel)(3)			
Area C (6 hrs)		7 2-1	Hrs	Term	Grade
ENGL 2112, 2121, 2122, 2131,	or 2132		3		
English majors must select in A	rea F the lit	erature co	urses	not selecte	d
in Area C to complete the three	course req	uirement	n Area	F.	
ARTC 1100, MUSC 1100 or TH	EA 1100		3		
Area D (10 hrs min)	Auge Di	ists	His	Term	Grade
Lab Science-List A					
Lab (if CHEM or BIOL)					
NonLab/Lab Science-List A or B					
Optional Lab (if CHEM or BIOL)					
Course from List A, B, or C				La Company	
Area E (12 hrs)			Hrs	Term	Grade
POLS 1101 American Government	nent		3		
HIST 1111 or 1112 Wild Civ I o	r II		3		
HIST 2111 or 2112 US Hist I or	11		3		
Select one:			3		
ECON 2105, SOCI 1101, PSYC	3 1101,				
HIST 1111 OR 1112					
Area F (18 hrs)			Hrs	Term	Grade
ENGL 2111			3		
ENGL 2121 or 2122			3		
ENGL 2131 or 2132	-		3		
English majors must select in A	rea F the lit	erature cl	asses I	not selecte	d
in Area C to complete the three	course req	uirement.		3	
*Foreign Language 2001			3		
*Foreign Language 2002			3		
*Elective			3		
PLANTING NEGITIES VETTOR A TOTAL	10000		B. A. marelli	Torro	Condo

Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		

dditional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	W2W Requirement

Prior Degree/ Major: Earned at:		
Earned at:	····	
Comments:		
Completed by:	Date:	

Effective Catalog Year: 2017-2018
MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (20 hrs)	Hrs	Tenn	Grade
Required for all English majors:			
**ENGL Elective	3		
"ENGL Elective	3		
**ENGL Elective	3		
**ENGL Elective	3		
ENGL 3220 Advanced Composition	3		HILL
ENGL 3100 Intro to Literary and Cultural Theory	3		
ENGL 4965 Senior Capstone Seminar	2		
Choose an area of study:		Torm	Grade
Literature Option (15 hrs)			
ENGL 4120 Shakespeare	3		
American Lit (pre 1865)	3		
American Lit (post 1865)	3	1 2 1	
British Lit (pre 1785)	3		
British Lit (post 1785)	3		
Professional Writing Option (15 hrs)		3	
ENGL 3240 Technical Writing	3		
ENGL 4040 Issues in Prof Writing	3		
ENGL 4025 Composition Studies	3	-	
ENGL 4035 Rhetoric: Theories/Hist/Pedagogies	3		
Choose one:	3		
ENGL 3230 Creative Writing	- 33		
ENGL 4050 Writing and Civic Engagement			
ENGL 4980 Internship in Professional Writing			
"Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
	717		
	-		
		-	
Free Electives (7-10 hrs)	Hrs	Term	Grade
Free Elective			

ADDITIONAL REQUIREMENTS

Minimum grade of "C" required in all English, Area A, Area F, and major courses.
"Area F: Foreign Language must be intermediate level beyond RHSC (CPC).
Select Area F elective course from lower level literature, humanities, fine arts,
foreign language or prerequisites to major courses.
"Major required English elective courses must be 3000 level or above.

NOTE: Required Courses for Literature Option

Any of the upper-level British or American Lit courses will fulfill the English B.A. requirements in this area. Students are encouraged to study the requirements for the B.A. with Teacher Certification if they want to be certified at a later date.

""Minor, Certificate, and Elective Hours

Minor, certificate, and/or electives must include a minimum total of 9 semester hours of 3000 level or above coursework.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour samed will count in Free Electives.

Hours from Area 8 plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extre hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

		R A NEW COU tern State Univers	
Date of Submission: 03/28/201	7		
Department Initiating Proposa English and Modern Languages	al:	Faculty Memb Lauren DiPaula	-
Proposed New Course Prefix &	& Number:	Proposed New	Course Title:
ENGL 4980		Internship in Pr	ofessional Writing
			Course Title Abbreviation: script, limit to 30 character spaces)
Semester/Year to be Effective: Fall 2017		Estimated Free Fall, Spring, Su	quency of Course Offering: mmer
Indicate if Course will be:	Requirement f	for Major 🛛 Ele	ective Core
Lecture Hours: 0	Lab Hours: 1	0	Credit Hours: 3
Proposed Course Description: writing, editing, tutoring writing course is repeatable for up to 6 c (0-10-3).	, public relation	s, and/or writing	center administration. This
Justification: Select one or mor beneficial, giving your justificat		-	
☐ Improving student learning of to practical experience and through			
Adopting current best practi	ce(s) in field:		
☐ Meeting Mandates of State/I	Federal/Outside	Accrediting Ager	ncies:
Other: students will be able implications outside of the class			•
Source of Data to Support Sug	gested Change	:	
☐ Indirect Measures: student re	equests for prac	tical experience in	n writing and tutoring writing
Direct Measures: Materials of portfolios, specific assign		valuated for progra	am assessment purposes (tests,

Form last updated: March, 2010

Plans for assessing the effectiveness of the course in me	eting program's learning outcomes
Data Sources: ☑ Indirect measures: Student Opinionnaires, alumni surve	ys, supervisor evaluations.
☐ Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.)	program assessment purposes (tests,
Other:	Martin Company Million Company
Approvals:	
Approvals: Unit Head:	Date:
	Date:
Unit Head:	
Unit Head: Teacher Education Committee Chair:	Date:

Dean of the Faculty:

Date:

Form last updated: March, 2010

COURSE OUTLINE

Department of English and Modern Languages /School of Arts and Sciences Georgia Southwestern State University

ENGL 4980

Internship in Professional Writing

Credit: 3 semester hours

Catalog description:

ENGL 4980 Internship in Professional Writing. Practical experience in writing, editing, tutoring writing, public relations, and/or writing center administration. This course is repeatable for up to 6 credit hours. Prerequisite: ENGL 3220 Advanced Composition (0-10-3).

Prerequisite(s) or Co-requisites: ENGL 3220 Advanced Composition

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Compose effective and professional writing for a particular audience.
- 2) Locate and evaluate source information.
- 3) Demonstrate an understanding of generic conventions of a particular field of work.
- 4) Apply knowledge and skills acquired in the English curriculum to situations beyond the classroom.

REQUIREMENTS:

Completed supervised tasks in writing, editing, tutoring, public relations, and/or writing center administration.

A reflection that connects the internship requirements and experiences with one or more of the program learning outcomes (PLOs) for the department. These may include:

- Writing: Compose effective written responses to a given rhetorical situation.
- Research: Formulate research and locate it within a specific interpretive, disciplinary or intellectual context; evaluate and cite appropriate secondary sources; and situate this argument in a critical conversation.
- Critical, Integrative and Creative Thinking: Demonstrate the ability to think
 critically or creatively, and to integrate material from diverse intellectual
 backgrounds.
- Close Reading: Generate an effective close reading of literary or other texts that
 demonstrates a solid understanding of the formal or rhetorical qualities of texts
 and successfully employ technical terminology from English Studies.
- Historical Analysis/Contextualization: Employ relevant cultural and historical

contexts to analyze and interpret texts.

An evaluation from the supervisor of the student.

INSTRUCTIONAL STRATEGIES:

Instruction will involve working in a particular field with feedback from the supervisor of the internship.

GRADES:

Grades will depend on meeting the requirements above, including a written reflection connecting program learning outcomes to the experience of the internship and an instructor evaluation.

Textbooks and Other Required Materials:

Required materials will vary depending on the internship.

Arog Scienco Letter C

	Georgia Southwester	RRICULUM CHA	NGE
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E	Major Curriculum	Graduate Curriculum	Other Curriculum (minor, certificate, etc.) Specify: History Minor
Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2017	Degree & Prog	ram Name: (e.g., BFA, Art)	: History Minor
Present Requirements:		Proposed Requirements (U after printing this form:	nderline changes
History Minor is 18 credit hours		History Minor is 18 credit ho	ours
HIST 1111 or 1112 beyond Cor HIST 2111 or 2112 beyond Cor HIST 2500	e Area E	HIST 1111 or 1112 beyond this T 2111 or 2112 beyond	
US History Elective European History Elective Nonwestern History Elective		US History Elective European History Elective Nonwestern History Elective History Elective (3000-400)	
Justification:			
Select one or more of the follow			eneficial, giving your
Select one or more of the follow	pend relevant supporting		eneficial, giving your
Select one or more of the follow justification. Include and/or ap	pend relevant supporting		eneficial, giving your
Select one or more of the follow justification. Include and/or ap Improve student learning ou	pend relevant supporting atcomes: ice(s) in field:	ng data.	
Select one or more of the follow justification. Include and/or ap Improve student learning ou Adopting current best praction A review of the History Mino	pend relevant supporting tecomes: ice(s) in field: r at other USG institu	ng data. utions indicates that the int	

Source of Data to Support Suggested Change:	
✓ Indirect measures: Student Opinionnaires, student, e	employer, or alumni surveys, etc.
Students have indicated a desire for an additional histon introductory methods course. And the elective gives stated that offer a global focus	
Direct measures: Materials collected and evaluated foortfolios, specific assignments, etc.)	or program assessment purposes (tests,
Plan for assessing the effectiveness of the change in meeting do these changes fit within the current program assessment collected and evaluated to determine if these changes are me	plan and what sorts of data will be
Data Sources:	
✓ Indirect measures: Student Opinionnaires; student, employ	yer, or alumni surveys, etc.
The changes will be assessed through the History Minor exit	t survey and course surveys.
Direct measures: Materials collected and evaluated for proportfolios, specific assignments, etc.)	ogram assessment purposes (tests,
Attach a current curriculum sheet and proposed curr	riculum sheet.
Submission for File Only:	
Unit Head:	Date: 3/27/2017
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head: Lu Alk	Date: 3/27/2017
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	. Date:

NAME

ADVISOR

Present	Requirement

HISTORY MINOR

gswID#

Effective Catalog Year: 2016-2017

18 Hours Minimum

Agend to desire		
HIST 1111 or 1112 World Civ I or II*	3	
HIST 2111 or 2112 US History I or il*	3	
HIST 2500	3	
US History Elective**	3	
European History Elective**	3	
Nonwestern History Elective**	3	

Minimum grade of "C" in all course work counted toward minor. No 3000-4000 level course can be used to satisfy requirements in both a major and a minor program.
* History courses beyond Core Area E.

"U.S., European, and Nonwestern electives must be taken at the 3000-4000 level.

Advisor Signature	Date:	Degree/ Major:	
History Department Signature	Date:	Earned at:	
		Comments:	
		Completed by:	Date:

HISTORY MINOR

NAME	Proposed Require	ments	gswiD#	
ADVISOR			Effec	tive Catalog Year: 2017-2018
		18	Hours Minimum	
The III are.	An electric Field	(4)	1000 P. 100 P. 1	
HIST 1111 or	1112 World Cly I or II*	3	Mirnimum grade of "C" in all cours	e work counted toward minor. No 3000-
	2112 US History I or II*	3	4000 level course can be used to	satisy requirements in both a major and
History Electiv		3	a minor program. ***Any 3000-400	00 History course
US History Ele	ective**	3	"History courses beyond Core Are	a E.
The second secon	tory Elective**	3	U.S., European, and Nonwester	m electives must be taken at the
Nonwestern H	listory Elective**	3	3000-4000 level.	
Advisor Sig		Date	Major:	
History De	partment Signature	Date	Comments:	Date:
			Completed by:	•

Arts & Science: Level D

PROPOSAL FOR A NEW PROGRAM Georgia Southwestern State University The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia. Date of Submission: 04/03/2017 Proposed Effective Date: Degree/Program Name: Fall 2017 Social Justice Certificate Requirements: (Attach new or revised course proposal(s) separately.) Justification: Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data. x Improving student learning outcomes: x Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Accrediting Agencies: Other: Source of Data to Support Suggested Change: x Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment Plan for the proposed program: Student Learning Outcomes for the proposed program:

Data Sources:

X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

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

Other:

^{**}Attach a curriculum sheet for proposed program.**

Reviewed By:	
GSW SACSCOC Liaison Approvals:	Date:
Unit Head: Chair:	Date: 4/1/2017
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Į.

Social Justice Certificate

			Minimu	
9 Ho	urs must	be at ti	ne 3000	level or above
area (shire) was a second control control	Hrs	Term	Grade	Additional Requirements:
				A grade of "C" or higher is required in all Social Justice
OCI 1160 Social Problems	3			Certificate coursework.
OC1 1200 Global Social Justice	3			
dditional Courses	Hrs	Term	Grade	100
erect Four trem the list below:			1	
OLS 2401 Intro to Global Issues	3	1		
OCI 3311 Social Psychology	3	ļ		
SOCI 3390 Cross-cultural Psychology	3	-	-	* Comme Part of the BOYO 2000
OCI 4411 Race and Miniority Relations	3			* Cross-listed, also PSYC 3390
OCI 4460 Environmental Sociology	3			
OCI 4465 Sociology of Natural Resources OCI 4492 Sociology Internship	3			
NIV 4000 Study Abroad	3			
ocial Justice Coordinator Signature				
	*P			Comments:
	-			Comments: Completed by: Date:

Arts and Sciences Letter E

	FOR A NEW PROGRAM outhwestern State University
The Formal Proposal must be approved being submitted to the University System	at all applicable levels of faculty governance before m of Georgia.
Date of Submission: 01/30/2017	
Proposed Effective Date: Fall, 2017	Degree/Program Name: Pop Music Certificate (online)
Requirements: See attached curriculur	m sheet.
	following to indicate why the proposed program will be clude and/or append relevant supporting data.
☐ Improving student learning outcome	
	field: The certificate will offer additional flexibility for I provide students with the only fully-online SW.
	Outside Accrediting Agencies: The certificate will add the flexibility will help facilitate graduation rates as the Georgia Program.
Other: Provide students with an onl	line undergraduate certificate.
Source of Data to Support Suggested	Change:
	dialog and requests from students over a 4 year time span tives, and to specifically offer more courses in the
Direct Measures: Materials collecte portfolios, specific assignments,	d and evaluated for program assessment purposes (tests, etc.)
Assessment Plan for the proposed pro	ogram;
Student Learning Outcomes for the p	roposed program:
Data Sources: ☑ Indirect measures: Student and facul	ty surveys, and discussions.
☐ Other:	mpletion of the certificate program over a 4-year span.

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals: Unit Head: Luli Meggins i	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

POP MUSIC CERTIFICATE

NAME				gswID#	
ADVISOR					Effective Catalog Year: 2017-2018
			15-18 H		
required Course (5 hrs)	i file	Term	Grade	Additional Requi	rements:
MUSC 3131 Pop Music and Culture	3				
Select 13 hrs	Hes	tem	Grade		C" in all course work counted toward certificate.
MUSC 1150 History of Rock and Roll	3			topics differ,	I Topics in Music may be repeated for credit if the
MUSC 3020 Music in Film	3			topics units.	
MUSC 3190 Music History: American Music	2				
MUSC 4114 Video Game Music	3				
MUSC 4242 History of Jazz	3				
MUSC 4900 Special Topics in Music	1-3				
Advisor Signature		Date			
		Date		Degree/	
				Degree/ Major:	
				Major:	
Advisor Signature Music Department Signature				Major:	
				Major:	

		R A NEW COU		
Date of Submission: January 3	0, 2017			
Department Initiating Propos Music	al:	Faculty Memb Dr. Mark Laugh		
Proposed New Course Prefix	& Number:		Proposed New Course Title:	
MUSC 3131		Pop Music and Culture		
		Proposed New Course Title Abbreviation: Pop Music and Culture		
Semester/Year to be Effective: Estimated Frequency of Course Off 1-2 year rotation			_	
Indicate if Course will be: [Requiremen	t for Major X Ele	ective Core	
Lecture Hours: 3	Lab Hours:	0	Credit Hours: 3	
Proposed Course Description popular music and culture in th The course will focus on the cu ranging from Tin Pan Alley to and Indie. No Prerequisites. (3-	e United States Itural, social, po Blues, jazz, cou 0-3)	from the late nine olitical, and econor entry, folk, soul, ro	teenth century to the present. mic dimensions of genres ck, disco, hip-hop, punk, rap,	
Justification: Select one or mo beneficial, giving your justifica				
Improving student learning	outcomes:			
X Adopting current best prac music program, and offer a uni			ffer additional flexibility for the udent-at-large.	
X Meeting Mandates of State electives will provide music maj flexibility will help facilitate gra program.	ors, music minor	s, and the student-at	-large more options. This	
Other:				
Source of Data to Support Su	ggested Chang	ge:		
			tudents over a 4 year time span fer more courses in the popular	
Direct Measures: Materials	collected and	evaluated for progr	ram assessment purposes (tests,	

portfolios, specific assignments, etc.)	
Data Sources: X Indirect measures: Student and faculty surveys, and discussions	
Direct measures: Materials collected and evaluated for program portfolios, specific assignments, etc.)	n assessment purposes (tests,
Other:	
Approvals:	
Unit Head: Luli Mezzmoi	Date: [/10/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department of Music Georgia Southwestern State University

MUSC 3131

Pop Music and Culture Credit: Three (3) semester hours

Catalog description:

MUSC 3131 Pop Music and Culture examines the historical significance of popular music and culture in the United States from the early nineteenth century to the present. The course will focus on the cultural, social, political, and economic dimensions of genres ranging from Tin Pan Alley to blues, jazz, country, folk, soul, rock, disco, hip-hop, punk, rap, and Indie. No Prerequisites. (3-0-3)

Prerequisite(s) or Co-requisites: N/A

Course Learning Outcomes:

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

- 1. Demonstrate how music uniquely expresses human thought, values, and emotions through various social, political, and historical venues.
- 2. Compare and contrast musical styles from different historical periods and cultures.
- 3. Evaluate musical works in relation to the societies in which they were created.
- 4. Identify and explain the basic elements from which music is created.
- 5. Explain how important arrangers, and performers fashioned the basic elements of music into their compositions/arrangements and performances.
- 6. Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and the other fine arts.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the influences of pop music on culture, artists, and politics. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, video forums, critical listening reports, and video presentations.

GRADES:

The final course grade will be based on the following assignments:

Introduction-Early 1950s Exam: 10% Introduction-Early 1950s Discussion: 10%

1960s-1970s Music Exam: 10% 1960s-1970s Discussion: 10% 1980s-2000s (Final): 10% 19802-2000s Discussion: 10%

Critical Listening Report/Video Presentation #1: 10% Critical Listening Report/Video Presentation #2: 10% Critical Listening Report/Video Presentation #3: 10% Critical Listening Report/Video Presentation #4: 10%

Textbooks and Other Required Materials:

Required Textbook: What's That Sound?: An Introduction to Rock and Its History, Covach/Flory, Norton Publishing, 2012, 3rd edition. ISBN: 978-0-393-91204-3

Use of https://screencast-o-matic.com/ for video discussion forums.

	OPOSAL FOR Georgia Southwest			
Date of Submission: January	30, 2017			
Department Initiating Propo	osal:	Faculty Men Dr. Mark Lau	nber Proposing:	
Proposed New Course Prefix & Number: MUSC 4242		Proposed New Course Title:		
		History of Jazz Proposed New Course Title Abbreviation: History of Jazz		
Semester/Year to be Effectiv Fall 2017	/e:	Estimated Fit	requency of Course Offering:	
Indicate if Course will be:	Requirement	t for Major X I	Elective Core	
Lecture Hours: 3	Lab Hours:	0	Credit Hours: 3	
beneficial, giving your justific Improving student learning	eation. Include as	nd/or append rele	why the proposed course will be evant supporting data. offer additional flexibility for the	
music program, and offer a un	ique elective for	the student body	/·	
	ijors, music minor	s, and the student-	gencies: Additional upper level at-large more elective options. This OR Complete College Georgia	
Other:				
Source of Data to Support S	uggested Chang	ge:		
			students over a 4 year time span offer more courses in the popular	
☐ Direct Measures: Materia	ls collected and e	evaluated for pro	gram assessment purposes (tests,	

portfolios, specific assignments, etc.)	
Data Sources: X Indirect measures: Student and faculty surveys, and discussion	
Direct measures: Materials collected and evaluated for programments, etc.)	ram assessment purposes (tests,
Other:	
Approvals:	
Unit Head: Suli Meggenson	Date: 1/10/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department of Music Georgia Southwestern State University

MUSC 4242
History of Jazz
Credit: Three (3) semester hours

Catalog description:

MUSC 4242 History of Jazz surveys early jazz styles through the present; comparing eras, aspects and influences of types of jazz, and performers and composers. Styles include Ragtime, Dixieland, Big Band, Swing, Bebop, Fusion, Acid, Latin, Afro-Cuban, Avante-garde, and Jazz Rock. No Prerequisites. (3-0-3)

Prerequisite(s) or Co-requisites: N/A

Course Learning Outcomes:

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

- 1. Demonstrate how music uniquely expresses human thought, values, and emotions through various social, political, and historical venues.
- 2. Discuss the influence of jazz on other musical genres including pop, rock and roll, rhythm and blues, and country/western.
- 3. Evaluate musical works from different genres and sub-genres of jazz including, but not limited to, East Coast, West Coast, Kansas City, Chicago, Bebop, Acid, Funk, etc.
- 4. Identify and explain the basic elements of the evolution of jazz.
- 5. Explain how important arrangers, and performers fashioned the basic elements of music into their compositions/arrangements and performances.
- 6. Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and the other fine arts.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the effects of cultural, artistic, and philosophical influences of jazz. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES:

The final course grade will be based on the following assignments:

Precursors-Piano Jazz: Stride and Boogie-Woogie exam: 10% Precursors-Piano Jazz: Stride and Boogie-Woogie Discussion: 5% The Rise of Big Bands-International Jazz to WW II exam: 10% The Rise of Big Bands-International Jazz to WW II Discussion: 5%

From Swing to Bop exam: 10%
From Swing to Bop Discussion: 5%
Consolidation of Bebop exam: 10%
Consolidation of Bebop Discussion: 5%

New Jazz exam: 10% New Jazz Discussion: 5%

Research Paper and Video Presentation #1: 10% Research Paper and Video Presentation #2: 15%

Textbooks and Other Required Materials:

Required Textbook: A New History of Jazz, Alyn Shipton, Bloomsbury Publishing, 2013. ISBN: 978-0-8264-2972-8

Use of https://screencast-o-matic.com/ for video discussion forums.

Arbard Sciences Letter F

		NGE		
		Other Curriculum (minor, certificate, etc.) Specify: Bachelor of Arts in Music (only)		
Major Core: 30 hours; Requires 18 hours of specific course work, with 12 hours of major core electives. Free Electives: 6-9 hours Additional Requirements: Must present a 45 minute Senior Recital.		Major Core: 24 hours (choose any combination of courses) Free Electives: 12-15 hours		
to indicate subset	as proposed change will be be	-oficial civing years		
		noncial, giving your		
es:				
ents, and to bette	r accommodate individual inte			
l/outside accredit	ting agencies:			
within the music	c area. The change will improve	ve retention and		
	Degree & Properties of specific core electives. To indicate why the relevant supporting es: in field: ents, and to better ano pedagogy, et al/outside accredition within the music	Degree & Program Name: (e.g., BFA, Art) Arts in Music, Music Proposed Requirements (U after printing this form: Major Core: 24 hours (choos courses) Free Electives: 12-15 hours Additional Requirements: M Senior Recital or equivalent to indicate why the proposed change will be betterelevant supporting data.		

Source of Data to Support Suggested Change:	
 ✓ Indirect measures: Discussions with students, faculty, music programs throughout the United States. ✓ Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.) 	
Plan for assessing the effectiveness of the change in meeting p do these changes fit within the current program assessment p collected and evaluated to determine if these changes are mee	lan and what sorts of data will be
Data Sources:	
☑ Indirect measures: Periodic student and faculty surveys to a	malyze the effectiveness of the change.
☑ Direct measures: Evaluation of graduation and retention rate current curriculum over a 4-year span.	es of the new curriculum verses the
*Attach a current curriculum sheet and proposed curric	culum sheet.**
Submission for File Only:	
	Date: /-/0-/7
Unit Head: Suli Mugginsa	Date: /-/0-/7
Unit Head: Meganos Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Approvals (unnecessary for file submissions):	Date: /-/0-/7 Date:
Unit Head: Mugguss Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison	

Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

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NAME ADVISOR

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	CORE: 60 HOURS	
AND AND DES	A CONTRACTOR DESCRIPTION OF THE PARTY OF THE	Circle

Arga A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),			
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL			
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
Area C (6 hrs)	-	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 - 11 hrs min) Area D Asis	Hrs	Term	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLeb/Leb Science-List A or B			
Optional Leb (If CHEM or BIOL)			
Course from List A, B, or C			
Area E (12 hrs)		Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist J or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,	1		
HIST 1111 OR 1112			
Arga F (18 hrs)		Term	Grade
MUSC 151 Applied Music, Freshman	1		-
MUSC 152 Applied Music, Freshman	1		
MUSC 251 Applied Music, Sophomore	1		
MUSC 252 Applied Music, Sophomore	1		
MUSC 1201 Elementary Harmony I MUSC 1202 Elementary Harmony II	3		-
MUSC 1211 Sight Singing			
MUSC 1212 Sight Singing II	1		
MUSC 1401 Group Piano I	2		
MUSC 1402 Group Piano II	2		
MUSC 2213 Sight Singing III	1		
MUSC 2214 Sight Singing IV	1 1		
MOSO 2214 Sight Singling IV	-	·/	
Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1	10000	
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		
19 (943)			
Additional Requirements	1 1		5
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Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	W2W Requirement

	1000			
Minor.	Certificat	e, and	Elective	Hours

Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

Prior Degree/Major		
Earned at:		
Comments:		
Completed by:	Date:	

Effective Catalog Year: 2016-2017
MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (30 hrs)	Hrs	Term	Grade
MUSC 2203 Intermediate Harmony	3	-	
MUSC 3155 Music Hist: Ancient to Baroque	3		
MUSC 3165 Music Hist: Classical to Modern	3		
MUSC 3180 Music History: Multi-Cultural	2		
MUSC 3204 Advanced Harmony	3		
MUSC 351 Applied Music, Junior	1		
MUSC 352 Applied Music, Junior	1		
MUSC 451 Applied Music, Senior	1		
MUSC 4800 Senior Recital	1		
Select twelve hours:			
MUSC 2400 Intro to Conducting	1		
MUSC 3000 Piano Proficiency	1		
MUSC 3020 Music in Film	3		
MUSC 3040* Chamber Singers	1		
MUSC 3120* Small Ensemble - Adv	1		
MUSC 3190 Music History: Amer Music	2		
MUSC 3200 Brass Techniques	1		
MUSC 3210 Woodwind Techniques	1		
MUSC 3220 String Techniques	1		
MUSC 3230 Percussion Techniques	1		
MUSC 3240 Perf & Teach Meth-Clim Inst	1		
MUSC 3250 Voice Techniques	2		
MUSC 3300 Choral Conducting	1		
MUSC 3310 Instrumental Conducting	1		
MUSC 3400 Junior Recital	1		
MUSC 452 Applied Music, Senior	1		
MUSC 4114 Video Game Music	3		
MUSC 4150 Diction for Singers	2		
MUSC 4900 Special Topics in Music	1 to 3		

Minor or Certificate Required (15-16 hre)	Hrs	Term	Grade
Foreign Language Sequence (6 hrs)	Hrs	Term	Grade
Foreign Language I	3		(Service of the least of the l
Foreign Language II	3		
Free Electives (6-9 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			

FOREIGN LANGUAGE REQUIREMENT

A 6-hour sequence is required. Select sequence from courses numbered 1001, 1002, 2001, and 2002.

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in Area A, Area F and all major courses.

*Courses may be repeated for credit.

MUSC 0990 must be taken 7 semesters with a grade of Satisfactory.

Students are required to participate in a major performance organization every semester in residence.

Must present a 45 minute Senior Recital, Must pass the Piano Proficiency test.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A <u>minimum</u> of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 nours are samed, the extra hours will count in Free Electives.

Hours served to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

NAME	
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CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	2:10	- Termi	Graco
ENGL 1101 Composition (3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
		2. Offin	(c)7 (d)
Select 4-5 hours from list below:	mprA.2	Lan Limited	-
- 100 m - 100			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),			
WMST 2001(3), COMM 1110(3), POLS 2401(3).			
ENGL 2200(3), Foreign Lang.(2000 or higher)(3)			
Area C (6 hrs)	His	. Tarm	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 - 11 hrs min) Area D lasis	His	Term	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (18 hrs)		erm	Grade
MUSC 151 Applied Music, Freshman	1		
MUSC 152 Applied Music, Freshman	1		
MUSC 251 Applied Music, Sophomore	1		
MUSC 1201 Elementary Harmony I	3		
MUSC 1202 Elementary Harmony II	3		
MUSC 1211 Sight Singing I	1		
MUSC 1212 Sight Singing II	1	-	
MUSC 1401 Group Pisno I	2	-	
MUSC 1402 Group Piano II	2		
MUSC 2213 Sight Singing III	1		-
MUSC 2214 Sight Singing IV	1	-	
Physical Education (4 ars)	1 1 1 1 1 1 1 1 1	and the second	Grade
The state of the s	Hrs	Term	GIBUS
PEDS 1010 Lifetime Fitness	1	-	-
PEDS 2000 CPR/First Aid	2		
PEDS (Activity)	1		-
Additional Requirements	100	- TABLE	30 320 1 21 S
GA HISTORY	IIS H	ISTORY	The second second
GA CONSTITUTION	_	ONSTITU	TION
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Additional Kequirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTION
UNIV 1000	W2W Requirement

Minor, Cert	ficate, and	eeti	ve Hor	17.0

Minor, certificate, and/or electives must include a minimum total of 12 semester hours of 3000 level or above coursework.

Prior Degree/Major		
Earned at:		
Comments:		
Completed by:	Date:	

Effective Catalog Year: 2017-2018

MUSC 4800 Senior Capatone Project Major Gore Electives (Select 22 hrs) Musc 2203 Intermediate Harmony MUSC 2203 Intermediate Harmony MUSC 3020 Music in Film 3 MUSC 3020 Music in Film 3 MUSC 3020 Music in Film 3 MUSC 3150 Small Ensemble 1 MUSC 3155 Music Hist: Classical to Modern 3 MUSC 3156 Music Hist: Classical to Modern 3 MUSC 3180 Music History: Multi-Cultural 2 MUSC 3180 Music History: Multi-Cultural 2 MUSC 3191 Pop Music and Culture 3 MUSC 3131 Pop Music and Culture 3 MUSC 3200 Brass Techniques 1 MUSC 3204 Advanced Harmony 3 MUSC 3200 Sring Techniques 1 MUSC 3205 String Techniques 1 MUSC 3210 Vioodwind Techniques 1 MUSC 3210 Vioodwind Techniques 1 MUSC 3220 Perú & Teach Meth-Cirm Inst 1 MUSC 3230 Percussion Techniques 2 MUSC 3310 Instrumental Conducting 1 MUSC 3310 Instrumental Conducting 1 MUSC 351 Applied Music, Junior 1 MUSC 352 Applied Music, Junior 1 MUSC 352 Applied Music, Junior 1 MUSC 353 Applied Music, Senior 1 MUSC 3540 Junior Recital 1 MUSC 455 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 4160 Diction for Singers 1 MUSC 4160 Diction for Singers 2 MUSC 4160 Diction for Singers 2 MUSC 4160 Diction for Singers 2 MUSC 422 History of Jazz 3 MUSC 4900 Special Topics in Music 1 to 3 Minor or Certificate Required (15-15 hrs) 1 Hrs Term Gradi Free Elective	MAJOR/ELECTIVE REQUIREM	ENTS	: 60 HO	URS
MUSC 3000 Piano Proficiency MUSC 4800 Senior Capstone Project MUSC 2030 Intermediate Harmony 3 MUSC 20400 Intro to Conducting MUSC 3020 Music in Film 3 *MUSC 3020 Music in Film 3 *MUSC 3120 Small Ensemble 1 MUSC 3155 Music Hist: Ancient to Baroque 3 MUSC 3166 Music Hist Classical to Modern 3 MUSC 3166 Music History: Multi-Cultural 2 MUSC 3169 Music History: Amer Music MUSC 3190 Music History: Amer Music MUSC 3190 Music History: Amer Music MUSC 3100 Brass Techniques MUSC 3200 Brass Techniques MUSC 3210 Woodwind Techniques MUSC 3200 Brass Techniques 1 MUSC 3230 Percussion Techniques 1 MUSC 3230 Percussion Techniques 1 MUSC 3240 Perf & Teach Meth-Cirm Inst 1 MUSC 3310 Instrumental Conducting 1 MUSC 351 Applied Music, Junior MUSC 351 Applied Music, Junior MUSC 351 Applied Music, Junior MUSC 352 Applied Music, Junior MUSC 352 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 4510 Diction for Singers 2 MUSC 4100 Diction for Singers 1 MUSC 4100 Diction for Singers 1 MUSC 4100 Special Topics in Music 1 to 3 Minor or Gerbificate Required (15-15 hrs) Hirs Term Gradi Free Elective	Required Major Core (2 hrs)	Hrs	Term	Grade
Major Bore Electives (Select 22 hrs) Hrs Term MUSC 2203 Intermediate Harmony 3 MUSC 2400 Into to Conducting 1 MUSC 3020 Music in Film 3 "MUSC 3020 Music in Film 3 "MUSC 3120 Small Ensemble 1 MUSC 3155 Music Hist: Classical to Baroque 3 MUSC 3165 Music Hist: Classical to Modern 3 MUSC 3166 Music History: Amer Music 2 MUSC 3180 Music History: Amer Music 2 MUSC 3180 Music History: Amer Music 2 MUSC 3190 Music History: Amer Music 2 MUSC 3190 Music History: Amer Music 3 MUSC 3200 Brass Techniques 1 MUSC 3200 Brass Techniques 1 MUSC 3200 Brass Techniques 1 MUSC 3200 String Techniques 1 MUSC 3200 String Techniques 1 MUSC 3200 Percussion Techniques 1 MUSC 3200 Perf & Teach Meth-Cirm Inst 1 MUSC 3200 Perf & Teach Meth-Cirm Inst 1 MUSC 3200 Perf & Teach Meth-Cirm Inst 1 MUSC 3200 Perf & Techniques 2 MUSC 3310 Instrumental Conducting 1 MUSC 3310 Instrumental Conducting 1 MUSC 351 Applied Music, Junior 1 MUSC 351 Applied Music, Junior 1 MUSC 3400 Junior Recital 1 MUSC 3400 Junior Recital 1 MUSC 451 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 453 Applied Music, Senior 1 MUSC 454 Instrumental Conducting 1 MUSC 455 Applied Music, Senior 1 MUSC 456 Diction for Singers 2 MUSC 4114 Video Game Music 3 MUSC 4160 Diction for Singers 2 MUSC 4242 History of Jazz 3 MUSC 4200 Special Topics in Music 1 to 3 Minor or Gertificate Required (15-18 hrs) Hrs Term Gradi Foreign Language I Free Elective	MUSC 3000 Piano Proficiency	1		
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MUSC 3020 Music in Film 3 "MUSC 3020 Music in Film 3 "MUSC 3120 Small Ensemble 1 MUSC 3155 Music Hist: Ancient to Baroque 3 MUSC 3166 Music Hist: Classical to Modern 3 MUSC 3160 Music History: Multi-Cultural 2 MUSC 3190 Music History: Amer Music 2 MUSC 3190 Music History: Amer Music 3 MUSC 3191 Pop Music and Culture 3 MUSC 3200 Brass Techniques 1 MUSC 3201 Woodwind Techniques 1 MUSC 3202 String Techniques 1 MUSC 3210 Woodwind Techniques 1 MUSC 3220 Percussion Techniques 1 MUSC 3230 Percussion Techniques 2 MUSC 3230 Percussion Techniques 1 MUSC 3230 Percussion Techniques 2 MUSC 3230 Percussion Techniques 1 MUSC 3250 Voice Techniques 2 MUSC 3310 Instrumental Conducting 1 MUSC 351 Applied Music, Junior 1 MUSC 352 Applied Music, Junior 1 MUSC 352 Applied Music, Senior 1 MUSC 353 Applied Music, Senior 1 MUSC 354 Applied Music, Senior 1 MUSC 451 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 4510 Diction for Singers 2 MUSC 4114 Video Game Music 3 MUSC 4224 History of Jazz 3 "MUSC 4242 History of Jazz 3 "MUSC 4242 History of Jazz 3 "MUSC 4250 Special Topics in Music 1 to 3 Minor or Certificate Required (15-15 hrs) Hrs Term Grade Foreign Language II 3 Foreign Language II 3 Foreign Language II 3 Fore Elective Free Electiv	MUSC 2203 Intermediate Harmony			
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MUSC 3131 Pop Music and Culture 3 MUSC 3200 Brass Techniques 1 MUSC 3204 Advanced Harmony 3 MUSC 3210 Woodwind Techniques 1 MUSC 3210 Woodwind Techniques 1 MUSC 3220 Percussion Techniques 1 MUSC 3230 Percussion Techniques 1 MUSC 3240 Perf & Teach Meth-Cirm Inst 1 MUSC 3240 Perf & Teach Meth-Cirm Inst 1 MUSC 3250 Voice Techniques 2 MUSC 3300 Choral Conducting 1 MUSC 3310 Instrumental Conducting 1 MUSC 351 Applied Music, Junior 1 MUSC 352 Applied Music, Junior 1 MUSC 352 Applied Music, Senior 1 MUSC 350 Junior Recital 1 MUSC 451 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 452 Applied Music, Senior 1 MUSC 4150 Diction for Singers 2 MUSC 4150 Diction for Singers 2 MUSC 4900 Special Topics in Music 1 to 3 Minor or Certificate Required (15-18 hrs) Hrs Term Grade Foreign Language I 3 Free Elective Fre				
MUSC 3200 Brass Techniques MUSC 3204 Advanced Harmony MUSC 3210 Woodwind Techniques MUSC 3210 Perf & Teach Meth-Cirm Inst MUSC 3230 Percussion Techniques MUSC 3250 Voice Techniques MUSC 3250 Instrumental Conducting MUSC 3250 Instrumental Conducting MUSC 3250 Instrumental Conducting MUSC 3250 Applied Music, Junior MUSC 3250 Applied Music, Junior MUSC 3260 Junior Recital MUSC 3260 Junior Recital MUSC 4260 Junior Recital MUSC 4270 Instrumental Techniques MUSC 451 Applied Music, Junior MUSC 451 Applied Music, Junior		1	-	
MUSC 3204 Advanced Harmony MUSC 3210 Woodwind Techniques MUSC 3220 String Techniques MUSC 3230 Percussion Techniques MUSC 3230 Percussion Techniques MUSC 3240 Perf & Teach Meth-Cirm Inst MUSC 3250 Voice Techniques MUSC 3250 Voice Techniques MUSC 3300 Choral Conducting MUSC 3310 Instrumental Conducting MUSC 3310 Instrumental Conducting MUSC 351 Applied Music, Junior MUSC 352 Applied Music, Junior MUSC 3400 Junior Recital MUSC 451 Applied Music, Senior MUSC 451 Applied Music, Senior MUSC 452 Applied Music, Senior MUSC 4114 Video Game Music MUSC 4114 Video Game Music MUSC 4124 History of Jazz MUSC 4242 History of Jazz MUSC 4200 Special Topics in Music 1 to 3 Minor or Gerbficate Required (15-15 hrs) Hrs Term Grade Foreign Language II Free Elective			-	
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FOREIGN LANGUAGE REQUIREMENT

A 6-hour sequence is required. Select sequence from courses numbered 1001, 1002, 2001, and 2002.

* RECHIREMENTS	

Minimum grade of "C" must be earned in Area A, Area F and all major courses.

*Courses may be repeated for credit.

MUSC 0990 must be taken 7 semesters with a grade of Satisfactory.

Students are required to participate in a major performance organization

every semester in residence.

Must pass Senior Capatone Project with a minimum grade of "C".

Must pass the Piano Proficiency test.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses. A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 lavel.

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University Date of Submission: 01/30/2017 Faculty Member Requesting Revision: Department Initiating Revision: Mark Laughlin Music Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) **MUSC 4800** List Current and Requested Revisions: (only fill in items needing to be changed) Requested: Current: Course Prefix and Number: Course Prefix and Number: **Credit Hours:** Credit Hours: Course Title: Senior Recital Course Title: Senior Capstone Project Prerequisites: Prerequisites: Department Chair approval. Co-requisites: Co-requisites: Course Description: MUSC 4800: Senior Course Description: MUSC 4800: Senior Capstone Project can take any scholarly form Recital. Taken concurrently with MUSC 452 on an approved musical topic presented in a or MUSC 472 Applied Music. Student will public forum. Examples include but not limited work Applied Music Instructor and Accompanist in preparation for a 40-50 minute to the following: recital, research paper, lecture recital program. recital, and multi-media presentation. Semester/Year to be Effective: Estimated Frequency of Course Offering: As needed. Fall 2017 Indicate if Course will be: Major Requirement Elective Core Other Specify: Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: Adopting current best practice(s) in field: The Senior Capstone will provide more flexibility in the degree program, and allow students to explore a variety of creative outlets that better meet their career goals. Meeting Mandates of State/Federal/Outside Accrediting Agencies: Other:

Source of Data to	Support Suggested Change:
☑ Indirect meas	ures: Student and faculty surveys, and discussions.
Direct measure portfolios, specific	res: Materials collected and evaluated for program assessment purposes (tests assignments, etc.)
outcomes (i.e., ho what sorts of data	g the effectiveness of the course in meeting the program's learning w does this course fit within the current program assessment plan and will be collected and evaluated to determine if the course is meeting r course outcomes?).
Data Sources:	
✓ Indirect meas	ures: Student and faculty surveys, and discussions.
Direct measur	es: Graduation and retention rates over a 4-year span.

Attach a revised course outline with course outcomes or general education outcomes.

Submission for File Only:	
Unit Head: Juli Muggmou Approvals (unnecessary for the submissions):	Date: /-25-17
Approvals (unnecessary for file submissions):	
Unit Head: Luli Meggmad	Date: /- 25-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

SENIOR RECITAL

MUSC 4800

One (1) semester hour

CATALOG DESCRIPTION:

MUSC 4800: Senior Recital. Taken concurrently with MUSC 452 or MUSC 472 Applied Music. Student will work with Applied Music Instructor and Accompanist in preparation for a 40-50 minute recital program.

OBJECTIVE:

- To prepare a recital representing the major genres of the applied instrument or voice.
- 2. To work with an accompanist in preparation for a 40-50 minute recital.

CONTENT SUMMARY:

- Prepare and Memorize 12-16 selections for recital.
- Prepare music from representative periods and styles of music.

METHODS:

This course will include rehearsal sessions 1-2 hours per week with accompanist and/or applied music instructor, including studio and master classes.

TEXT:

Selected musical works.

BIBLIOGRAPHY:

Varies according to applied instrument or voice.

COURSE OUTLINE

Department of Music Georgia Southwestern State University

MUSC 4800 Senior Capstone Project Credit: One (1) semester hour

Catalog description:

MUSC 4800 Senior Capstone Project can take any scholarly form on an approved musical topic presented in a public forum. Examples include but not limited to the following: recital, research paper, lecture recital, and multi-media presentation. (1-0-1)

Prerequisite(s) or Co-requisites: Department Chair approval.

Course Learning Outcomes:

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

- Synthesize the components of musical study into a public presentation that highlights the student's field of interest.
- The ability to express music effectively through demonstrating musicianship, technical proficiency, interpretive understanding, artistic self-expression and breadth of repertoire or research.
- Identify and apply elements of musical language and formal processes through musical analyzes of various musical styles, both past and present.
- Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and other fine arts.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

The Senior Capstone Project is intended to give the student considerable topic flexibility and serve as a synthesis of the student's course of study in the BA in Music. The requirements and instructional strategies will change depending on the capstone project. Examples of project topics include but are not limited to the following:

- A performance recital
- · A lecture-recital
- A research paper (historical, theoretical, critical, etc.) of significant length and scope
- · A performance of some musical work or body of works around a common theme, accompanied

by either an oral or written presentation on the repertoire performed

- The creation of an original musical work or other artwork in which music is an integral part
- · A survey and data analysis concerned with some problem or issue related to music
- · A portfolio (document or electronic) in which music is an integral part
- · A scientific experiment based in music or a music-related topic
- · An interdisciplinary project in which music is an integral part

GRADES:

The senior capstone project will be graded by all music faculty in attendance, and the student must pass with a minimum grade of a 'C'.

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Textbooks and Other Required Materials:

Varies according to senior capstone project.

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	FOR A CURRIO		NGE
Select Area of Change:		Graduate Curriculum	Other Curriculum (minor, certificate, etc.) Specify: Minor Curriculum
Proposed Effective Date for Curriculum Change: (Month/Year): 8/2017	Degree & Program N Music; minor	lame: (e.g., BFA, Art)	
Present Requirements: See attached curriculum sheet.	after Addin	sed Requirements (Uprinting this form: g MUSC 3131 Pop Musc 4242 History of Jazz.	usic and Culture, and
Justification: Select one or more of the following justification. Include and/or append Improve student learning outcome curriculum to better accommodate i Adopting current best practice(s) Meeting mandates of state/federal Other:	relevant supporting data nes: The change will allow ndividual interest and car in field: X	w more flexibility and eer goals.	

Source of Data to Support Suggested Change:	
☑ Indirect measures: Discussions with students, faculty, and eva music programs throughout the United States.	luations of other B.A. in
Direct measures: Materials collected and evaluated for program portfolios, specific assignments, etc.)	n assessment purposes (tests,
Plan for assessing the effectiveness of the change in meeting program's do these changes fit within the current program assessment plan and collected and evaluated to determine if these changes are meeting state.	vhat sorts of data will be
Data Sources:	
☑ Indirect measures: Periodic student and faculty surveys to analyze th	e effectiveness of the change.
Direct measures: Evaluation of completion rates of the new curriculu over a 4-year span.	m verses the current curriculum
Attach a current curriculum sheet and proposed curriculum sh	eet.
Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	
Approvals (unnecessary for file submissions):	Date:
	Date:
2	Date: /-24-/-7
Unit Head: Suli Magginsi.	Date: /-24-/7
2	
Unit Head: Suli Magginsi.	Date: /-24-/7
Unit Head: Auli Maggins. Teacher Education Committee Chair:	Date: /-24-/7

Date:

Secretary of the Faculty Senate:

Dean of the Faculty:	Date:	

ADVISOR 18 Hou			Effective Catalog Year: 2016-2017		
Required Course (3 hrs)			Grade	Additional Requir	
		WE TITLE	Graue .		" in all course work counted toward minor.
MUSC 1201 Elementary Harmony I	3				course can be used to satisfy requirements in both
Lower Division (6 hrs)	The second of the second	term	Grade	a major and a minor ;	
MUSC 1150 History of Rock and Roll	3				credit up to 4 times; maximum 4 hours total
MUSC 1202 Elementary Harmony II	3			ensemble credit may be applied to the minor	
MUSC 1211 Sight Singing I	1				
MUSC 1212 Sight Singing II	1				
MUSC 1401 Group Piano I	2				
MUSC 1402 Group Piano II	2				
MUSC 171 Applied Music	1				
MUSC 172 Applied Music	1				
MUSC 2080 Concert Band*	1				
MUSC 2080 Concert Band*	1				
MUSC 2080 Concert Band*	1				
MUSC 2080 Concert Band*	1				
MUSC 2090 Concert Choir *	1			Degree/	
MUSC 2090 Concert Choir *	1			Major:	
MUSC 2090 Concert Choir *	1			Fannad at	
MUSC 2090 Concert Choir *	1			Earned at:	
MUSC 2400 Intro To Conducting	1			0	
Upper Division (9 hrs)		Term	Grade	Comments:	
MUSC 3020 Music in Film	3				
MUSC 3040 Adv. Chamber Singers*	1				
MUSC 3040 Adv. Chamber Singers*	1				
MUSC 3040 Adv. Chamber Singers*	1			Completed	
MUSC 3040 Adv. Chamber Singers*	1			by:	Date:
MUSC 3120 Adv. Small Ensemble *	1				
MUSC 3120 Adv. Small Ensemble *	1				
MUSC 3120 Adv. Small Ensemble *	1				
MUSC 3120 Adv. Small Ensemble *	1				
MUSC 3155 Mus Hist: Anct-Baroque	3				
MUSC 3165 Mus Hist: Classical-Modern	3				
MUSC 3180 Mus Hist: Multicultural	2		- m -/		
MUSC 3190 Music History: American Music	2				
MUSC 3200 Brass Techniques	1				
MUSC 3210 Woodwind Techniques	1				
MUSC 3220 String Techniques	1	W			
MUSC 3230 Percussion Techniques	1				
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MUSC 3250 Voice Techniques	2				
MUSC 3300 Choral Conducting	1				
MUSC 3310 Instrumental Conducting	1				
MUSC 4114 Video Game Music	3				
MUSC 4150 Diction for Singers MUSC 4900 Special Topics in Music	2				
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Date

Music Department Signature

ADVISOR				Effective Catalog Year: 2017-2018
DVIOOR		-	18 Ho	The state of the s
Required Course (3 hrs)	Hrs	Term	Grade	Additional Requirements:
MUSC 1201 Elementary Harmony I	3			Minimum grade of "C" in all course work counted toward minor.
ower Division (6 hrs)	Hrs	10mi	Citade	No 3000-4000 level course can be used to satisfy requirements in
MUSC 1150 History of Rock and Roll	3		All the state of t	a major and a minor program. *May be repeated for credit up to 4 times; maximum 4 hours total
MUSC 1202 Elementary Harmony II	3			ensemble credit may be applied to the minor
MUSC 1211 Sight Singing I	1			ensemble decid may be applied to the immor
MUSC 1212 Sight Singing II	1			
MUSC 1401 Group Plano I	2			
MUSC 1402 Group Plano II	2			
MUSC 171 Applied Music	1		-	
MUSC 172 Applied Music	1			
MUSC 2080 Concert Band*	1			
MUSC 2080 Concert Band*	1			
MUSC 2080 Concert Band*	1			
MUSC 2080 Concert Band*	1			
MUSC 2090 Concert Choir *	1			Degree/
MUSC 2090 Concert Chair *	1			Major:
MUSC 2090 Concert Chair *	1			
MUSC 2090 Concert Choir *	1			Earned at:
MUSC 2400 Intro To Conducting	1			
Upper Division (9 hrs)	Hrs	Term	Grade	Comments:
MUSC 3020 Music in Film	3			
MUSC 3040 Adv. Chamber Singers*	1			
MUSC 3040 Adv. Chamber Singers*	1			
MUSC 3040 Adv. Chamber Singers*	1			Completed
MUSC 3040 Adv. Chamber Singers*	1			by: Date:
MUSC 3120 Adv. Small Ensemble *	1			
MUSC 3120 Adv. Small Ensemble *	1			
MUSC 3120 Adv. Small Ensemble *	1			
MUSC 3120 Adv. Small Ensemble *	1	-		r -
MUSC 3131 Pop Music and Culture	3			
MUSC 3155 Mus Hist: Anct-Baroque	3	-		
MUSC 3165 Mus Hist: Classical-Modern	3	-		
MUSC 3180 Mus Hist: Multicultural	2	-		
MUSC 3190 Music History: American Music	2			
MUSC 3200 Brass Techniques	1	-		
MUSC 3210 Woodwind Techniques	1	-		
MUSC 3220 String Techniques MUSC 3230 Percussion Techniques	+ 1	-		
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MUSC 3250 Voice Techniques	2	-		
MUSC 3300 Choral Conducting	1	-		
MUSC 3310 Instrumental Conducting	1	-		
MUSC 4114 Video Game Music	3	-		A CONTRACTOR OF THE CONTRACTOR
MUSC 4150 Diction for Singers	2	1		
MUSC 4242 History of Jazz	3	+	-	
MUSC 4900 Special Topics in Music	1-3	+		
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PROPOSAL FOR A NEW PROGRAM Georgia Southwestern State University The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia. Date of Submission: 03/20/2017 Degree/Program Name: Proposed Effective Date: Master of Music in Musicology Fall, 2017 Requirements: See attached course proposals. Justification: Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: The addition of the online graduate program in musicology at Georgia Southwestern State University is in direct alignment with the university's new strategic plan as seen in the following excerpts: 1.1. Provide opportunities for experiential learning and community engagement across the curriculum. 1.1.1. Develop new academic programs that incorporate experiential learning outcomes and enable changes to existing programs that allow students to earn credit towards graduation from experimental learning activates. 1.1.2. Increase opportunities for students to engage in research, scholarship, creative works, internships, civic involvement, and other co-curricular learning experiences, and encourage and enable all students to participate. 1.1.3. Expose students to faculty expertise and scholarship through signature courses offered across majors and schools. 1.2. Support innovative curricula that furthers academic excellence.

1.2.1. Stimulate academic innovation through the implementation of modular course sequences and competency-based education.

3.4. Strengthen and expand awareness of Georgia Southwestern on a regional, national and international scale.

3.4.1. Emerge as a destination of choice for faculty, staff, and students.

The program also meets the following University System of Georgia's Strategic Imperatives:

 Access and Affordability. The current E-Tuition rate for graduate programs at Georgia Southwestern State University is \$257 per credit hour. The proposed program is 33 hours, and the total tuition cost for the entire program is \$8,481.

- 2. Flexible Degree options. Georgia Southwestern State University is committed to the development of new and flexible degree programs that promote affordable and high-quality courses and degree completion options to all students. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.
- 3. Innovation and Adaptation. Online programs are increasing in vast numbers every year. According to U.S. Department of Education, National Center for Education Statistics, in fall 2014 there were 5,750,417 students enrolled in distance education courses at degree-granting postsecondary institutions. This trend will continue to grow, and Georgia Southwestern State University must adapt and grow with this market to continue to be competitive. The Master of Music in Musicology will allow Georgia Southwestern State University to tap into this viable resource that will continue to grow and expand.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

X Other: Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.

Source of Data to Support Suggested Change:

X Indirect Measures: Need: Georgia Southwestern State University is located in rural southwest Georgia. The closest graduate music program is located at Columbus State University, over 100 miles (round trip) from Americus, GA (Sumter County). The only online graduate music program offered in the State of Georgia, Alabama, South Carolina, Florida, and Tennessee is music education. The Master of Music in Musicology, unlike music education master's programs (traditional and online), does not require students to hold a teaching certification to enter the program. The program will be the first of its kind in the southeast, and will provide students the opportunity to advance their careers through more job opportunities, increased responsibilities, and increased salary in various areas including but not limited to, college teaching, entrance into a Ph.D. program, music librarian, entertainment law, and arts administration. Many secondary music educator's will be subject to pay raises with the earning of a masters in musicology while continuing to work full-time, raise a family, or pursue other scholarly endeavors. The program provides flexibility while meeting demands of a 21st century

graduate student.

X Direct Measures: Demand: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tumer, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.

According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly.

Assessment Plan for the proposed program:

Student Learning Outcomes for the proposed program: All courses in the Master of Music in Musicology program will have individual learning outcomes pertinent and specific to each course. Both the learning outcomes of the courses and the Musicology program will be assessed regularly in order to maintain relevance and compliance to the Department of Music's mission. To earn a degree of Master of Music with a concentration in Musicology, students must acquire the following:

• in-depth knowledge of the historical periods in Western Art music with an emphasis on the contemporary period in terms of genres, forms, styles, composers, and performance practice;

 in-depth knowledge of common practice and contemporary-traditional concepts and structures and an ability to apply these in the processes of historical and formal analyses as it relates to historic compositions, treatises, and various manuscripts.;

in-depth knowledge of music bibliography, including sources of original manuscripts; and the
ability to conduct research on an original topic and to present results in the context of research
papers in every course in the curriculum.

Assessment and Quality: The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.

Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.

Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]

Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]

Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources:

X Indirect measures: Student Opinionnaires, and alumni surveys will be taken periodically to ensure program quality.

X Direct measures: Comprehensive exam. The Comprehensive Exam will consists of several essay exams. Material for questions will be selected from the content of graduate courses taken during enrollment, as well as general musicianship. All students should be prepared to address any pedagogical, and research issues in musicology. The purpose of the comprehensive exam is to ensure a comprehensive review of the materials covered in the Master of Music program; to test your mastery and synthesis of these materials; and, to provide for the faculty and administration a measure of the effectiveness of the graduate program.

Other:

^{**}Attach a curriculum sheet for proposed program.**

Courses

Students are required to take the following courses, which make up the core program of the degree (9 hours total):

MUSC 5100: Bibliography and Research 3-0-3

MUSC 5200: College Music Teaching Practicum 3-0-3

MUSC 5999: Comprehensive Exam 3-0-3

In addition to the previous requirements, students are required to take 7 prescribed courses with 1 elective special topic course (24 hours). Special Topics courses may be repeated and count toward graduate requirements as long as the topics differ. The following courses are examples of Special Topics:

 MUSC 5000 (1-3 credit hours): Special Topics include but not limited to: Medieval Music, Renaissance Music, Baroque Music, Classical Music, Romantic Music, 20th Century Music, American Song Literature, History of Opera, Vocal Repertoire, Applied Music, Wind Literature, Piano Literature, The Music of Chopin, The History of Improvisation, Secondary Instruments, etc.

Prescribed seven courses:

- MUSC 5190: American Music History 3-0-3
- MUSC 5080: Ethnomusicology 3-0-3
- MUSC 5150: History of Rock and Roll 3-0-3
- MUSC 5131: Pop Music and Culture 3-0-3
- MUSC 5020: Music in Film 3-0-3
- MUSC 5242: History of Jazz 3-0-3
- MUSC 5114: Video Game Music 3-0-3

Course Descriptions

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

MUSC 5000: Special Topics (1-3)-0-(1-3)

Special Topics is variable credit course on selected issues, topics, and literature in music. Topics may range from British Choral literature and the guitar music of Mario Castelneovo-Tedesco, to graduate applied lessons and the music of Billy Joel.

MUSC 5100: Bibliography and Research 3-0-3

Bibliography and Research introduces graduate students to advanced techniques in primary source research in music. With guidance from the instructor, and appropriate faculty members, students must find a suitable topic for research, complete with a justification. Students must conduct primary source research on their topic with special focus on printed sources-periodicals,

newspapers, diaries, manuscripts, and musical scores-available through interlibrary loan. Students will prepare a research based paper on the chosen topic, an annotated bibliography, and a detailed outline of their project.

MUSC 5200: College Music Teaching Practicum 3-0-3

College Music Teaching Practicum provides a foundation for formative assessments in college music teaching. Action plans to address particular pedagogical issues will be identified by individual students from various institutional settings (secondary schools, community colleges, and 4-year institutions). Formative assessments for improvement will be developed by faculty instructors and course-based learning community through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials. Students must have an in-service practice medium (school, private studio, church setting, community ensemble, or the like) for active research projects.

MUSC 5999: Comprehensive Exam 3-0-3

The Comprehensive Exam will consists of several essay exams. Material for questions will be selected from the content of graduate courses taken during enrollment, as well as general musicianship. All students should be prepared to address any pedagogical, and research issues in musicology. The purpose of the comprehensive exam is to ensure a comprehensive review of the materials covered in the Master of Music program; to test your mastery and synthesis of these materials; and, to provide for the faculty and administration a measure of the effectiveness of the graduate program.

MUSC 5190: American Music History 3-0-3

American Music is a course designed to study the development of music in the United States. The focus will be on both the vernacular traditions including hymn singing, gospel, country music, and music of the Gullah, as well as the cultivated traditions of Art music from William Billings to John Cage.

MUSC 5080: Ethnomusicology 3-0-3

Designed to offer a comprehensive study of music other than that developed from the European tertian harmonic (major/minor) tradition including an examination of the music, instruments, and cultures of India, the Middle East, Greece, China, Japan, Indonesia, Africa, Latin America, and the North American Indian and African American.

MUSC 5150: History of Rock and Roll 3-0-3

History of Rock and Roll is an in-depth study of the origins of Rock and Roll in the 20th Century and the social and historical context that gave birth to it and related genres and musical offshoots. Students will research landmark groups and music as well as less-known artists, exploring connections between modern music and the artists from the past.

MUSC 5131: Pop Music and Culture 3-0-3

Pop Music and Culture examines the historical significance of popular music and culture in the United States from the late nineteenth century to the present. The course will focus on the cultural, social, political, and economic dimensions of genres ranging from Tin Pan Alley to Blues, jazz, country, folk, soul, rock, disco, hip-hop, punk, rap, and Indie.

MUSC 5020: Music in Film 3-0-3

Music in Film is an in-depth study of the history and aesthetics of music written for Hollywood films. The course will explore the sociology, philosophy, psychology, and technique of film music. Students will review the elements of musical style, with particular emphasis on their relation to the dramatic aspects of film, and explore critical analysis of the use of music in various American film genres.

MUSC 5242: History of Jazz 3-0-3

History of Jazz examines early jazz styles through the present; comparing eras, aspects and influences of types of jazz, and performers and composers. Styles include Ragtime, Dixieland, Big Band, Swing, Bebop, Fusion, Acid, Latin, Afro-Cuban, Avante-garde, and Jazz Rock.

MUSC 5114: Video Game Music 3-0-3

Video Game Music is an in-depth study of the history, origins, and evolution of video game music. The course will explore the history, sociology, philosophy, psychology, and technique of video game music. Students will review the elements of musical style with particular emphasis on the relationship to the dramatic and psychological aspects of games, and explore critical analysis of the use of music in various console and PC/Mac games.

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Master of Music in Musicology (ONLINE)

NAME				gswID#	
ADVISOR			Effective Catalog Year: 2017-2018		
			33 Ho		
Core Courses 9 hrs	Hrs	Term	Grade	Additional Re	quirements:
MUSC 5100: Bibliogrpahy and Research	3				
MUSC 5200: Music Teaching Practicum	3				of "C" in all course work counted toward degree.
MUSC 5999: Comprehensive Exam	3			topics differ.	cial Topics in Music may be repeated for credit if the
Select 24 hrs	Hrs	Term	Grade	topics differ.	
MUSC 5150 History of Rock and Roll	3				
MUSC 5080 Ethonomusicology	3				
MUSC 5131 Pop Music and Culture	3				
MUSC 5020 Music in Film	3				
MUSC 5190 American Music	3				
MUSC 5114 Video Game Music	3				
MUSC 5242 History of Jazz	3				
MUSC 5000 Special Topics in Music	3				
				UNIVERSITY I	POLICIES FOR GRADUATE STUDIES
Advisor Signature Date			A 3.0 cumulative	GPA must be maintained.	
				A maximum of 6	credit hours with a grade of "C" may be used to
				satisfy program	requirements.
Music Department Signature		Date		No course with a	grade of "D" may be used to satisfy program
				requirements.	
					ements must be completed within 7 calendar years
Degree/				initial enrollment in graduate course work.	
Major:		Graduate students who fail to maintain academic standards will be p under academic review at the end of the semester in which their status fails below the required standards.			
Earned at:			v the required standards.		
ilcomments:			Comments:		

Completed by:

Date:

		R A NEW COI stern State Univer		
Date of Submission: 03/20/20	017			
Department Initiating Proposal: Music		Faculty Memi Dr. Mark Laug	ber Proposing:	
Proposed New Course Prefix	& Number:		Course Title:	
MUSC 5000 (1-3)-0-(1-3)		Special Topics		
		Proposed New Course Title Abbreviation: Special Topics		
Semester/Year to be Effectiv Fall, 2017	re:	Estimated Frequency of Course Offering: 1-2 a year		
Indicate if Course will be :	Requiremen	t for Major X El	ective Core	
Lecture Hours: 1-3	Lab Hours:	0	Credit Hours: 1-3	
and the guitar music of Mario Billy Joel. Justification: Select one or m beneficial, giving your justific Improving student learning	Castelneovo-Tentore of the followeation. Include a goutcomes: tice(s) in field:	ving to indicate whend/or append relevents will allow the the new graduate	e department of music to provide program.	
X Other: This course will be	part of the new M	Master of Music in	Musicology degree program.	
the profession. Rationale: The University of Continuous in the State of Georgia. Howe of Music in Musicology degree program that falls within the profession.	eorgia at Athens ver, the program ees offered fully prescribed CIP C	offers the only grains not offered onlonging on the United onlone in the United onlone is a Master of	sts, as well as demands within raduate program in musicology ine. To date, there are no Master ed States. The only online Music in Ethnomusicology at ram director of Ethnomusicology	
at Liberty University, confirm enrollment of 80 students each	•		•	

enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
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 The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director,

restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in

film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and

military bands.

According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BL\$ and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly

Attach a course outline with course outcomes or general education outcomes.

Approvals:	
Unit Head: Luli Megginsa	Date: 4-7-17
Teacher Edircation Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair Margarel Elling ton	Date: 1 / 17/17

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5000 Special Topics Credit: One to three (1-3) semester hours

CATALOG DESCRIPTION:

MUSC 5000 Special Topics is a variable credit course on selected issues, topics, and literature in music. Topics may range from British Choral literature and the guitar music of Mario Castelneovo-Tedesco, to graduate applied lessons and the music of Billy Joel. (1-3)-0-(1-3)

Learning Outcomes:

Upon successful completion of MUSC 5000, the student will able to:

- Demonstrate through exams, discussions, research papers, applied lessons, rehearsals, and video presentations, terms, concepts, methods, and procedures in the music related topic.
- 2. Understand, identify, and express music through various mediums.
- 3. Intensive study of a specific historical era, genre, or composer.
- 4. Describe the historical, religious, literary, social and political aspects of a society that contribute to the development of music.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will participate in intensive study of the specific historical era, genre, or composer, and analyze various compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, applied lessons, and video presentations.

GRADES: The final course grade will be based on the following assignments:

Varies depending on topic and dynamic of the course.

Textbook and Other Require Materials: Varies depending on topic and dynamic of the course.

Lean I

Georgia Southwestern State University				
Date of Submission: 03/20/	2017			
Department Initiating Proposal: Music		Faculty Member Proposing: Dr. Mark Laughlin		
Proposed New Course Pre	fix & Number:	Proposed New Course Title:		
MUSC 5020		Music in Film Proposed New Course Title Abbreviation: Music in Film		
Semester/Year to be Effect Fall, 2017	tive:	Estimated Frequency of Course Offering: Once a year		
Indicate if Course will be :	X Requirement	for Major Elective Core		
Lecture Hours: 3	Lab Hours:	0 Credit Hours: 3		
philosophy, psychology, and musical style, with particula explore critical analysis of the	I technique of film r emphasis on their he use of music in	films. The course will explore the sociology, music. Students will review the elements of relation to the dramatic aspects of film, and various American film genres. ing to indicate why the proposed course will be		
	fication. Include at	nd/or append relevant supporting data.		
X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program.				
Meeting Mandates of State/Federal/Outside Accrediting Agencies:				
X Other: This course will be	e part of the new M	laster of Music in Musicology degree program.		
Source of Data to Support	Suggested Chang	e:		
X Indirect Measures: Alum the profession.	ni-Student-Faculty	dialog and requests, as well as demands within		
in the State of Georgia. How of Music in Musicology deg program that falls within the Liberty University in Virgin at Liberty University, confir	vever, the program crees offered fully of prescribed CIP Co ia. Dr. Katherine M med (via email) the	offers the only graduate program in musicology is not offered online. To date, there are no Master online in the United States. The only online ode is a Master of Music in Ethnomusicology at Moorehouse, program director of Ethnomusicology at the program averages and maintains an ignificant increase from UGA's average		

	enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.
The second secon	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 The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
	Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
	Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
	Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
	Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.					
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)					
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.					
According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly					
Attach a course outline with course outcomes or general education outcomes.					
Approvals:					
Unit Head: Sulei Mezznso	Date: 4-7 - 17				
Teacher Education Committee Chair:	Date:				
Committee on Academic Affairs Chair:	Date:				
Committee on Graduate Affairs Chair: Margarel Elling Con	Date: 4/19/17				

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5020 Music in Film Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5020 Music in Film is an in-depth study of the history and aesthetics of music written for Hollywood films. The course will explore the sociology, philosophy, psychology, and technique of film music. Students will review the elements of musical style, with particular emphasis on their relation to the dramatic aspects of film, and explore critical analysis of the use of music in various American film genres. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5020, the student will able to:

- 1. Demonstrate through exams, discussions, research papers, and video presentations how music uniquely expresses human thought, values, and emotions through various social, political, and historical venues.
- 2. Compare and contrast film music styles from different historical periods and cultures.
- 3. Understand and identify the basic to advanced techniques in film music.
- 5. Explain how important film composers, arrangers, and performers fashioned the basic elements of music into their compositions/arrangements and performances, including 'ghost writers'.
- 6. Relate important pieces of music or styles of composition to parallel developments in the expanding technology of creating films.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the effects of cultural, artistic, and philosophical influences on film music. Students will analyze and critique a variety of film compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES: The final course grade will be based on the following assignments: Five Essay Exams: each exam worth 8% of the total course grade (total 40%); each exam covers only the material within the specified assigned chapters. Discussion Forums: 10%

Research Paper: 20 pages in length 15%

Video Presentation of the Research Paper (15 minutes minimum): 15%

Cumulative Final Exam: 20%

Textbook and Other Require Materials: Film Music: A History, James Wierzbicki, Routledge, 2009. ISBN10: 0-415-99199-4

Department of Music Georgia Southwestern State University

MUSC 5200

College Music Teaching Practicum Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5200 College Music Teaching Practicum provides a foundation for formative assessments, and training in college music teaching. Action plans to address particular pedagogical issues will be identified by individual students from various institutional settings (secondary schools, community colleges, and 4-year institutions). Formative assessments for improvement will be developed by faculty instructors and course-based learning communities through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials. Students must have an inservice practice medium (school, private studio, church setting, community ensemble, or the like) for active research projects. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5200, the student will able to:

- Effectively develop college level syllabi and lessons plans for music history courses, and courses within the secondary area (applied lessons, music theory, group piano, etc)
- Develop effective pedagogical techniques for teaching in various formats including face-to-face, hybrid, and online.
- 3. Develop syllabi and lesson plans for a two year sequence of music history.
- Develop syllabi and lesson plans for a two year sequence within the secondary area.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will address particular pedagogical issues, and develop formative assessments for improvement through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials.

GRADES: The final course grade will be based on the following assignments:

Video Teaching Demonstration #1: 10%

Video Teaching Demonstration #2: 10%

Video Teaching Demonstration #3: 10%

Video Teaching Demonstration #4: 10%

Video Teaching Demonstration #5: 10%

Syllabi and Lesson Plans: 25% Final Teaching Demonstration/Video Presentation: 25%

Textbook and Other Require Materials: Not Applicable.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 Department Initiating Proposal: Faculty Member Proposing: Music Dr. Mark Laughlin Proposed New Course Prefix & Number: Proposed New Course Title: Ethnomusicology MUSC 5080 Proposed New Course Title Abbreviation: Ethnomusicology Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall, 2017 Once a year Indicate if Course will be: X Requirement for Major Elective Core Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: MUSC 5080 Ethnomusicology is designed to offer a comprehensive study of music other than that developed from the European tertian harmonic (major/minor) tradition; including an examination of the music, instruments, and cultures of India, the Middle East, Greece, China, Japan, Indonesia, Africa, Latin America, and the North American Indian and African American. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average

1	enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.	
	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. The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.	
	Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills and Interpretive Skills.	,
-	Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]	
1	Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]	
	Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]	

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.		
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.		
According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly		
Attach a course outline with course outcomes or general education outcomes.		
Approvals:		
0 0 - 000	- // -	
Unit Head: July Wygmso	Date: 4-7-17	
Teacher Education Committee Chair:	Date:	
Committee on Academic Affairs Chair:	Date:	
Committee on Graduate Affairs Chair: Mre arell live tox	Date: 4 /17/17	

Secretary of the Faculty Senate:	Date:	
Dean of the Faculty:	Date:	

Department of Music Georgia Southwestern State University

MUSC 5080

Ethnomusicology

Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5080 Ethnomusicology is designed to offer a comprehensive study of music other than that developed from the European tertian harmonic (major/minor) tradition; including an examination of the music, instruments, and cultures of India, the Middle East, Greece, China, Japan, Indonesia, Africa, Latin America, and the North American Indian and African American. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5080, the student will able to:

- 1. Demonstrate through exams, discussions, research papers, and video presentations, terms, concepts, methods, and procedures used in the field of ethnomusicology.
- 2. Describe the role of the ethnomusicologist in researching music of different cultures.
- 3. Understand, identify, and express the music, instruments, and cultures that developed out of a non-European music tradition.
- 5. Compare and contrast one's own music within the broader context of other music traditions.
- 6. Describe the historical, religious, social and political aspects of a society that contribute to the development of a music culture.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the effects of cultural, artistic, and philosophical influences on film music. Students will analyze and critique a variety of film compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES: The final course grade will be based on the following assignments:

Five Essay Exams: each exam worth 8% of the total course grade (total 40%); each exam covers only the material within the specified assigned chapters.

Discussion Forums: 10%

Research Paper: 20 pages in length 15%

Video Presentation of the Research Paper (15 minutes minimum): 15%

Cumulative Final Exam: 20%

Textbook and Other Require Materials: The Study of Ethnomusicology: Thirty-one issues and concepts. 2ed. 2005, Bruno Nettl. ISBN-13: 978-0252072789

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 Department Initiating Proposal: Faculty Member Proposing: Dr. Mark Laughlin Music Proposed New Course Title: Proposed New Course Prefix & Number: Bibliography and Research MUSC 5100 Proposed New Course Title Abbreviation: Bibliography and Research Estimated Frequency of Course Offering: Semester/Year to be Effective: Fall, 2017 Once a year Indicate if Course will be: X Requirement for Major Elective Core Credit Hours: 3 Lab Hours: 0 Lecture Hours: 3 Proposed Course Description: MUSC 5100 Bibliography and Research introduces graduate students to advanced techniques in primary and secondary source research in music. Students must conduct research on a chosen topic with special focus on printed sources-periodicals, newspapers, diaries, manuscripts, books, recordings, and musical scores-available through interlibrary loan. Students will prepare a research based paper on the chosen topic, an annotated bibliography, and a detailed outline of their project. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an

enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
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. The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.	
Direct measures: Materials collected and evaluated for program portfolios, specific assignments, etc.)	assessment purposes (tests,
X Other: The program is designed to prepare students for doctoral lepositions in music libraries (music librarians typically hold a Master the equivalent and a Master of Library Science), college and universanother option for K-12 music teachers that would prefer an online music education. Also, many musicians are employed in a variety of traditional graduate study difficult including but not limited to, accordance, artist manager, arts administrator, band director, choir director, conductor, copyist/transcriber, cruise ship entertained design, entrepreneur, entertainment lawyer, event/production manafilm/TV/video game scoring, Foley artist, instrument builder/design restoration, lyricist, military bands, music librarian, music therapist piano tuner, radio DJ, recruiter, and church musician. The online deprogram to be extremely marketable to a wide range of musicians, military bands.	er of Music in Musicology or esity teaching, and/or serve as musicology program over of areas which make companist, acoustic engineer, ector, clinician, community er, electronic production and ger, film music director, her, instrument repair and t, opera coach, performer, elivery system allows the
According to the United States Department of Labor Statistics, ther music jobs available in 2014 with a median pay of \$24.20 per hour musicologist, along with other post-secondary music, art, and dram salary of \$72,630 in 2013. The salaries for musicologist ranged frow vary greatly by region, industry, and longevity within the field account Work. Chron. com. Work. chron also showed an estimated 6,000 post available during the 2015-2016 academic year. Positions in musicologist with the retirements of baby boomers (as of 2015, the number of bato 82.3 million), and the push to place more core curriculum course music appreciation. The need for additional faculty in musicology increase significantly	The annual salary for a nateachers, earned an average m \$32,530 to \$122,360, and ording to BLS and sitions in musicology that were ploy are expected to increase aby boomers ranges from 74.9 es online which includes
Attach a course outline with course outcomes or general edu	cation outcomes.
Approvals:	
Unit Head: Lules Megginso	Date: 4-7-17
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5100

Bibliography and Research Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5100 Bibliography and Research introduces graduate students to advanced techniques in primary and secondary source research in music. Students must conduct research on a chosen topic with special focus on printed sources-periodicals, newspapers, diaries, manuscripts, books, recordings, and musical scores-available through interlibrary loan. Students will prepare a research based paper on the chosen topic, an annotated bibliography, and a detailed outline of their project. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5100, the student will able to:

- Effectively use research databases for researching music literature, compositions, and treatises.
- Develop effective techniques for evaluating music literature through verbal, written, and multi-media mediums.
- 3. Develop effective research techniques and applications.
- 4. Develop proficiency in Chicago/Turabian style formatting.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding and knowledge of research techniques by completing an in-depth research paper and video presentation, and an annotated bibliography. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES: The final course grade will be based on the following assignments:

Research paper outline: 5%

Research paper rough draft #1: 10% Research paper rough draft #2: 10%

Annotated bibliography: 25%

Research Paper/Video Presentation: 50%

Textbook and Other Require Materials: A Manual for Writers of Research Papers, Theses, and Dissertations 8th ed: Chicago Style for Students and Researchers. Kate Turabian, University of Chicago Press, 2013.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 **Department Initiating Proposal:** Faculty Member Proposing: Music Dr. Mark Laughlin Proposed New Course Title: Proposed New Course Prefix & Number: Video Game Music MUSC 5114 Proposed New Course Title Abbreviation: Video Game Music Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall, 2017 Once a year Indicate if Course will be: X Requirement for Major Elective Core Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: MUSC 5114 Video Game Music is an in-depth study of the history, origins, and evolution of video game music. The course will explore the history. sociology, philosophy, psychology, and technique of video game music. Students will review the elements of musical style with particular emphasis on the relationship to the dramatic and psychological aspects of games, and explore critical analysis of the use of music in various console and PC/Mac games. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia, Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an

enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
☐ 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. The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
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Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources:		
X Indirect measures: Student and faculty surveys, and discussions.		
 Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) 		
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.		
According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly		
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Attach a course outline with course outcomes or general education outcomes.		
Approvals:		
Unit Head: Sulvi Megginso	Date: 4-7-17	
Teacher Education Committee Chair:	Date:	
Committee on Academic Affairs Chair:	Date:	
Committee on Graduate Affairs Chair Markered Ellington	Date: 4/17/17	

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5114

Video Game Music Credit: Three (3) semester hours

Catalog description:

MUSC 5114 Video Game Music is an in-depth study of the history, origins, and evolution of video game music. The course will explore the history, sociology, philosophy, psychology, and technique of video game music. Students will review the elements of musical style with particular emphasis on the relationship to the dramatic and psychological aspects of games, and explore critical analysis of the use of music in various console and PC/Mac games. (3-0-3)

Prerequisite(s) or Co-requisites: N/A

<u>Learning Objectives and Outcome</u>: Video Game Music addresses the general education component of the GSW Strategic plan by providing analytical, historical, and collaborative material through in-game class discussion, critical listening reports, analysis, and group collaboration.

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

- 1. Demonstrate how music uniquely expresses human thought, values, and emotions through the various social, political, and historical venues of video game music.
- 2. Compare and contrast game musical styles from different games of historical and fantasy cultures, and compare and contrast video game music to music from other genres (film music, television, musicals, etc).
- 3. Evaluate musical works in relation to the in-game societies for which they were created.
- 4. Identify and explain the basic elements from which music is created.
- 5. Explain how important composers and arrangers fashioned the basic elements of music into their compositions/arrangements to coincide with various game genres.
- 6. Relate important pieces of music or styles of composition to parallel developments in the expanding technology of video game music.

- 7. Identify the major historical, political, and literary influences of various games and how those influences are reflected in the music.
- 8. Demonstrate effective analytical and communication skills through exams, music reviews, ingame class discussions, peer group collaborations, and discussion boards.
- 9. Demonstrate sophisticated understanding of games as they relate to larger spheres of culture, and how they relate to social issues.

Learning Outcome and Competency:

<u>Core Area Learning Outcome</u>: Students will understand the effect music has had on the cultural, artistic, and philosophical approaches to video games. Students will be able to discuss how music is used to heighten, and compliment visual digital storytelling.

Course Competency (Performance Measure): Students will demonstrate an understanding of the learning objectives by analyzing and critiquing a variety of game scores and arrangements, exams, discussion boards, and in-game peer collaboration.

Instructional Strategies: This course includes required weekly game play, viewing and analysis of music from various gaming zones, written assignments which emphasize analysis and synthesis of music in game-world concepts, discussion boards, exams, and collaboration with other students. The course offers a unique pedagogical approach by allowing faculty and students to meet in-game through various MMORPGs (Massively Multiplayer Online Role-Playing Game), and to interactively explore music of various regions within the gaming world in real-time.

<u>Grading</u>: Every student begins the semester with 0 XP (Experience Points). As you complete assignments, you gain points. Your total work for the semester in this course is worth 100,000 XP.

Grading cycles are divided in to 3 levels, and each level will be graded as the following:

Level 1: 33% of final grade, 33,000 XP

Chapters 1-3: exam, discussions, video presentations

Chapters 4-6: exam, discussions, video presentations

Chapters 7-9: exam, discussions, video presentations

Chapters 10-12: exam, discussions, video presentations

Chapters 13-15: exam, discussions, video presentations

Level 2: 33% of final grade, 33,000 XP

Research Paper (6 pages) #1

Research Paper (6 pages) #2

Research Paper (6 pages) #3

Research Paper (6 pages) #4

Level 3: 34% of final grade, 34,000 XP

Research Paper (6 pages) #1

Research Paper (6 pages) #2

Research Paper (6 pages) #3

Research Paper (6 pages) #4

<u>Textbooks, and other required materials</u>: Game Sound: An Introduction to the History, Theory, and Practice of Video Game Music and Sound Design by Karen Collins. ISBN: 978-0-262-03378-7

World of Warcraft: https://us.battle.net/shop/en/product/world-of-warcraft

Suggested Readings

From Barbie to Mortal Kombat: Gender and Computer Games, edited by Justine Cassell and Henry Jenkins

The Game Design Reader: A Rules of Play Anthology edited by Katie Salen and Eric Zimmerman

Gaming as Culture: Essays on Reality, Identity, and Experience in Fantasy Games, edited by J. Patrick Williams, Sean Q. Hendricks, and W. Keith Winkler.

Gender Inclusive Game Design: Expanding the Market by Sheri Graner Ray

Half-Real: Video Games between Real Rules and Fictional Worlds by Jesper Juul

Hamlet on the Holodeck: The Future of Narrative in Cyberspace by Janet H. Murray

Learning by Doing by Clark Aldrich

The Medium of the Video Game by Mark Wolf

Play Between Worlds: Exploring Online Game Culture by T. L. Taylor

Rules of Play: Game Design Fundamentals by Katie Salen and Eric Zimmerman

Shared Fantasy: Role-playing Games as Social Worlds by Cary Alan Fine

Synthetic Worlds: The Business and Culture of Online Games by Edward Castronova What Video Games Have to Teach Us About Learning and Literacy by James Gee Wired-Up: Young People and the Electronic Media, Sue Howard, Ed.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 **Department Initiating Proposal:** Faculty Member Proposing: Dr. Mark Laughlin Music Proposed New Course Title: Proposed New Course Prefix & Number: Pop Music and Culture MUSC 5131 Proposed New Course Title Abbreviation: Pop Music and Culture Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall, 2017 Once a year Indicate if Course will be: X Requirement for Major Elective Core Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: MUSC 5131 Pop Music and Culture examines the historical significance of popular music and culture in the United States from the early nineteenth century to the present. The course will focus on the cultural, social, political, and economic dimensions of genres ranging from Tin Pan Alley to blues, jazz, country, folk, soul, rock, disco, hip-hop, punk, rap, and Indie. No Prerequisites. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.		
Direct measures: Materials collected and evaluated for program a portfolios, specific assignments, etc.)	assessment purposes (tests,	
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.		
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music appreciation. The need for additional faculty in musicology (fincrease significantly		
Attach a course outline with course outcomes or general educ	ation outcomes.	
Approvals:		
Unit Head: Juli Mezzonsa	Date: 4-7-17	
Teacher Education Committee Chair:	Date:	

Committee on Academic Affairs Chair: Managerel Ellington

Date:

Date: 4/17/17

Committee on Academic Affairs Chair:

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5131 Pop Music and Culture Credit: Three (3) semester hours

Catalog description:

MUSC 5131 Pop Music and Culture examines the historical significance of popular music and culture in the United States from the early nineteenth century to the present. The course will focus on the cultural, social, political, and economic dimensions of genres ranging from Tin Pan Alley to blues, jazz, country, folk, soul, rock, disco, hip-hop, punk, rap, and Indie. No Prerequisites. (3-0-3)

Prerequisite(s) or Co-requisites: N/A

Course Learning Outcomes:

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

- 1. Demonstrate how music uniquely expresses human thought, values, and emotions through various social, political, and historical venues.
- 2. Compare and contrast musical styles from different historical periods and cultures.
- 3. Evaluate musical works in relation to the societies in which they were created.
- 4. Identify and explain the basic elements from which music is created.
- 5. Explain how important arrangers, and performers fashioned the basic elements of music into their compositions/arrangements and performances.
- 6. Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and the other fine arts.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the influences of pop music on culture, artists, and politics. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, video forums, critical listening reports, and video presentations.

GRADES:

The final course grade will be based on the following assignments:

Introduction-Early 1950s: Exam, Discussion, Video Presentation: 10%

1960s-1970s Music: Exam, Discussion, Video Presentation: 10%

1980s-2000s Exam, Discussion, Video Presentation: 10%

Research Paper/Video Presentation #1: 10% Research Paper/Video Presentation #2: 10%

Mid-term Exam: 25% Final Exam: 25%

Textbooks and Other Required Materials:

Required Textbook: What's That Sound?: An Introduction to Rock and Its History, Covach/Flory, Norton Publishing, 2012, 3rd edition. ISBN: 978-0-393-91204-3

Use of https://screencast-o-matic.com/ for video discussion forums.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University			
Date of Submission: 03/20	/2017		
Department Initiating Proposal: Music Proposed New Course Prefix & Number:		Faculty Memb Dr. Mark Laugh	
		Proposed New	
MUSC 5150		History of Rock	k and Roll
WOSC 3130		Proposed New Course Title Abbreviation: History of Rock and Roll	
Semester/Year to be Effective: Fall, 2017		Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be	: X Requirement f	for Major Electi	ive Core
Lecture Hours: 3	Lab Hours:	0	Credit Hours: 3
the origins of Rock and Rol birth to it and related genres	l in the 20 th Century s and musical offsho	and the social an oots. Students will	ad Roll is an in-depth study of ad historical context that gave research landmark groups and the modern music and the artists
Justification: Select one or beneficial, giving your justi			y the proposed course will be vant supporting data.
☐ Improving student learn	ning outcomes:		
X Adopting current best pr a variety of new and innova			department of music to provide program.
Meeting Mandates of State/Federal/Outside Accrediting Agencies:			
X Other: This course will be part of the new Master of Music in Musicology degree program.			
Source of Data to Support	t Suggested Chang	e:	
X Indirect Measures: Alum the profession.	nni-Student-Faculty	dialog and reques	sts, as well as demands within
in the State of Georgia. How of Music in Musicology de- program that falls within the	wever, the program grees offered fully of e prescribed CIP Conia. Dr. Katherine Mrmed (via email) the	is not offered onlice in the Unite ode is a Master of Moorehouse, prograt the program average at the program average.	Music in Ethnomusicology at ram director of Ethnomusicology erages and maintains an

enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
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
The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and disc	cussions.
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)	
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.	
According to the United States Department of Labor Statismusic jobs available in 2014 with a median pay of \$24.20 musicologist, along with other post-secondary music, art, salary of \$72,630 in 2013. The salaries for musicologist ravary greatly by region, industry, and longevity within the Work.Chron.com. Work.chron also showed an estimated available during the 2015-2016 academic year. Positions with the retirements of baby boomers (as of 2015, the num to 82.3 million), and the push to place more core curriculum usic appreciation. The need for additional faculty in musincrease significantly	per hour. The annual salary for a and drama teachers, earned an average anged from \$32,530 to \$122,360, and field according to BLS and 6,000 positions in musicology that were in musicology are expected to increase and the salar teacher of baby boomers ranges from 74.9 am courses online which includes
Attach a course outline with course outcomes or gen	neral education outcomes.
Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5150 History of Rock and Roll

Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5150 History of Rock and Roll is an in-depth study of the origins of Rock and Roll in the 20th Century and the social and historical context that gave birth to it and related genres and musical offshoots. Students will research landmark groups and music as well as less-known artists, exploring connections between modern music and the artists from the past. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5150, the student will able to:

- 1. Demonstrate through exams, discussions, research papers, and video presentations how rock and roll music uniquely expresses values, and emotions through various social, political, and historical venues.
- 2. Discuss the influences jazz, gospel, blues, and folk songs have had on rock and roll in the 1950s.
- 3. Discuss various rock and roll artists and the roll society played in creating the genre.
- 4. Identify and explain the basic elements from which rock and roll is created.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the effects of cultural, artistic, and philosophical influences of Rock and Roll. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES: The final course grade will be based on the following assignments: Five Essay Exams: each exam worth 8% of the total course grade (total 40%); each exam covers only the material within the specified assigned chapters.

Group Presentation Project: 10%

Research Paper: 20 pages in length 15%

Video Presentation of the Research Paper (15 minutes minimum): 15%

Cumulative Final Exam: 20%

Textbook and Other Require Materials: The History of Rock and Roll: The Rock & Roll Era, Preliminary Edition, McGraw-Hill Publishing, 1994. ISBN: 0-07-022988-0; ISBN-13: 978-0-07-022988-4

Villa

	OPOSAL FOR Georgia Southwest			
Date of Submission: 03/20/20	017		W-y	
Department Initiating Proposal: Music		Faculty Member Proposing: Dr. Mark Laughlin		
Proposed New Course Prefix	x & Number:	Proposed New Course Title:		
MUSC 5190		American Music Proposed New Course Title Abbreviation: American Music		
				Semester/Year to be Effective Fall, 2017
Indicate if Course will be :	X Requirement for	or Major Electi	ive Core	
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3	
development of music in the United States. The focus will be on both the vernacular traditions including hymn singing, country music, jazz, blues, big band, and rock, as well as the cultivated traditions of Art music from William Billings to John Cage.				
	Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.			
Improving student learning	g outcomes:			
X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program.				
Meeting Mandates of State	/Federal/Outside A	Accrediting Agend	cies:	
X Other: This course will be part of the new Master of Music in Musicology degree program.				
Source of Data to Support Suggested Change:				
X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession.				
Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average				

enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
☐ 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 The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

	Data Sources: X Indirect measures: Student and faculty surveys, and discussions.
	Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Total State	X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.
	According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9

Attach a course outline with course outcomes or general education outcomes.

increase significantly

to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will

Approvals:	
Unit Head: Luli Megginson	Date: 4- 7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: May gredelling Ton	Date: 4/17/17

Secretary of the Faculty Senate:	Date:
B Cd B d	
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5190

American Music Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5190 American Music is a course designed to study the development of music in the United States. The focus will be on both the vernacular traditions including hymn singing, country music, jazz, blues, big band, and rock, as well as the cultivated traditions of Art music from William Billings to John Cage. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5190, the student will able to:

- Discuss in extreme detail how American music has taken part in the defining moments of American history.
- 2. Identify contemporary issues where music does, or might, play a role in issues involving race, politics, and identity.
- 3. Discuss music, using terms and ideas that are common among musicians, and do so at a sophisticated level.
- Identify a number of specific pieces of American music and musical styles, genres, and influences.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their understanding of the effects of cultural, artistic, and philosophical influences of American Music. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES: The final course grade will be based on the following assignments:

Five Essay Exams: each exam worth 8% of the total course grade (total 40%); each exam covers only the material within the specified assigned chapters.

Group Presentation Project: 10%

Research Paper: 20 pages in length 15%

Video Presentation of the Research Paper (15 minutes minimum): 15%

Cumulative Final Exam: 20%

Textbook and Other Require Materials:

An Introduction to America's Music, 1st edition. Richard Crawford. Norton Publishing: 2001. ISBN: 0-393-97409-x

Kastin, David. I hear America Singing: An Introduction to Popular Music. Upper Saddle River, NJ: Prentice Hall, 2002

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 **Department Initiating Proposal:** Faculty Member Proposing: Music Dr. Mark Laughlin Proposed New Course Title: Proposed New Course Prefix & Number: College Music Teaching Practicum MUSC 5200 Proposed New Course Title Abbreviation: College Music Teaching Practicum Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall, 2017 Once a year Indicate if Course will be: X Requirement for Major Elective Core Lab Hours: 0 Lecture Hours: 3 Credit Hours: 3 Proposed Course Description: MUSC 5200 College Music Teaching Practicum provides a foundation for formative assessments, and training in college music teaching. Action plans to address particular pedagogical issues will be identified by individual students from various institutional settings (secondary schools, community colleges, and 4-year institutions). Formative assessments for improvement will be developed by faculty instructors and course-based learning communities through analysis of observational data, video observation of teaching, lesson plans. or other observable teaching materials. Students must have an in-service practice medium (school, private studio, church setting, community ensemble, or the like) for active research projects. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online

	program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.
	☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
The same of the sa	Plans for assessing the effectiveness of the course in meeting program's learning outcomes. The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
The state of the s	Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
	Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
	Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
	Interpretive Skills: The student will demonstrate expressive musical interpretations

assessment]	
Data Sources: X Indirect measures: Student and faculty surveys, and discuss	sions.
Direct measures: Materials collected and evaluated for proportfolios, specific assignments, etc.)	
X Other: The program is designed to prepare students for doc positions in music libraries (music librarians typically hold a the equivalent and a Master of Library Science), college and another option for K-12 music teachers that would prefer an emusic education. Also, many musicians are employed in a vatraditional graduate study difficult including but not limited the arranger, artist manager, arts administrator, band director, chemusic director, conductor, copyist/transcriber, cruise ship ent design, entrepreneur, entertainment lawyer, event/production film/TV/video game scoring, Foley artist, instrument builder, restoration, lyricist, military bands, music librarian, music the piano tuner, radio DJ, recruiter, and church musician. The on program to be extremely marketable to a wide range of music military bands.	Master of Music in Musicology or university teaching, and/or serve as online musicology program over ariety of areas which make to, accompanist, acoustic engineer, oir director, clinician, community tertainer, electronic production and a manager, film music director, designer, instrument repair and erapist, opera coach, performer, aline delivery system allows the
According to the United States Department of Labor Statistic music jobs available in 2014 with a median pay of \$24.20 pe musicologist, along with other post-secondary music, art, and salary of \$72,630 in 2013. The salaries for musicologist rang vary greatly by region, industry, and longevity within the fiel Work. Chron.com. Work.chron also showed an estimated 6,00 available during the 2015-2016 academic year. Positions in most with the retirements of baby boomers (as of 2015, the number to 82.3 million), and the push to place more core curriculum music appreciation. The need for additional faculty in musical increase significantly	or hour. The annual salary for a d drama teachers, earned an average ged from \$32,530 to \$122,360, and according to BLS and 00 positions in musicology that were musicology are expected to increase er of baby boomers ranges from 74.9 courses online which includes
Attach a course outline with course outcomes or genera	al education outcomes.
Approvals:	
Unit Head: Sulis Megginson	Date: 4-7-17
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: Margarel Eller	Date: 4/17/17
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5200

College Music Teaching Practicum Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5200 College Music Teaching Practicum provides a foundation for formative assessments, and training in college music teaching. Action plans to address particular pedagogical issues will be identified by individual students from various institutional settings (secondary schools, community colleges, and 4-year institutions). Formative assessments for improvement will be developed by faculty instructors and course-based learning communities through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials. Students must have an inservice practice medium (school, private studio, church setting, community ensemble, or the like) for active research projects. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5200, the student will able to:

- 1. Effectively develop college level syllabi and lessons plans for music history courses, and courses within the secondary area (applied lessons, music theory, group piano, etc)
- 2. Develop effective pedagogical techniques for teaching in various formats including face-to-face, hybrid, and online.
- 3. Develop syllabi and lesson plans for a two year sequence of music history.
- 4. Develop syllabi and lesson plans for a two year sequence within the secondary area.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will address particular pedagogical issues, and develop formative assessments for improvement through analysis of observational data, video observation of teaching, lesson plans, or other observable teaching materials.

GRADES: The final course grade will be based on the following assignments:

Video Teaching Demonstration #1: 10%

Video Teaching Demonstration #2: 10%

Video Teaching Demonstration #3: 10%

Video Teaching Demonstration #4: 10%

Video Teaching Demonstration #5: 10%

Syllabi and Lesson Plans: 25% Final Teaching Demonstration/Video Presentation: 25%

Textbook and Other Require Materials: Not Applicable.

X.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 Faculty Member Proposing: Department Initiating Proposal: Dr. Mark Laughlin Music Proposed New Course Title: Proposed New Course Prefix & Number: History of Jazz MUSC 5242 Proposed New Course Title Abbreviation: History of Jazz Estimated Frequency of Course Offering: Semester/Year to be Effective: Fall, 2017 Once a year Elective Core Indicate if Course will be: X Requirement for Major Credit Hours: 3 Lab Hours: 0 Lecture Hours: 3 Proposed Course Description: MUSC 5242 History of Jazz studies in-depth early jazz styles through the present; comparing eras, aspects and influences of types of jazz, and performers and composers. Styles include Ragtime, Dixieland, Big Band, Swing, Bebop, Fusion, Acid, Latin, Afro-Cuban, Avante-garde, and Jazz Rock. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands vithin the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at

Form last updated: March, 2010

at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average

Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology

enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21 st century traditional and non-traditional college student.
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 The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills, and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.			
Direct measures: Materials collected and evaluated for program assignments, etc.)	sessment purposes (tests,		
X Other: The program is designed to prepare students for doctoral level musicology programs, positions in music libraries (music librarians typically hold a Master of Music in Musicology or the equivalent and a Master of Library Science), college and university teaching, and/or serve as another option for K-12 music teachers that would prefer an online musicology program over music education. Also, many musicians are employed in a variety of areas which make traditional graduate study difficult including but not limited to, accompanist, acoustic engineer, arranger, artist manager, arts administrator, band director, choir director, clinician, community music director, conductor, copyist/transcriber, cruise ship entertainer, electronic production and design, entrepreneur, entertainment lawyer, event/production manager, film music director, film/TV/video game scoring, Foley artist, instrument builder/designer, instrument repair and restoration, lyricist, military bands, music librarian, music therapist, opera coach, performer, piano tuner, radio DJ, recruiter, and church musician. The online delivery system allows the program to be extremely marketable to a wide range of musicians, especially musicians in military bands.			
According to the United States Department of Labor Statistics, there were a total of 173,300 music jobs available in 2014 with a median pay of \$24.20 per hour. The annual salary for a musicologist, along with other post-secondary music, art, and drama teachers, earned an average salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32,530 to \$122,360, and vary greatly by region, industry, and longevity within the field according to BLS and Work.Chron.com. Work.chron also showed an estimated 6,000 positions in musicology that were available during the 2015-2016 academic year. Positions in musicology are expected to increase with the retirements of baby boomers (as of 2015, the number of baby boomers ranges from 74.9 to 82.3 million), and the push to place more core curriculum courses online which includes music appreciation. The need for additional faculty in musicology (full-time and part-time) will increase significantly			
Attach a course outline with course outcomes or general educat	ion outcomes.		
Approvals:			
Unit Head: Suli Megginsa	Date: 4-7-17		
Teacher Education Committee Chair:	Date:		
Committee on Academic Affairs Chair:	Date		

Date: 4/17/17

Committee on Graduate Affairs Chair: Mare and Elling Ton

Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

Department of Music Georgia Southwestern State University

MUSC 5242 History of Jazz

Credit: Three (3) semester hours

Catalog description:

MUSC 5242 History of Jazz studies in-depth early jazz styles through the present; comparing eras, aspects and influences of types of jazz, and performers and composers. Styles include Ragtime, Dixieland, Big Band, Swing, Bebop, Fusion, Acid, Latin, Afro-Cuban, Avante-garde, and Jazz Rock. No Prerequisites. (3-0-3)

Prerequisite(s) or Co-requisites: N/A

Course Learning Outcomes:

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

- 1. Demonstrate how music uniquely expresses human thought, values, and emotions through various social, political, and historical venues.
- 2. Discuss the influence of jazz on other musical genres including pop, rock and roll, rhythm and blues, and country/western.
- 3. Evaluate musical works from different genres and sub-genres of jazz including, but not limited to, East Coast, West Coast, Kansas City, Chicago, Bebop, Acid, Funk, etc.
- 4. Identify and explain the basic elements of the evolution of jazz.
- 5. Explain how important arrangers, and performers fashioned the basic elements of music into their compositions/arrangements and performances.
- 6. Relate important pieces of music or styles of composition to parallel developments in literature, philosophy, and the other fine arts.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

Students will demonstrate their in-depth understanding of the effects of cultural, artistic, and philosophical influences of jazz. Students will analyze and critique a variety of musical compositions, performances, and performers using their knowledge gained through the learning objectives of the course. Students will participate in assigned readings, exams, discussion forums, research papers, and video presentations.

GRADES:

The final course grade will be based on the following assignments:

Precursors-Piano Jazz: Stride and Boogie-Woogie Video Presentation/Discussion: 10%
The Rise of Big Bands-International Jazz to WW II Video Presentation/Discussion: 10%
From Swing to Bop research Video Presentation/Discussion: 10%
Mid-Term Research Paper, Exam, and Video Presentation: 25%
Consolidation of Bebop Video Presentation/Discussion: 10%
New Jazz Video Presentation/Discussion: 10%
Final Research Paper, Exam, and Video Presentation #1: 25%

Textbooks and Other Required Materials:

Required Textbook: A New History of Jazz, Alyn Shipton, Bloomsbury Publishing, 2013. ISBN: 978-0-8264-2972-8

Use of https://screencast-o-matic.com/ for video discussion forums.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/20/2017 Faculty Member Proposing: Department Initiating Proposal: Music Dr. Mark Laughlin Proposed New Course Title: Proposed New Course Prefix & Number: Comprehensive Exam MUSC 5999 Proposed New Course Title Abbreviation: Comprehensive Exam Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall, 2017 Once a year Elective Core Indicate if Course will be: X Requirement for Major Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: MUSC 5999 Comprehensive Exam consists of several essay exams. Material for questions will be selected from the content of graduate courses taken during enrollment, as well as general musicianship. All students should be prepared to address any pedagogical, and research issues in musicology. The purpose of the comprehensive exam is to ensure a comprehensive review of the materials covered in the Master of Music program; to test your mastery and synthesis of these materials; and, to provide for the faculty and administration a measure of the effectiveness of the graduate program. Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: This will allow the department of music to provide a variety of new and innovative courses within the new graduate program. Meeting Mandates of State/Federal/Outside Accrediting Agencies: X Other: This course will be part of the new Master of Music in Musicology degree program. Source of Data to Support Suggested Change: X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession. Rationale: The University of Georgia at Athens offers the only graduate program in musicology in the State of Georgia. However, the program is not offered online. To date, there are no Master of Music in Musicology degrees offered fully online in the United States. The only online program that falls within the prescribed CIP Code is a Master of Music in Ethnomusicology at Liberty University in Virginia. Dr. Katherine Moorehouse, program director of Ethnomusicology

at Liberty University, confirmed (via email) that the program averages and maintains an enrollment of 80 students each year. This is a significant increase from UGA's average enrollment of 5 students per year in a traditional format. The enrollment numbers and continued success of the program at Liberty University demonstrates a demand for this degree as an online program. This program will provide Georgians, along with students throughout the United States, a comprehensive and flexible program to meet the needs of the 21st century traditional and non-traditional college student.
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. The program will be subject to the same quality monitoring criteria as all courses and programs offered at Georgia Southwestern State University. Georgia Southwestern State University's faculty are evaluated to appraise the quality and outcomes of courses taught each semester. The Office of Institutional Research utilizes data on course and faculty quality to ensure that the curriculum taught is meeting and/or exceeding requirements as set forth by the Southern Association for Colleges and Schools – Council on Colleges (SACASCOC) to maintain accreditation.
Additionally, the department of music has a fully developed assurance process that assesses students' general music knowledge, communication skills (both written and oral), critical thinking, and overall musicality and research prowess. A variety of assessment procedures are used including observations, individual and group presentations, research-based examinations, essay-based examinations, objective-based examinations, music analyses, research papers, and professional portfolios. These assessments will be based on Content Knowledge, Research Skills and Interpretive Skills.
Content Knowledge: The student will demonstrate advanced knowledge underpinning the candidate's chosen concentrations of music through a written Comprehensive Examination. [direct assessment]
Research Skills: The student will demonstrate cognition of bibliographic resources, research methodology and interpretive analysis demonstrated through advanced scholarship documented in the graduate report appropriate to specific concentrations in the field of music. [direct assessment]
Interpretive Skills: The student will demonstrate expressive musical interpretations communicated through performance in the students' chosen field of music research. [direct assessment]

Data Sources: X Indirect measures: Student and faculty surveys, and discussions.	
 Direct measures: Materials collected and evaluated for program asses portfolios, specific assignments, etc.) 	sment purposes (tests,
X Other: The program is designed to prepare students for doctoral level of positions in music libraries (music librarians typically hold a Master of Master of Master of Library Science), college and university to another option for K-12 music teachers that would prefer an online music music education. Also, many musicians are employed in a variety of area traditional graduate study difficult including but not limited to, accompararranger, artist manager, arts administrator, band director, choir director, music director, conductor, copyist/transcriber, cruise ship entertainer, eledesign, entrepreneur, entertainment lawyer, event/production manager, film/TV/video game scoring, Foley artist, instrument builder/designer, in restoration, lyricist, military bands, music librarian, music therapist, open piano tuner, radio DJ, recruiter, and church musician. The online deliver program to be extremely marketable to a wide range of musicians, especimilitary bands.	Music in Musicology or eaching, and/or serve as cology program over as which make mist, acoustic engineer, clinician, community ectronic production and ilm music director, astrument repair and ra coach, performer, y system allows the
According to the United States Department of Labor Statistics, there were music jobs available in 2014 with a median pay of \$24.20 per hour. The musicologist, along with other post-secondary music, art, and drama tead salary of \$72,630 in 2013. The salaries for musicologist ranged from \$32 vary greatly by region, industry, and longevity within the field according Work. Chron.com. Work.chron also showed an estimated 6,000 positions available during the 2015-2016 academic year. Positions in musicology with the retirements of baby boomers (as of 2015, the number of baby be to 82.3 million), and the push to place more core curriculum courses only music appreciation. The need for additional faculty in musicology (full-tincrease significantly	annual salary for a chers, earned an average 2,530 to \$122,360, and g to BLS and in musicology that were are expected to increase comers ranges from 74.9 ine which includes time and part-time) will
Approvals:	
Unit Head: Juli Megginson Teacher Education Committee Chair:	Date: 4-7-/7
Committee on Academic Affairs Chair:	Date:

Committee on Graduate Affairs Chair: Margarel Elling Tox	Date: 4/17/17
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department of Music Georgia Southwestern State University

MUSC 5999

Comprehensive Exam Credit: Three (3) semester hours

CATALOG DESCRIPTION:

MUSC 5999 Comprehensive Exam consists of several essay exams. Material for questions will be selected from the content of graduate courses taken during enrollment, as well as general musicianship. All students should be prepared to address any pedagogical, and research issues in musicology. The purpose of the comprehensive exam is to ensure a comprehensive review of the materials covered in the Master of Music program; to test your mastery and synthesis of these materials; and, to provide for the faculty and administration a measure of the effectiveness of the graduate program. (3-0-3)

Learning Outcomes:

Upon successful completion of MUSC 5999, the student will (acquire):

- effectively discuss, written and orally, in-depth topics in musicology and ethnomusicology including research and pedagogical techniques.
- 2. demonstrate mastery of concepts and synthesis of materials related to musicology.
- effectively teach musicology courses in a variety of formats including face-toface, hybrid, and online.
- in-depth knowledge of the historical periods in Western Art music with an emphasis on the contemporary period in terms of genres, forms, styles, composers, and performance practice;
- in-depth knowledge of common practice and contemporary-traditional concepts and structures and an ability to apply these in the processes of historical and formal analyses as it relates to historic compositions, treatises, and various manuscripts.;
- in-depth knowledge of music bibliography, including sources of original
 manuscripts; and the ability to conduct research on an original topic and to
 present results in the context of research papers.

REQUIRMENTS AND INSTRUCTIONAL STRATEGIES:

The comprehensive examination is a two-session exam given over two days, and is administered by ProctorU. It is based on the cumulative course work taken during graduate studies, and general musicianship. Normally the exam is given during the last semester of the program when students have completed all coursework. In each session, the students will be given a list of questions (usually 5-10) and will be asked to answer those questions in the time allowed (usually 5-6 hours). Exam sessions will be over two

consecutive days. For example, Monday and Tuesday. Answers are generally expected to run 4-6 pages for each question. Within one week of the submission of the examination, the music faculty will evaluate the student's answer(s) and provided their recommendations (of pass or failure) to the Program Director. If a majority of the faculty agrees that the student has submitted passing work, the results will be forward to the Registrar's Office.

If a student has failed the exam by a majority vote of full-time faculty, the faculty may require one or a combination of the following charges: 1) dismissal from the program; 2) re-examination – the student must wait a minimum of one semester, and re-register for MUSC 5099; 3) require additional courses, and re-examination. If a student fails a re-take of the comprehensive exam, they will be dismissed from the program.

The use or access of any sources (written, electronic, etc.) during the comprehensive exam is strictly prohibited, and is considered a violation of the academic integrity policy. Any violation reported by ProctorU will result in immediate dismissal from the program.

GRADES: The final course grade will be based on the following:

Satisfactory (S) – Passing all areas of the Comprehensive Exam, as determined by a majority vote of full-time faculty.

Unsatisfactory (U) – Failing one or more questions of the Comprehensive Exam, as determined by a majority vote of full-time faculty.

Textbook and Other Require Materials: Not Applicable.

AS Lisiae J.

PROPOSAL TO DEACTIVATE A COURSE/PROGRAM Georgia Southwestern State University				
Date of Submission: 02/09/2017				
Department Initiating Deactivation: English and Modern Languages	Semester & Year to be Effective: Fall 2016			
List of courses (or the program or track) to b M.A. in English, Critical Literacy	e deactivated:			
Justification: Select one or more of the following be beneficial, giving your justification. Include	ng to indicate why the proposed deactivation will 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: Low enrollment, lack of student dema	and for program.			
Source of Data to Support Suggested Change				
Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.				
	evaluated for program assessment purposes (tests, student enrollment and number of graduates from			
·				

Reviewed By:	
GSW SACSCOC Liaison Bloom Daws	Date: 2/12/17
Approvals:	7 7
Unit Head: N. Bulan	Date: 2/15-/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: Margarel lline low	Date: 2/27/17
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



PROPOS	AL FOR Georgia So		A STATE OF THE PARTY OF THE PAR	LUM CHANG	D	
Select Area of Change:	Georgia So	umweste	ili state oi	liveisity	-	
Core Curriculum Specify: Area A,B,C,D,E	Major Curriculum		Graduate Curriculum	Other Curriculum minor, certifetc.) Specify:	ficate	
Proposed Effective Date for Curri Change: (Month/Year):	culum	Degree	& Program	Name: (e.g., BFA, Ar	t):	
Present Requirements: See attache sheet with one three hour option liste Present Minor Requirements:		t Minor c	urriculum	Proposed Requiren changes after printi attached revised Mai curriculum sheet wit	ing this form: See nagement Minor	
Required Courses (18 cr)	Hrs	Term	Grade	course track listed; n		
ACCT 2101 Accounting Principles I	3				•	
ACCT 2102 Accounting Principles II	3			Revised Required Co	ourses:	
BUSA 2106 Legal Environment of Business	3					
MGNT 3600 Principles of Management	3			Required Courses (18 cr)	
MKTG 3800 Principles of Marketing	3			ACCT 2101 Accounting Principles I		3
Select one:				ACCT 2102 Accounting	Principles II	3
BUSA 3050 Business Statistics				BUSA 2106 Legal Envir	onment of Business	3
MGNT 3570 Introduction to HR Manageme	ent			MGNT 3600 Principles of Management	of Management	3
MGNT 3680 Org Theory & Behavior				MKTG 3800 Principles		3
MGNT 4260 Small Business Entrepreneum	ship			MGNT 3670 Introduction	on to HR Management	3
MGNT 4640 Purchasing Management				1 11		
MGNT 4690 Labor Management Relations		1	- 13	Liz Wilh		
MKTG 4830 Marketing Communication		14	1			
MKTG 4850 Marketing Channels		C.				
MKTG 4890 Marketing Management						
Select one or more of the following Include and/or append relevant support Improve student learning outcom Adopting current best practice(s) Meeting mandates of state/federal Other: The inclusion of MGNT 3670 - Management Minor better rep	oorting data. nes: x in field: al/outside accr	editing ag	encies:	nent as a required c	ourse for the	

Source of Data to Support Suggested Change:	
Indirect measures: Student Opinionnaires, student, en Direct measures: Materials collected and evaluated for specific assignments, etc.)	nployer, or alumni surveys, etc. or program assessment purposes (tests, portfolios
and the same of th	
Plan for assessing the effectiveness of the change in meeting changes fit within the current program assessment plan and determine if these changes are meeting stated program outcomes.	what sorts of data will be collected and evaluated t
Data Sources:	
Indirect measures: Student Opinionnaires; student, employ Direct measures: Materials collected and evaluated for pro- assignments, etc.)	rer, or alumni surveys, etc. gram assessment purposes (tests, portfolios, specific
Attach a current curriculum sheet and proposed curr	culum sheet.
Submission for File Only:	
Unit Head: Liz Wilson	Date: 4/13/17
Reviewed By (necessary even for file sumissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
	A. 1
Unit Head:	Date:
Unit Head: Teacher Education Committee Chair:	Date:
Teacher Education Committee Chair:	
Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date:
	Date:

MANAGEMENT MINOR

ADVISOR					Effective Catalog Year: 2015-2017
			18 Hours	Minimum	Checute Catalog 1sal. 2010-2011
ande Centes (ISCS)	Hrs.	Term	Grede		Orbit mod
ACCT 2101 Accounting Principles !	3	210. 1641.			
ACCT 2102 Accounting Principles II	3	1		Minimum are	de of "C" in all course work counted toward minor.
BUSA 2106 Legal Environment of Business	3				0 level course can be used to satisfy requirements in
MGNT 3600 Principles of Management	3				and a minor program.
MKTG 3800 Principles of Marketing	3				
Select one (3 hrs):					
BUSA 3050 Business Statistics	3				
MGNT 3670 introduction to HR Management	3				
MGNT 3680 Org Theory & Behavior	3			Effective Fa	III 2014, BUSA 2106 is equivalent to BUSA 310
MGNT 4260 Small Business Entrepreneurship	3	-			
MGNT 4640 Purchasing Management	3				
MGNT 4690 Labor Management Relations	3				
	-				
MKTG 4830 Marketing Communication	3				
MKTG 4830 Marketing Communication MKTG 4850 Marketing Channels	3	-		1	
MKTG 4850 Marketing Channels MKTG 4890 Marketing Management	3	Date		Degree/ Major:	
MKTG 4850 Marketing Channels MKTG 4890 Marketing Management Advisor Signature	3	Date			
MKTG 4850 Marketing Channels	3			Major:	

MANAGEMENT MINOR

NAME				gswD#
ADVISOR				Effective Catalog Year: 2017-2018
			Hours Minir	
Required Courses (18 cr)	His	Term	Grade	Additional Requirements:
ACCT 2101 Accounting Principles f	3			
ACCT 2102 Accounting Principles II	3			
BUSA 2106 Legal Environment of Business	3			Minimum grade of "C" in all course work counted toward minor. No 300
MGNT 3600 Principles of Management	3			4000 level course can be used to satisy requirements in both a major and a minor program.
MKTG 3800 Principles of Marketing	3			and a minor program.
MGNT 3670 Introduction to HR Management	3			
				Effective Fall 2014, BUSA 2106 is equivalent to BUSA 3
				Prior Degree/ Major;
				Earned at:
				Comments:
Advisor Signature	Date	·		
				Completed by: Date:
Business School Signature	Date			

CIS Lower A

		RRICULUM CHA	NGE
Select Area of Change:	Major Curriculum		Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2018	Degree & Pro in Computer Se	gram Name: (e.g., BFA, Art) cience	: Bachelor of Science
Present Requirements:		Proposed Requirements (U after printing this form:	nderline changes
Major electives Course:		Change the Curriculum:	
CSCI 4210: Data Communication of Networks (3hrs)	and Computer	For the Major Electives Cou Changing:	rses:
		CSCI 4210: Computer Netw	orks (3 hrs)
Justification:			400
Select one or more of the following justification. Include and/or appen			neficial, giving your
☑ Improve student learning outcomescience, which provides preliminar			ntal courses in computer
Adopting current best practice(s Students avoid taking it because of eliminate "data communication" pa	the "data commun	nication" part, that requires ma	
☐ Meeting mandates of state/fede	ral/outside accredi	ting agencies:	
Other:			
Source of Data to Support Sug	gested Change		

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

Attach a current curriculum sheet and proposed curriculum sheet.

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head:	Date: 4/3/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.S. in COMPUTER SCIENCE

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NAME
ADVISOR

CORE: 61 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		1
MATH 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select 4 hours from list below:			

LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),			
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL			
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (12 hrs) Area D Lists	Hrs	Term	Grade
Choose two lab science courses:			
Lab Science-List A		1	
Lab (if CHEM or BIOL)			1
Lab Science-List A			
Lab (if CHEM or BIOL)			
MATH 1120 Calculus I (Min Grade of C Required)	4		
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 Wild Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F (16 hrs)	His	Term	Grade
CSCI 1301 Intro to Programming I	4		
CSCI 1302 Intro to Programming II	4		
CSCI 2100 Assembly Language Prog	3		
CSCI 2500 Discrete Structures	3		
MATH 2221 Calculus II	4		
		I_	
Physical Education (4 hrs)	Hrs	Term	Grade

PEUS 2000	O CPRIFITST AID	2		
PED\$	(Activ	1		
Additional	Requirements			
	GA HISTORY	US HIST	ORY	
GA CONSTITUTION		US CONSTITUTIO		

W2W Requirement

PEDS 1010 Lifetime Fitness

UNIV 1000

Prior Degree/ Major:		
Earned at:		
Comments:		
-		
Completed by:	Date:	

Effective Catalog Year:

2016-2017

MAJOR/ELECTIVE REQUIREMENTS: 59 HOURS

Required Courses (41 hrs)	His	Term	Grade
CIS 3000 Internet Technologies	3		
CIS 4200 Computer Security	3		
CSCI 2920 Ethics in Comp Profession	1		
CSCi 3100 Intro to Comp Organization	3		
CSCI 3200 Unix	3		
CSCI 3300 Concepts of Prog Languages	3		
CSCI 3500 Data Structures & Algorithms	3		
CSCI 4100 Computer Architecture	3		
CSCI 4200 Design of Operating System	3		7
CSCI 4300 Software Engineering	3		
CSCI 4310 Object Oriented Prog	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4500 Des & Anal of Algorithms	3		
CSCI 4910 Junior/Senior Seminar	1		
CSCI 4940 Capstone Project	3		
Major Electives (6 hrs)	Hrs	Torm	Grade
Select two:			
CIS 3300 Syst Anal Design & Implemt I	3		
CIS 4310 Information Sysytems Project Mgmt	3		1
CIS 4400 Info Storage & Retrieval	3		
CSCI 4210 Data Comm & Computer Networks	3		
CSCI 4320 Human Comp Interaction	3	1 -	
CSCI 4510 Theory of Computation	3		
CSCI 4820 Prin of Computer Graphics	3		
CSCI 4830 Artificial Intelligence	3		
CSCI 4930 Internship	3		
CSCI 4900 Special Problems in CS	3		
CIS 4900 Special Problems in CtS	3		
Math Electives (6-7 hrs)	His	Term	Grade
Select two:			
MATH 2204 Elementary Statistics	3		
MATH 2222 Calculus III	4		
MATH 2223 Discrete Systems I	3		
MATH 3313 Differential Equations	3		
MATH 3320 Scientific Computation	3		
MATH 3322 Adv Math Modeling	3		
MATH 3325 Mathematical Statistics	3		100
Through the beauty of a stand for the property of the second	Hrs	Term	Grade
Free Electives (5-6 hrs)	-		The Contract of the Contract o

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in all Major Required Courses, all Major Electives, and all math courses, including MATH 1120.

CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. For the BS-Computer Science degree, if more than 4 hours are earned in Area B, the extra hours will be used in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.S. In COMPUTER SCIENCE	B.S. I	COMP	UTER	SCIENC
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gswlD#

NEW 2016-2017

NAME	
ADVISOR	

ADVISOR

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CORE: 61 HOURS			_
Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		-
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	3		
Area B (4 hrs min)	Hrs	Term.	Grade
Select 4 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),			
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL	4.00		
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
Area C (6 hrs)	Hirs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (12 hrs) Area D Lists	Hes	Torm	Grade
Choose two lab science courses:			
Lab Science-List A			
Lab (if CHEM or BIQL)			
Lab Science-List A			
Lab (if CHEM or BIOL)			-
MATH 1120 Calculus I (Min Grade of C Required)	4		
Area E (12 hrs)	HEE	Term	Grade
Area E (12 hrs) POLS 1101 American Government	3	Term	Grade
the second secon	-	Term	Grade
POLS 1101 American Government	3	Term	Grade
POLS 1101 American Government HIST 1111 or 1112 WHd Civ I or II	3	Term	Grade
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II	3 3	Term	Grade
POLS 1101 American Government HIST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist I or II Select one:	3 3		
POLS 1101 American Government HIST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101,	3 3		Grade
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112	3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US HIST For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs)	3 3 3 3		
POLS 1101 American Government HIST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US HIST For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 mrs) CSCI 1301 Intro to Programming I	3 3 3 3 4		
POLS 1101 American Government HiST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures	3 3 3 3 4 4 4 3 3		
POLS 1101 American Government HIST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US HIST For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog	3 3 3 3 4 4 4 3		
POLS 1101 American Government HiST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures	3 3 3 3 4 4 4 3 3	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Wrid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures	3 3 3 3 4 4 4 3 3	Term	
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II	3 3 3 3 3 4 4 4 4 3 3	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 his) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II Physical Education (4 hrs)	3 3 3 3 3 4 4 4 4 3 3 3 4	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II Physical Education (4 hrs) PEDS 1010 Lifetime Fitness	3 3 3 3 3 4 4 4 4 4 3 3 4 Hrs	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 his) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II Physical Education (4 hrs) PEDS 1010 Lifetime Fitness PEDS 2000 CPR/First Aid PEDS (Activ	3 3 3 3 3 4 4 4 4 4 3 3 3 4 Hrs	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist I or II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 his) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II Physical Education (4 hrs) PEDS 1010 Lifetime Fitness PEDS 2000 CPR/First Aid PEDS (Activ	3 3 3 3 3 4 4 4 4 4 3 3 3 4 Hrs	Term	Grade
POLS 1101 American Government HiST 1111 or 1112 Whid Civ I or II HIST 2111 or 2112 US Hist For II Select one: ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112 Area F (18 hrs) CSCI 1301 Intro to Programming I CSCI 1302 Intro to Programming II CSCI 2100 Assembly Language Prog CSCI 2500 Discrete Structures MATH 2221 Calculus II Physical Education (4 hrs) PEDS 1010 Lifetime Fitness PEDS 2000 CPR/First Aid	3 3 3 3 3 3 3 4 Hrrs. 1 2 1 1	Term	Grade

Prior Degree/ Major:	10000	
Earned at:		
Comments:	-	
Completed by:	Date:	

W2W Requirement

UNIV 1000

Effective Catalog Year:

MA IODIEI ECTIVE DECLIIDEMENTS: 59 HOLIE

MAJOR/ELECTIVE REQUIREMENTS: 59 HOUR			
Required Courses (41 hrs)	Hes	Term	Grade
CIS 3000 Internet Technologies	3		
CIS 4200 Computer Security	3		
CSCI 2920 Ethics in Comp Profession	1		
CSCI 3100 Intro to Comp Organization	3		
CSCI 3200 Unix	3		
CSCI 3300 Concepts of Prog Languages	3		
CSCI 3500 Data Structures & Algorithms	3		
CSCI 4100 Computer Architecture	3		
CSCI 4200 Design of Operating System	3		100
CSCI 4300 Software Engineering	3		
CSCI 4310 Object Oriented Prog	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4500 Des & Anal of Algorithms	3		
CSCI 4910 Junior/Senior Seminar	1		
CSCI 4940 Capstone Project	3		
Major Electives (6 hrs)	Hrs	Term	Grade
Select two:			
CIS 3300 Syst Anal Design & Implemt I	3		
CIS 4310 Information Sysytems Project Mgmt	3		
CIS 4400 Info Storage & Retrieval	3		
CSCI 4210 Computer Networks	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4510 Theory of Computation	3		
CSCI 4820 Prin of Computer Graphics	3		
CSCI 4830 Artificial Intelligence	3		
CSCI 4930 Internship	3		
CSCI 4900 Special Problems in CS	3		
CIS 4900 Special Problems in CIS	3		
Math Electives (6-7 hrs)	Hrs	Term	Grade
Select two:			
MATH 2204 Elementary Statistics	3		
MATH 2222 Calculus III	4		
MATH 2223 Discrete Systems I	3		
MATH 3313 Differential Equations	3		
MATH 3320 Scientific Computation	3		
MATH 3322 Adv Math Modeling	3		
MATH 3325 Mathematical Statistics	3		
Free Electives (5-6 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in all Major Required Courses, all Major Electives, and all math courses, including MATH (120.

CIS 1000 is required for this degree with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. For the BS-Computer Science degree, if more than 4 hours are earned in Area B, the extra hours will be used in Free Electives.

Hours earned to fuffill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

G		RRICULUM CHA	NGE
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E	Major Curriculum	Graduate Curriculum	Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2018		gram Name: (e.g., BFA, Art) Technology- Business Option	: Bachelor of Science
Present Requirements:		Proposed Requirements (U after printing this form:	nderline changes
Major electives Course:		Change the Curriculum:	
CSCI 4210: Data Communication Networks (3hrs)	and Computer	For the Major Electives Cou Changing:	rses:
		CSCI 4210: Computer Netw	orks (3 hrs)
		describeration of the	
Justification:			
Justification: Select one or more of the following justification. Include and/or appearance.			neficial, giving your
Select one or more of the following	end relevant support omes: Computer Ne	ing data. tworks is one of the fundamen	
Select one or more of the following justification. Include and/or apper	omes: Computer Ne ary knowledge for o c(s) in field: Current of the "data commun	ing data. tworks is one of the fundamenther CS courses. ly the course is elective in both dication" part, that requires ma	ntal courses in compute
Select one or more of the following justification. Include and/or apper instruction. Include and/or apper instruction. Include and/or apper instruction in instruction. Include and/or apper instruction, which provides preliminar instruction in instruction in instruction in instruction. Include and/or apper instruction instruction in in	omes: Computer Ne ary knowledge for o c(s) in field: Current of the "data commu- part and extend "cor	ing data. tworks is one of the fundamenther CS courses. ly the course is elective in both it cation" part, that requires man puter networks" coverage.	ntal courses in compute
Select one or more of the following justification. Include and/or apper improve student learning outcomercies, which provides preliminate. Adopting current best practice students avoid taking it because eliminate "data communication"	omes: Computer Ne ary knowledge for o c(s) in field: Current of the "data commu- part and extend "cor	ing data. tworks is one of the fundamenther CS courses. ly the course is elective in both incation" part, that requires manputer networks" coverage.	ntal courses in compute

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

Attach a current curriculum sheet and proposed curriculum sheet.

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions);	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head:	Date: 4/3/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.S. in Information	Technology	Business	Option]

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CORE: 50 HOURS		
Area A (9 hrs) (Min Grade of C Required)	Hrs	Term Grade
ENGL 1101 Composition I	3	
ENGL 1102 Composition II	3	
MATH 1113 Precalculus	3	
Ares B (4 hrs min)	Hrs	Jerm Grade
Select 4 hours from list below:		
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3)		
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL		
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)		
Area C (6 hrs)	His	Term Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3	
ARTC 1100, MUSC 1100 or THEA 1100	3	-
Area D (11 hrs)	Lists Hrs	Term Grade
Choose two lab science courses from List A:		
Lab Science-List A		
Lab (if CHEM or BIOL)		
Lab Science-List A		
Lab (if CHEM or BIOL)		
MATH 2204	3	
Area E (12 hrs)	Hrs	Term Grade
POLS 1101 American Government	3	
HIST 1111 or 1112 World Civ I or II	3	
HIST 2111 or 2112 US Hist I or II	3	1 1 1 1 1 1 1
Select one:	3	
ECON 2105, SOCI 1101, PSYC 1101,		
HIST 1111, HIST 1112		
Area F (15 mg)	Hits	Term Grade
ACCT 2101 Accounting Principles I	3	
ACCT 2102 Accounting Principles II	3	
CSCI 1301 Intro to Programming I	4	
CSCI 1302 Intro to Programming II	4	
CSCI 2100 Assembly Language Prog	3	
CSCI 2920 Ethics in Comp Profession	1	
Physical Education (4 hrs)	Hits	Term Grade
PEDS 1010 Lifetime Fitness	1	
PEDS 2000 CPR/First Aid	2	
PEDS (Activity)	1	

Additional Requirements	ALL SELECTION OF THE PARTY OF T
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTIO
UNIV 1000	W2W Requiremen

Effective Catalog Year: 2018-2017 MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Business Core (15 hours)	Hrs	Term	Grade
ACCT 4210 Accounting Systems	3		
BUSA 2106 Environment of Business	3		
BUSA 3150 Business Finance	3		
MGNT 3600 Principles of Management	3		
MKTG 3800 Principles of Marketing	3		
Required Courses (34 hours)	His	Torm	Grade
CIS 2100 Computer Interfacing & Config	3		
CIS 3000 Internet Technologies	3		
CIS 3200 Computer Network Management	3		
CIS 3300 Syst Anal Design & Implemt I	3		
CIS 3700 Information Resource Mgmt	3		
CIS 4200 Computer Security	3		
CIS 4310 Information Systems Project Mgmt	3	1000	
CSCI 2500 Discrete Structures	3		
CSCI 3200 Unix	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4910 Junior/Senior Seminar	1	The same	
CSCI 4940 Capstone Project	3		
Major Electives (6 hours)	Hra	Term	Grade
Select two:			
CIS 2010 Audio-Video Production Tech I	3		
CIS 4400 Info Storage & Retrieval	3		-
CSCI 4210 Data Communication & Computer Network	3		
CSCt 4300 Software Engineering	3		
CSCI 4310 Object Oriented Prog	3		
CSCI 4320 Human Comp Interaction	3		
CSCI 4930 Internship	3		
CSCI 4900 Special Problems in CS	3		
CIS 4900 Special Problems in CIS	3		
Free Electives (5 hours)	Hra	Term	Grade
		-	

ADDITIONAL REQUIREMENTS

Minimum grade of "C" must be earned in Business Core, Required Courses, and Major Electives.

Courses, and Major Electives.
CIS 1000 is required for this degree with a minimum grade of "C". This course may be taken to meet Area B requirements or as a Free Elective.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major: Eamed at	
Earned at	
Comments:	
Completed by:	Date:

B.S. In	Information	Technology	(Business	Option)
		gsw	ID#	

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III NIII	-	12.75
III VII	- 1	71

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	Effective Catalog Year: 2017-2018
: 60 HOURS	MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS
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CORE: 60 HOURS			
Area A (9 nrs) (Min Grade of C Required)	Hes	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1113 Precalculus	. 3		
Area B (4 hrs min)	Hrs	Carm	Grade
Select 4 hours from list below:			
La companya da la co			
JBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3).			
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL		-	
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (11 hrs) Area D Lisis	Hrs	Term	Grade
Choose two lab science courses from List A:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List A		1	
Lab (if CHEM or BIOL)		i	
MATH 2204	3		
Area E (12 hrs)	His	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,			
HIST 1111, HIST 1112			
Area F (18 hrs)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
CSCI 1301 Intro to Programming I	4		
CSCI 1302 Intro to Programming II	- 4		- vaca
CSCI 2100 Assembly Language Prog	3		
CSCI 2920 Ethics in Comp Profession	1		
Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		

Physical Edi	ication (4 hrs)	Hrs	Term	Grade
PEDS 1010	Lifetime Fitness	1		
PEDS 2000	CPR/First Aid	2		
PEDS	(Activity)	1		

Additional Requirements	
GA HISTORY	US HISTORY
GA CONSTITUTION	US CONSTITUTIO
UNIV 1000	W2W Requiremen

Business Core (15 hours)	Hrs	Term	Grade
ACCT 4210 Accounting Systems	3		
BUSA 2106 Environment of Business	3		
BUSA 3150 Business Finance	3		
MGNT 3600 Principles of Management	3		
MKTG 3800 Principles of Marketing	3		
Required Courses (34 hours)	Hrs	Term	Grade
CIS 2100 Computer Interfacing & Config	3		
CIS 3000 Internet Technologies	3		
CIS 3200 Computer Network Management	3	Day 27	
CIS 3300 Syst Anal Design & Implemt I	3		
CIS 3700 Information Resource Mgmt	3		
CIS 4200 Computer Security	3	-	
CIS 4310 Information Systems Project Mgmt	3		
CSCI 2500 Discrete Structures	3		
CSCI 3200 Unix	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4910 Junior/Senior Seminar	1		
CSCI 4940 Capstone Project	3		
Major Electives (6 hours)	Hrs	Term	Grade
Select two:			
CIS 2010 Audio-Video Production Tech I	3		
CIS 4400 Info Storage & Retrieval	3		
CSCI 4210 Computer Networks	3		
CSCI 4300 Software Engineering	3		
CSCI 4310 Object Oriented Prog	3		-
CSCI 4320 Human Comp Interaction	3		
CSCI 4930 Internship	3		
CSCI 4900 Special Problems in CS	3		
CIS 4900 Special Problems in CIS	3		
Free Electives (5 hours)	Hrs	Term	Grade

TIONAL REQUIREMENTS num grade of "C" must be earned in Business Core, Required ses, and Major Electives. course may be taken to meet Area B requirements or as a Free Elective. 000 is required for this degree with a minimum grade of "C". This

INVERSITY	POLICIES.	AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

f MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. fours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:	
Earned at	
Comments:	
Completed by:	Date:

- Multi-Media Op	(minor, certificate, etc.) Specify: 2): Bachelor of Science ption Underline changes
Requirements (Uting this form: e Curriculum: ajor Electives Cou	e): Bachelor of Science option Underline changes
ting this form: e <u>Curriculum</u> : ajor Electives Cou	
ajor Electives Cou	
	urses:
0: Computer Netw	vorks (3 hrs)
	- 10 m
change will be be	eneficial, giving your
ne of the fundamentses.	ntal courses in computer
rt, that requires ma	th CS and IT majors. ath skills. We offer to
es:	
es:	
aı	

Attach a current curriculum sheet and proposed curriculum sheet.

Submissio	n for File Only:	
Unit Head:		Date:
Reviewed By (nec	cessary even for file submissions):	
GSW SACSCOC	Liaison	Date:
Approvals (unnec	cessary for file submissions):	
Unit Head:	Boris Peltsverger	Date: 4/3/17
Teacher Education (Committee Chair:	Date:
Committee on Acad	emic Affairs Chair:	Date:
Committee on Grad	uate Affairs Chair:	Date:
Secretary of the Fac	ulty Senate:	Date:
Dean of the Faculty:	:	Date:

ENGL 1101 Composition I

ENGL 1102 Composition II

Select 4 hours from list below:

MATH 1113 Precalculus

rea B (4 hrs min)

Area C (8 hrs)

(rea D (11 hrs)

ab Science-List A

Lab Science-List A

res E (12 tirs)

MATH 2204

Select one:

HIST 1111, HIST 1112 Area F (10 hrs)

Lab (if CHEM or BIOL)

Lab (if CHEM or BIOL)

POLS 1101 American Government

HIST 1111 or 1112 WHd Civ For II

HIST 2111 or 2112 US Hist I or II

CSCI 1301 Intro to Programming I

CSCI 1302 Intro to Programming II

hysical Education (4 hrs)

PEDS 1010 Lifetime Fitness

(Activity)

GA CONSTITUTION

US HISTORY

US CONSTITUTION

W2W Requirement

GA HISTORY

UNIV 1000

PEDS 2000 CPR/First Ald

PEDS

CORE: 60 HOURS





Effective Catalon Year: 2016-2017

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS				
Multi-Media Core (15 hours)	Hra	Term	Grade	
ARST 3170 Beg Digital Arts I	3			
ARST 4171 Adv Digital Arts III	3			
CIS 2020 Audio-Video Production Tech. II	3			
CIS 2000 Desktop Pub & Mult Presentation	3			
CSCI 4320 Human Comp Interaction	3		To the	
Required Courses (34 hours)	Hits	Term	Grade	
CIS 2100 Computer Interfacing & Config	3			
CIS 3000 Internet Technologies	3		-	
CIS 3200 Computer Network Management	3			
CIS 3300 Syst Anal Design & Implemt I	3			
CIS 3700 Information Resource Mgmt	3			
CIS 4200 Computer Security	3			
CIS 4310 Information Systems Project Mgmt	3	1		
CSCI 2500 Discrete Structures	3			
CSCI 3200 Unix	3			
CSCI 4400 Intro to Database Systems	3			
CSCI 4910 Junior/Senior Seminar	1			
CSCI 4940 Capstone Project	3	-		
Major Electives (6 hours)	Hra	Term	Grade	
Select two:		7		
CIS 4400 Info Storage & Retrieval	3			
CSCI 4210 Data Communication & Computer Networks	3			
CSCI 4300 Software Engineering	3			
CSCI 4310 Object Oriented Prog	3			
CSCI 4820 Principles of Computer Graphics	3			
CSCI 4930 Internship	3			
CSCI 4900 Special Problems in CS	3			
CIS 4900 Special Problems in CIS	3		- 010	
Free Electives (5 hours)	His	Term	Grade	

rea A (9 hrs) (Min Grade of C Required) Hrs Term Grade 3 3 3 Hrs Term Gra LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3). WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL 2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3) Hrs Term Grad ENGL 2111, 2112, 2121, 2122, 2131, or 2132 3 ARTC 1100, MUSC 1100 or THEA 1100 3 Hrs Term Grad Choose two lab science courses from List A: 3 Term Grate 3 3 3 3 ECON 2105, SOCI 1101, PSYC 1101, Hrs Term Gra ARTF 1020 2D Design Concepts and Color 3 CIS 2010 Audio-Video Production Tech. I 3 4 4 CSC! 2100 Assembly Language Prog 3 ADDITIONAL REQUIREMENTS Minimum grade of "C" must be earned in all Multi-Media Core, CSCI 2920 Ethics in Comp Profession 1 Required Courses, and Major Electives. Hrs Term Grade CIS 1000 is required for this degree with minimum grade of "C". 1 This course may be taken to meet Area B requirements or as a Free Elective. 2 1 UNIVERSITY POLICIES AND PRACTICES

ours needed for a degree.

inimum grade of "C" required in Area A, Area F and all major courses. 39 semester hours must be upper division work at the 3000-4000 level. If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. fours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are arned, the extra hours will count in Free Electives. ours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120

Prior Degree/	
Earned at:	
Comments:	***
by:	Date:
by:	Date:

ADVISOR

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Effective Catalog Year: 2017-2018

ARST 3170 Beg Digital Arts I			Grade
	3		
ARST 4171 Adv Digital Arts III	3		
CIS 2020 Audio-Video Production Tech. II	3		
CIS 2000 Desktop Pub & Mult Presentation	3		
CSCI 4320 Human Comp Interaction	3		
Required Courses (34 hours)	Hrs	Term	Grade
CIS 2100 Computer Interfacing & Config	3		
CIS 3000 Internet Technologies	3		
CIS 3200 Computer Network Management	3		-
CIS 3300 Syst Anal Design & Implemt I	3		
CIS 3700 Information Resource Mgmt	3		-
CIS 4200 Computer Security	3		
CIS 4310 Information Systems Project Mgmt	3		
CSCI 2500 Discrete Structures	3		
CSCI 3200 Unix	3		
CSCI 4400 Intro to Database Systems	3		
CSCI 4910 Junior/Senior Seminar	1		
CSCI 4940 Capstone Project	3		
Major Electives (6 hours)	Hrs	Term	Grade
Select two:			
CIS 4400 Info Storage & Retrieval	3		
CSCI 4210 Computer Networks	3	-	
CSCI 4300 Software Engineering	3		
CSCI 4310 Object Oriented Prog	3		
CSCI 4820 Principles of Computer Graphics	3		
CSCI 4930 Internship	3		
CSCI 4900 Special Problems in CS	3		
CIS 4900 Special Problems in CIS	3		
Free Electives (5 hours)	Hrs	Term	Grade
-110			

CORE: 60 HOURS				
Area A (S hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1113 Precalculus	3			
Area B (4 hrs min)	Hrs	Term	Grade	
Select 4 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),				
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL				
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)				
Area C (6 hrs)	Hes	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (11 hrs)	Hrs	Term	Grade	
Choose two lab science courses from List A:	-			
Lab Science-List A				
Lab (If CHEM or BIOL)				
Lab Science-List A				
Lab (if CHEM or BIOL)				
MATH 2204	3		Proposition of	
Area E (12 hrs)		Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrld Civ I or il	3			
HIST 2111 or 2112 US Hist i or II	3			
Select one:	3	<u> </u>		
ECON 2105, SOCI 1101, PSYC 1101.	-			
HIST 1111, HIST 1112	No. of Contrast	M - political	Grade	
Area F (18 hrs)	-	Torm	Grade	
ARTF 1020 2D Design Concepts and Color CIS 2010 Audio-Video Production Tech. I	3		-	
CSCI 1301 Intro to Programming I	3			
CSCI 1302 Intro to Programming II	4	-	-	
CSCI 2100 Assembly Language Prog	3			
CSCI 2920 Ethics in Comp Profession	1			
	+	_		
Physical Education (4 hrs)	Hrs	Term	Grade	
PEDS 1010 Lifetime Fitness	1	Anexile	211106	
	+			
PEDS 2000 CPR/First Aid	2			
PEDS (Activity)	1			
Additional Requirements		Company and other		
GA HISTORY	_	ISTOR		
GA CONSTITUTION	_U\$ C	ONSTI	TUTION	
UNIV 1000	WOW	Requir	ement	

ADDITIONAL REQUIREMENTS	
Minimum grade of "C" must be earned in all Multi-Media Core,	
Required Courses, and Major Electives.	
CIS 1000 is required for this degree with minimum grade of "C",	
This course may be taken to meet Area B requirements or as a	
Free Elective.	
Free Elective.	

UNIVERSITY POLICIES AND PRACTICES	
Minimum grade of "C" required in Area A, Area F and all major courses.	
39 semester hours must be upper division work at the 3000-4000 level.	
f MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.	
Hours from Aree B plus hours from Area D must equal 15 hours. If more than 15 hours a earned, the extra hours will count in Free Electives.	re
Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 nours needed for a degree.	

Prior Degree <i>l</i> Earned at:		
Comments:		
by:	Date:	

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University Date of Submission: 4/3/2017 (mm/dd/yyyy) **Department Initiating Revision:** Faculty Member Requesting Revision: Computer Science Simon Baev Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) CSCI 4210 Data Communication and Computer Networks List Current and Requested Revisions: (only fill in items needing to be changed) Current: Requested: Course Prefix and Number: Course Prefix and Number: Credit Hours: **Credit Hours:** Course Title: Data Communication and Course Title: Computer Networks Computer Networks Prerequisites: Prerequisites: CSCI 4200 Design of Co-requisites: CSCI 3200 UNIX Operating Systems Course Description: This course covers Co-requisites: layered protocols, network switching, error detection and correction, routing algorithms, Course Description: This course covers elementary communications theory, transport services fundamental communication concepts, layered protocols, network switching, distributed processing, error detection and correction, routing algorithms, network security, topology, and management. Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Spring 2018 once per year Indicate if Course will be: ☐ Major Requirement ☒ Elective ☐ Core ☐ Other Specify: Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data. ☐ Improving student learning outcomes: Computer networks is a "must have" component in CS- and IT- curriculum. Adopting current best practice(s) in field: Currently the course is elective in both CS and IT majors. Students avoid taking it because of the "data communication" part, that requires math skills. We offer to eliminate "data communication" part and extend "computer networks" coverage. Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:	
Source of Data to Support Suggested Change:	
☐ Indirect measures: Student Opinionnaires, student, employe	er, or alumni surveys, etc.
Direct measures: Materials collected and evaluated for progportfolios, specific assignments, etc.)	gram assessment purposes (tests
Plans for assessing the effectiveness of the course in meeting to outcomes (i.e., how does this course fit within the current program or course outcomes?).	gram assessment plan and
Data Sources:	
☑ Indirect measures: Student Opinionnaires, student, employe semester course evaluation, feedback from Scholl's Advisory Cou	
Direct measures: Materials collected and evaluated for progportfolios, specific assignments, etc.)	ram assessment purposes (tests
Attach a revised course outline with course outcomes or gen	neral education outcomes.
Submission for File Only:	
Boris Peltsverger Unit Head:	Date:
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
	Date



PROPOS		CURRICULUM CH vestern State University	ANGE			
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E	Major Curriculur		Other Curriculum (minor, certificate, etc.) Specify: Certificate			
Proposed Effective Date for Curriculum Change: (Month/Year): August 2017		& Program Name: (e.g., BFA, Art): raduate Certificate in Digital Media Technology				
Present Requirements:		Proposed Requirements (Un printing this form:	derline changes after			
	_	Change the existing <u>Name</u> of Certificate to Undergraduate Certificate in Digital Media Te				
		Undergraduate Certificate in Digital Media Tech Change the <u>Curriculum</u> :				
		For the Required Courses adding CIS 3020 (3 hrs), PSY MKTG 3800 (3 hrs), CSCI 43 COMM 4080 (3hrs); removing CIS 2020 (3 hrs), C CSCI 2100 (3 hrs), and CSCI	20 (3 hrs), and IS 2000 (3 hrs),			
Justification: Select one or more of the following justification. Include and/or appearance.	-		neficial, giving your			
☐ Improve student learning outcomer durate Certificate in Info Info Info Info Info Info Info Inf	comes: cormation Technologie(s) in field: cormation Technologies cate their competen deral/outside accredicate in Information	gy will better prepare students gy is beneficial for students tak ace in IT liting agencies: Technology fulfill the requires	ing undergraduate degrees in			
Source of Data to Support S						
☑ Indirect measures: Stude	ents Opinionnaire als collected and	s, student, employer, or alur evaluated for program asses				

these changes fit wi	the effectiveness of the change in meeting program's learning outcomes (i.e., how do thin the current program assessment plan and what sorts of data will be collected and tine if these changes are meeting stated program outcomes?).
Data Sources:	
	res: Student Opinionnaires; student, employer, or alumni surveys, etc. s: Materials collected and evaluated for program assessment purposes (tests, portfolios, etc.)

Attach a current curriculum sheet and proposed curriculum sheet.

Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head: Boris Peltsverger Boris Peltsverger	Date: 01/27/2017
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

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UNDERGRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY

NAME			gswID#		
ADVISOR				Effective Catalog Year: 2016-2017	
			16 Ho	urs	
Required Courses (16 hrs)	Hrs	Torm	Grade	Admissions Requirements:	
CIS 2000 Desktop Pub & Mult Presentation	3			Must be admitted to the university as an undergraduate student as	
CIS 2010 Audio-Video Production Tech. I	3	1979	1111	outlined by the admission policies in the University Bulletin. Must be approved by the Coordinator of the Information	
CIS 2020 Audio-Video Production Tech. II	3	-		Technology Certificate Program.	
CSCI 2100 Assembly Language Prog	3				
CIS 2100 Computer Interfacing & Config	3				
CSCI 2920 Ethics in Computer Profession	1				
			-	Additional Requirements:	
				Minimum grade of "C" in all course work counted towards certificate.	
Advisor Signature Computing and Mathematics School Signature		Date	•		
Advisor Signature Computing and Mathematics School Signate		Date		certificate. CIS 1000 is required for this program with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective.	
Computing and Mathematics School Sign		Date		CIS 1000 is required for this program with minimum grade of "C". The course may be taken to meet Area B requirements or as a Free Elective. Degree/ Major:	

UNDERGRADUATE CERTIFICATE IN DIGITAL MEDIA TECHNOLOGY New gswiD# NAME ADVISOR Effective Catalog Year: 2017-2018 18 Hours Term Grade Select 18 hours Hrs Admissions Requirements: Must be admitted to the university as an undergraduate student as CIS 2010 Audio-Video Production Tech. I 3 outlined by the admission policies in the University Bulletin. CIS 3020 Audio-Video Production Tech. II 3 Must be approved by the Coordinator of the Digital Media Technology Certificate Program. CIS 2100 Computer Interfacing & Config 3 PSYC 3340 Mass Media Influences 3 3 MKTG 3800 Principles of Marketing COMM 4080 Studies in New Media 3 CSCI 4320 Human Computer Interaction Additional Requirements: 3 Minimum grade of "C" in all course work counted towards certificate. CIS 1000 is required for this program with minimum grade of "C". The course may be taken to meet Area B requirements or as a Advisor Signature Date Free Elective. Degree/ Major. Certificate Program Coordinator Signature Date Earned at: Comments:

Completed by:

Date:

CIS Lewar C

	IVATE A COURSE/PROGRAM western State University
Date of Submission: 03/10/2017	
Department Initiating Deactivation: Geology & Physics	Semester & Year to be Effective: Fall 2016
List of courses (or the program or track)	to be deactivated: Dual Degree Program with Georgia
	lowing to indicate why the proposed deactivation will lude and/or append relevant supporting data.
☐ Improving Student Learning Outcomes	
Adopting Current Best Practice(s) in Fie	eld
☐ Meeting Mandates of State/Federal/Outs	side Accrediting Agencies
X Other Georgia notified GSW in writing	g of its intention to withdraw from the agreement.
Source of Data to Support Suggested Cha	ange:
☐ Indirect measures: Student Opinionna	aires, student, employer, or alumni surveys, etc.
Direct measures: Materials collected a portfolios, specific assignments, etc.)	and evaluated for program assessment purposes (tests,

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals: Unit Head:	Date: 2/28/2017
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair: Bytan Davis	Date: 3/10/17
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

SOF Lover A

Select	corgia	. Dodaine.	stern State University				
Area of Major Change: Curriculum	Gra	duate (Curriculum	certificate, et	c.)		
Core Curriculum Specify: Area A,B,C,D,E	0	-4		Specify: PE S Requirement		e Cour	se
Proposed Effective Date for Co (Month/Year): August/2017	urricu	lum Cl	hange:	Degree & Program Name: (e.g. Concentration in Exercise Scien			
Present Requirements:				Proposed Requirements (Unde			
Service Courses (4 line) to meet GSW	Physic			printing this form:			
Sucetion				Service Courses (4 hrs) to meet GS	N Phys	ical Edu	cation
 PEDS 1100 Swimming	Hra	Term	Grade	Requirements	Hrs		Grade
Select three (3 hrs):	-			PEDS 1100 Swimming	1		
PEDS 1020 Walk/Jog Aerobics	1			Select three (3 hrs):			
PEDS 1030 Step Aerobics	1			PEDS 1020 Welk/Jog Aerobics	1		
PEDS 1250 Tennis	1			PEDS 1030 Step Aerobics	1		
PEDS 1280 Golf	1			PEDS 1230 Requetball	_	-	
PEDS 1700 Fundamentals of Dance	1			PEDS 1250 Tennis	1		
Advisor approved PEDS course	1				1		
				PEDS 1280 Golf	1		
				PEDS 1330 Weight Training	1		
				PEDS 1700 Fundamentals of Dance	1		
				PEOS 1910 Beginning Yoga	1		
				Advisor approved PEDS course	1		
		-		Advisor approved PEDS course	1		
Justification:	ing to	indicat	o wike the	proposed change will be beneficia	1		- instife
Include and/or append relevant s	uppor	ting dat	ia.	proposed change will be beneficial	u, givi	ng you	r jusunca
Improve student learning out	comes	:					
Adopting current best practic	7.						
☐ Meeting mandates of state/fe	deral/	outside	accrediting	g agencies:			
Other:							
Source of Data to Support S	V - r service -		1 000000000				

Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.)	Program and on the property of
Plan for assessing the effectiveness of the change in meeting changes fit within the current program assessment plan and to determine if these changes are meeting stated program out	what sorts of data will be collected and eva
Data Sources:	
☐ Indirect measures: Student Opinionnaires; student, employ ☐ Direct measures: Materials collected and evaluated for propassignments, etc.)	
*Attach a current curriculum sheet and proposed curric Submission for File Only:	culum sheet.**
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison Approvals (unnecessary for file submissions):	Date:
Unit Head: Rachel ablit	Date: 3/24/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:

B.S. in EDUCATION with Concentration in Exercise Science/Wellness

CORE: 60 HOUR THE A (Shire) File Grade of Chapters) NGL 1101 Composition II NGL 1102 Composition II ATH 1111, 1113, or 1120 THE S (4-5 hours from list below:	3 3	Term	Grade
NGL 1101 Composition I NGL 1102 Composition II ATH 1111, 1113, or 1120 res B (4-6 fire)	3	IECT	G Grande
NGL 1102 Composition II ATH 1111, 1113, or 1120 rea B (4-5 fire)	-		
ATH 1111, 1113, or 1120	3	_	
60 S (4-6 hrs)	_	-	-
	3		
elect 4-5 hours from list below:	Hire	Term	Grade
VIV 7 V III WILL III WALL WALL WALL WALL WALL W			
BR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3).		
GSS 2001(3), COMM 1110(3), POLS 2401(3), INTL			
00(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
rea C (6 hrs)	T Blood	Teon	Grade
NGL 2111, 2112, 2121, 2122, 2131, or 2132	3	1 21111	Cas error
RTC 1100, MUSC 1100 or THEA 1100	_		-
	3	-	The second second
real D (10 km min) Area D Liste	FEE	1 diams	Qmde
ab Science-List A			
Lab (if CHEM or BIOL)			
onLab/Lab Science-List A or B			
Optional Lab (if CHEM or BIOL)			
ourse from List A, B, or C			lance of
rea E (12 hrs)	Hire	Tom	Grade
OLS 1101 American Government	3		
IST 1111 or 1112 World Civ I or II	3		
IST 2111 or 2112 US Hist I or II	3		
elect one:	3		
CON 2105, SOCI 1101, PSYC 1101,	-		
HIST 1111 OR 1112	1		
	70		Grade
POL 2020 Anatomy & Physiology I		1 with	SIEDS :
IOL 2030 Anatomy & Physiology I	4	-	
IOL 2040 Anatomy & Physiology II	4		
PER 2170 Intro to Physical Education	1		
ATH 2204 Elementary Statistics	3		
PER 2500 Computer Applications HHP	3		
SYC 2103 Human Growth & Development	3		
ddisensi fisquirements			
GA HISTORY	_	STORY	
GA CONSTITUTION		UTITENC	
UNIV 1000	W2W	Requiren	nent
rior Degree/			
lajor:			
amed at:			
comments:			
completed by:	Date		

Effective Catalog Year: 2016-2017 AJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (57 hrs)	Stre	Term	Grade
HPER 2090 Athletic Training	3		
HPER 2100 First Aid & Safety	2		
HPER 2240 Nutrition	3		
HPER 3240 Kinesiology	3		
HPER 3250 Test & Measurements	3		
HPER 3260 Exercise Physiology	3		
HPER 3280 Exercise Testing	3		
HPER 3300 Strength & Conditioning	3		
HPER 3310 Exercise Leadership	3		
HPER 3320 Health Promotion	3		
HPER 3330 ESW Practicum	4		
HPER 3400 Health Behavior	3		mid
HPER 3450 Exercise and Aging	3		
HPER 3700 Contemporary Issues Health	3	Luin	
HPER 3900 Clinical Exercise Physiology	3		
HPER 4100/4110/4120 ESW Internship	12		The same of
Applicat Assessed Users Land Bally Ball	105d	VE Cours	
2009-4000 Jevel (Siere)			
	3		
Burvios Courses (4 late) to meet (4 late) in		euten	
Maquimenta	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Welk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1	1-	
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
PEDS 1700 Fundamentals of Dance	1		
Advisor approved PEDS course	1		

CONTROVAL REGUREMENTS

Minimum grade of "C" required in all required major and professional courses. Speech or demonstrated competence in Speech is a requirement for this program, COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A <u>minimum</u> of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area 8 plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours are earned, the extra hours will count in Free Electives.

Hours are earned to fulfil PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

B.S. in EDUCATION with Concentration in Exercise Science/Wellness

ADVISOR				Effective Catale	g Year: 2	017-201	8
CORE: 60 HOURS				MAJOR/ELECTIVE REQUIREM			
Aron A (O hrs.) (Alin Greeks of C Required)		Toron	Grade	Required Courses (57 hre)	-	Term G	
ENGL 1101 Composition I	3			HPER 2090 Athletic Training	3		
ENGL 1102 Composition II	3			HPER 2100 First Aid & Safety	2		
MATH 1111, 1113, or 1120	3	N Marine	ar make to	HPER 2240 Nutrition	3	- +	
Area B (4-5 birs)	HIS	TOUTH	Grade		3		_
Select 4-5 hours from list below:	-		1	HPER 3250 Test & Measurements	3	-	
	+		-	HPER 3260 Exercise Physiology	3		_
100 446441 AIR 10000 THE 14100 ARRESTOR	-	-		HPER 3280 Exercise Testing	3		_
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3) WGSS 2001(3), COMM 1110(3), PQLS 2401(3), INTL).	-		HPER 3300 Strength & Conditioning	3		
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)		-	-	HPER 3320 Health Promotion	3		-
	the state of	Name and Address	-	HPER 3330 ESW Practicum	4	i	-
ENGL 2111, 2112, 2121, 2122, 2131, or 2132		Torm	Corner	· · · · · · · · · · · · · · · · · ·			-
ARTC 1100, MUSC 1100 or THEA 1100	3	-	-	HPER 3400 Health Behavior HPER 3450 Exercise and Aging	3		-
	3		A CONTRACTOR		THE PERSON NAMED IN		-
Area 3 (10 has re(n) Area D Lara Lab Science-List A	His	Term	Grace	HPER 3700 Contemporary Issues Health	3		
	-		-	HPER 3900 Clinical Exercise Physiology	12	-	
Lab (If CHEM or BIOL)	-		-	HPER 4100/4110/4120 ESW Internship			
NonLab/Lab Science-List A or B	-		-	ACMEDIA PROPERTY OF THE PROPER	SERVE DO	the Cour	99
Optional Lab (II CHEM or BIOL)				3000-4900 fevral (Shris)			
Course from List A, B, or C	-	-			3		
Arma E (12 hrs)		Term	Grede	Davidas Courses & buy to man Offi P		ucation	-
POLS 1101 American Government	3			sca-quiremonts	Hes	Term G	rede
HIST 1111 or 1112 World Civ I or II	3			PEDS 1100 Swimming	1		
HIST 2111 or 2112 US Hist I or II	3			Select three (3 hrs):			-
Select one:	3			PEDS 1020 Walk/Jog Aerobics	1	-	
ECON 2105, SOCI 1101, PSYC 1101,				PEDS 1030 Step Aerobics	1		_
HIST 1111 OR 1112	120-	gp. becoming	g manga pa	PEDS 1230 Racquetball PEDS 1250 Tennis	1	-	-
Auto F (15 lest) BIOL 2030 Anatomy & Physiology I	1 180	T-SEPTED	-	PEDS 1280 Golf	1	-	
BIOL 2040 Anatomy & Physiology II	4	-	-	PEDS 1330 Weight Training			
HPER 2170 Intro to Physical Education	1	-		PEDS 1700 Fundamentals of Dance	1	-	
MATH 2204 Elementary Statistics	3		-	PEDS 1910 Beginning Yoga	11		-
HPER 2500 Computer Applications HHP	3				1		
PSYC 2103 Human Growth & Development	3		-	Advisor approved PEDS course	1		
PSTC 2103 Human Growth & Development	3		_	Advisor approved PEDS course		7.70	
RANGE and Faculty marks	7	-	-	INDONESTA REPORTED BOTO			-
GA HISTORY	US F	STORY		Minimum grade of "C" required in all required may	or and profe	esionel	
GA CONSTITUTION	USC	ONSTIT	UTION	courses. Speech or demonstrated competence to	Speech is	a requireme	1010
UNIV 1000	WZW	Require	ement	for the program. COMM 1110 or THEA 1110 me	y be taken	in Area B	
				to satisfy this requirement.			
					70.28		
Prior Degree/ Malor:				UNIVERSITY POLICIES AND PRACT			
major;			_				
Earned at:				A minimum of 120 somester hours must be comp	leted for gra	dustion.	
Comments:				39 samester hours must be upper division work a	t the 3000-	i000 level.	
				If MATH 1120 is taken in Area A, the extre hour o			
Completed by:	Date			Hours from Area B plus hours from Area D must : 15 hours are earned, the extra hours will count in			then
				Hours earned to fulfill PE requirements and UNIV the 120 hours needed for a degree.	1000 cann	ot be used to	o mee

Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E Area A	Georgia Southwester Major Curriculum	Graduate Curriculum	Other Curr (minor, certific etc.) Specify:	cate,
Proposed Effective Date for Curriculum Change: (Month/Year): August/2017	Degree & Prog Physical Educat	ram Name: (e.g., BFA, Art) ion	: BSED in Heal	th and
Present Requirements:		Proposed Requirements (U	nderline chang	es
Area A (9 hrs) (Min Grade of C Required)	Hrs Term Grade	after printing this form:	Hrs Torm	Grade
ENGL 1101 Composition I	3	Flaquired)		Otabe
ENGL 1102 Composition II MATH 1111, 1113, or 1120	3 3	ENGL 1101 Composition I ENGL 1102 Composition II	3	
		MATH 1001,1101, 1111, 1113, OR 1120		
Instification				
Select one or more of the follo justification. Include and/or application in Improve student learning o Adopting current best practice. Meeting mandates of state/	ppend relevant supportinutcomes: tice(s) in field:	ng data.	neficial, giving	your
Justification: Select one or more of the follo justification. Include and/or ajustification. Include and/or ajustification include and/or ajustification.	ppend relevant supporting utcomes: tice(s) in field: federal/outside accredit	ng data.	neficial, giving	your

Plan for assessing the effectiveness of the change in meetin do these changes fit within the current program assessment collected and evaluated to determine if these changes are	nt plan and what sorts of data will be
Data Sources:	
Indirect measures: Student Opinionnaires; student, employees: Materials collected and evaluated for prortfolios, specific assignments, etc.)	
Attach a current curriculum sheet and proposed cur Submission for File Only:	riculum sheet.
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions): Unit Head: Rachel Allett	Date: 3/24/1
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Academic Affairs Chair: Committee on Graduate Affairs Chair:	Date:

B.S. in EDUCATION in Health and Physical Education

ADVISOR					Effective Catal				
CORE: 60 HOUR:	8				MAJOR/ELECTIVE REQUIRE	MENTS	: 60 HO	URS	
Area A (9 lens) (Mis Grade of C Required)	Here	Term	Grade		Required Courses (34 hrs)	Here	Term	Grade	
ENGL 1101 Composition I	3				HPER 2100 First Aid & Safety	2			0
ENGL 1102 Composition II	3				HPER 2240 Nutrition	3			0
MATH 1111, 1113, or 1120	3				HPER 3010 Mat & Meth/Health Educ	3			30
Area 8 (4-5 km)	Him	Term	Grade		HPER 3050 Early Childhood PE	3			3(
Select 4-6 hours from list below:				1	HPER 3100 Community Health	3			0
					HPER 3240 Kinesiology	3		-	0
					HPER 3250 Test & Measurements in PE	3			0
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3					HPER 3260 Exercise Physiology	3			0
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL					HPER 3550 Special Populations	3			3
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)					HPER 3800 Sport Skills	3			
Area C (4 hrs)	-	Term	Grade		HPER 3700 Contemporary Health	3			
ENGL 2111, 2112, 2121. 2122, 2131, or 2132	3				HPER 3800 Family Health	3			
ARTC 1100, MUSC 1100 or THEA 1100	3				HPER 3850 Motor Development	3			
Area D (10 hre min) Area D Lists	Hre	Term	Grade		Education Courses (10 hrs)	Hrs	Tema	Grede	
Lab Science-List A					EDUC 3200 Instructional Tech-Media	3			0
Lab (if CHEM or BIOL) NonLabriab Science-List A or B					EDUC 4400 Mat & Methods/PE	4			8
					EDSP 3000 The Exceptional Student	3			1
Optional Lab (If CHEM or BIOL)	-				Student Teaching (12 tere)	-	Term	Grada	
Course from List A, B, or C					EDUC 4950 Opening School Experience	0			9
Area E (12 fee)	Hra	Torte	Grade		EDUC 4980 Practicum/Grades P-12	3			12
POLS 1101 American Government	3				EDUC 4970 Student Teaching	3			16
HIST 1111 or 1112 Wild Civ I or II	3				EDUC 4980 Student Teaching	3			16
HIST 2111 or 2112 US Hist I or II	3				EDUC 4990 Student Teaching	3			15
Select one:	3							200	
ECON 2105, SOCI 1101, PSYC 1101,	-				Pringulationerité	HID	Term	Grade	
HIST 1111 OR 1112					Select four (4 hrs):				
Area F (11 hrs)	_	Term	Grade	FE	PEDS 1020 Walk/Jog Aerobics	1			
BIOL 2030 Anatomy & Physiology I BIOL 2040 Anatomy & Physiology II	4	-			PEDS 1030 Step Aerobics	1			
	4				PEDS 1100 Swimming	1			
EDUC 2110 Invest Crit and Cont Issues in Edu EDUC 2120 Exp Sociocitri Persp on Diversity	3			15	PEDS 1230 Racquetball	1	-		
EDUC 2130 Exploring Learning & Teaching	3		1	15	PEDS 1250 Beginning Tennis	1	-		
HPER 2170 Intro to Physical Education	3		-	15	PEDS 1280 Beginning Golf PEDS 1700 Fundamentals of Dance	1	-	-	
HER 2170 lilito to Physical Education	1		-			1	-		
odditional Requirements		-	-		PEDS 1910 Beginning Yogs Advisor approved PEDS course	1			
GA HISTORY	THE I	ISTORY			Advisor approved PEDS course	11			
GA CONSTITUTION	-		2001						
UNIV 1000	_	ONSTITU	10000		Professional Checklist:			-	
UNIV 1000	- 4424	Requirem	ent		Application to Teacher Education				
The state of the s					Application to Student Teaching				
					GACE I (Score Semester				
					Passed GACE: Yes or No				
					ADMISSION TO TEACHER EDUCATION				
					Admission Into Teacher Education is required for a				
					Education 3000-4000 level courses, Minimum grad				
					Area F and all major and professional required cou				
					competence in Speech is a requirement for the pro-				
					THEA 1110 may be taken in Area 8 to satisfy this r	ednjuemen	t		
					An institutional grade point average of 2.5 or higher	la required	d for both		
					student teaching and graduation.				
					For additional information please access the Univer	ratty Bullet	n on the		
					GSW website at www.gsw.edu.				
	-		-	1	UNIVERBITY POLICIES AND PRACTIC	SOE .	-		
Prior Degree/									
Major:					Minimum grade of "C" required in Area A, Area F	nd all majo	r courses.		
Earned at:					A minimum of 120 semester hours must be comple	ited for gra	duation.		
					39 semester hours must be upper division work at	the 3000-4	000 level.		
Comments:					If MATH 1120 is taken in Area A, the extra hour ear	med will co	unt in Free I	Electives.	
	-				Hours from Area B plus hours from Area D must ex				
					are earned, the mare hours will count in Free Elect				
					Hours earned to fulfill PE requirements and UNIV 1	000 canno	t be used to	meet the 120	
Completed by: Date:	-				hours needed for a degree.				

MAJOR/ELECTIVE RE	tive Catalog Year: QUIREMENTS		
Required Courses (38 hrs)	Hre	Term	Gra
HPER 2100 First Aid & Safety	2		
HPER 2240 Nutrition	3		
HPER 3010 Mat & MetryHealth Edu	JC 3		
HPER 3050 Early Childhood PE	3		
HPER 3100 Community Health	3		
HPER 3240 Kinesiology	3		

Regulard Courses (38 hrs)	Hre	Term	Grade	FE
HPER 2100 First Aid & Safety	2			0
HPER 2240 Nutrition	3			0
HPER 3010 Mat & Meth/Health Educ	3			30
HPER 3050 Early Childhood PE	3			30
HPER 3100 Community Health	3			0
HPER 3240 Kinesiology	3			0
HPER 3250 Test & Measurements in PE	3			0
HPER 3260 Exercise Physiology	3			0
HPER 3550 Special Populations	3			30
HPER 3600 Sport Skills	3			0
HPER 3700 Contemporary Health	3			0
HPER 3800 Family Health	3			0
HPER 3850 Motor Development	3			0
Education Courses (10 hrs)	His	Torre	Grede	FE
EDUC 3200 Instructional Tech-Media	3			0
EDUC 4400 Mat & Methods/PE	4			60
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)	Hra	Tenn	Grede	FE
EDUC 4950 Opening School Experience	0			90
EDUC 4960 Practicum/Grades P-12	3			120
EDUC 4970 Student Teaching	3			150
EDUC 4980 Student Teaching	3			150
EDUC 4990 Student Teaching	3			150

150

HOOD 1444 DESCRIPT LOCKWING	- 4		
Service Courses (4 hrs) to make God	Marrie	Educati	Off
Requirements	Hes	Term	Grade
Select four (4 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1100 Swimming	1		77
PEDS 1230 Racquetball	1		
PEDS 1250 Beginning Tennis	1		
PEDS 1280 Beginning Golf	1		
PEDS 1700 Fundamentals of Dance	1		
PEDS 1910 Seginning Yoga	1		
Advisor approved PEDS course	1		

Professional Check	diet:
Application to Te	eacher Education audent Teaching
GACE I (Score	Semester)
GACE II (Score	Semester)
Passed GACE: Yes	or No
ADMISSION TO TEAC	HER EDUCATION
Admission Into Teacher Ed	tucation is required for all students enrolled in all
Education 3000-4000 leve	courses. Minimum grade of "C" required in Area A,
Area F and all major and p	rofessional required courses. Speech or demonstrated
competence in Speech is	a requirement for the program. COMM 1110 or
THEA 1110 may be taken	in Area B to satisfy this requirement.
An institutional grade point	average of 2.5 or higher is required for both
student teaching and grad	unition.
For additional information	please access the University Bulletin on the
GSW website at www.gsw	.edu.

Prior Degree/ Major:		
Earned at:		
Comments:		
Completed by:	Date:	

INIVERSITY POLICIES AND PRACTICES

imum grade of "C" required in Area A, Area F and all major courses.

minimum of 120 samester hours must be completed for graduation.

semester hours must be upper division work at the 3000-4000 level.

MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

ours from Area 6 plus hours from Area D must equal 15 hours. If more than 15 hours re earned, the extra hours will count in Free Electives.

ours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 12 hours needed for a degree.

A	OR A CURRICULUI		AN	JE	
Select Area of	a Southwestern State University duate Curriculum etc Sp	Other (Curricul	um (mino	r, certificate,
Proposed Effective Date for Curriculum Change: (Month/Year): August/2017	Degree & Program Name: (Education	e.g., BF	A, Art):	: BSED ir	Middle Grad
Present Requirements:	Proposed Requirements (Un	derline	change	s after p	rinting this
Area A (9 fire) (Min Hrs Term Grade	form:				
ENGL 1101 Composition	Area A (9 hirs) (Min Grade of C R	tequired)	Hrs T	erm Gre	de
	ENGL 1101 Composition I		3		
ENGL 1102 Composition 3	ENGL 1102 Composition II		3		
MATH 1111, 1113. OR 1120	MATH 1001,1101, 1111, 1113, OR	1120	3		
*Area F: Core Concentration I, Core Concentration II, and Major Elective must be lower division courses (numbered 1000-2999). A grade point average of 2.50 is required in each Middle Grades Concentration Area (Mathematics, Language Arts, Social Studies & Science). For Language Arts Concentration only: ENGL 2200 or its equivalent is a requirement in this program. ENGL 2200 may be taken as an elective in Area F to satisfy this requirement.	courses (numbered 1000-2999). A grad Concentration Area (Mathematics, Lang For Language Arts Concentration only: program. ENGL 2200 may be taken as a For Mathematics and Science Concentration area A requirement.	uage Arts, : ENGL 220 an elective i	Social Stud O or its equ or Area F to	ies & Science sivalent is a re eatlefy this re	i). iquirement in this iquirement.
Select one or more of the following to indicat Include and/or append relevant supporting da Improve student learning outcomes: Adopting current best practice(s) in field: Meeting mandates of state/federal/outside	ta.	l be bene	ficial, g	nving you	r justification
Other:	montanting affairment.				

Source of Data to Support Suggested Change:	
☐ Indirect measures: Student Opinionnaires, student, employ ☐ Direct measures: Materials collected and evaluated for prospecific assignments, etc.)	
Plan for assessing the effectiveness of the change in meeting prograchanges fit within the current program assessment plan and what determine if these changes are meeting stated program outcomes?	sorts of data will be collected and evaluate
Data Sources:	
☐ Indirect measures: Student Opinionnaires; student, employer, or ☐ Direct measures: Materials collected and evaluated for program a assignments, etc.)	
Attach a current curriculum sheet and proposed curriculum Submission for File Only:	sheet.**
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions): Unit Head: Rachel Allett	Date: 3/24/17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

MAME	_		
DVISOR			
CORE: 80 HOU	RS		
Letter A. (2 Turn) (Min Greeds of C Required)	Hra	Term	Grede
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1111, 1113, OR 1120	3		
rea B (4-5 hre)	Hes	Torm	Grade
select 4-5 hours from list below:			
		i	
.IBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 110	na		
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL			
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(
Lea C (Chro)	Hrs	Tenn	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (16 hre min) Area D Lists	Hes	Term	Grede
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLeb/Lab Science-List A or B			J-1-
Optional Lab (if CHEM or SIOL)			
Course from List A, B, or C			
Area E (12 hrs)	Hes	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101,			
HIST 1111 OR 1112			
Area F(15 hrs)	Hes	Term	Grade
EDUC 2110 Invest Crit and Cont Issues in Edi	1 3		
EDUC 2120 Exp Sociocitri Persp on Diversity	3		
EDUC 2130 Exploring Learning & Teaching	3		
*Core Concentration I	3		
*Core Concentration II	3		
*Major Elective	3		
		-	
Physical Education (4 hre)		Terin	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		-
PEDS (Activity)	1		
Party and the same of the same			
Additional Requirements	118 4	CTORY	-

US CONSTITUTION

W2W Requirement

gewID#	
	Effective Catalog Year: 2016-2017
MA	IODIEL ECTIVE DECLINEMENTS: 80 HOURS

Sajor Courses (24tms)	His	Term	Grede	F
EDMG 3020 Middle Grades Learner & Phil	5			75
EDRG 3060 Content Literacy	3			45
EDUC 3200 Instructional Tech-Media	3			0
EDSP 3000 The Exceptional Student	3			15
Belect Two of the following (10 hrs):				
EDMG 3030 MG Lang Arts, Assess & App	5			75
EDMG 3080 MG Science I, Assess & App	5			75
EDMG 3100 MG Math I, Assess & App	5			75
EDMG 4050 MG SS, Assess & App	5			75
Concentration I (12 line)	Hre	Term	Grade	
Must complete minimum of 12 hours in sales		grades		
primary concentration field.		Grades	Concentra	tions Li
	3			
	3			
	3	1		-
	3	-		
Concentration (12 km)			Grade	
Must complete minimum of 12 hours in ealer	ted middle	gredes		
secondary concentration field.	Middle	Grades	Concentra	tions Li
	3			
	3			
	3			
	3			
Student Teaching (12 hrs)	Hea	Teem	Grade	PE
EDUC 4620 Classroom/Behavior Mgmt	3			15
EDMG 4950 Opening School Experience	0			105
EDMG 4970 Student Teaching	3			
EDMG 4980 Student Teaching	3			450
EDMG 4990 Student Teaching	3			

Professional Cha	kilet:	
	Teacher Education Student Teaching	
GACE I (Score	Semester	
GACE II (Score	Semester	
Passed GACE: Yes	e or No	

ADMISSION TO TEACHER EDUCATION

Admission Into Teacher Education is required for all students enrolled in all Education 3000–4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area 8 to satisfy this requirement. An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.

For additional information please access the University Sulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

"Area F: Core Concentration I, Core Concentration II, and Major Elective must be lower division courses (numbered 1000-2999).

A grade point average of 2.50 is required in each Middle Grades Concentration Area (Mathematics, Language Arts, Social Studies & Science).

For Language Arts Concentration only: ENGL 2200 or its equivalent is a requirement in this program. ENGL 2200 may be taken as an elective in Area F to satisfy this requirement.

JAIVERSITY POLICIES AND P	

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

f MATH 1120 is taken in Area A, the extra hour semed will count in Free Electives

Hours from Area 8 plus hours from Area 0 must equal 13 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfil PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

Prior Degree/ Major:		
Earned at		
Comments:		
Completed by:	Date:	

GA CONSTITUTION

UNIV 1000

CORE: 60 HOUR	Hrs	- Chipper	Grade
ea A (P hirt) (Blin Grade of C Required) IGL 1101 Composition !	3	Term	Grace
IGL 1102 Composition II	3		
ATH 1001,1101, 1111, 1113, OR 1120	3		
ea B (4-5 hra)	Hire	Term	Grade
ect 4-5 hours from list below:			
R 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(85 2001(3), COMM 1110(3), POLS 2401(3), INTL	-		
(0(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)	-		-
ea C (6 hra)		Term	Grade
IGL 2111, 2112, 2121. 2122, 2131, or 2132	3		
RTC 1100, MUSC 1100 or THEA 1100	3		
se D (10 hrs min) Area D Liste	Hira	Term	Grade
Science-List A	-		
Lab (if CHEM or BIOL)			
Optional Lab (if CHEM or BIOL)			
irse from List A, B, or C			
a E (12 hrs)	Hrs	Term	Grade
LS 1101 American Government	3		
ST 1111 or 1112 World Civ I or II	3		
ST 2111 or 2112 US Hist I or II	3		
ect one:	3		
ON 2105, SOCI 1101, PSYC 1101,			
T 1111 OR 1112	THE	Taran.	Grado
JC 2110 Invest Crit and Cont issues in Edu	3	1 49 (1)	- Otelon
JC 2120 Exp Sociocitri Persp on Diversity	3		
JC 2130 Exploring Learning & Teaching	3		
Concentration I	3		
re Concentration II	3		
or Elective	3		
	/ Lines	-	0-2-
S 1010 Lifetime Fitness	nire.	1600	Grade
S 2000 CPR/First Aid	2		
S (Activity)	1	The second	
Monal Requirements			
GA HISTORY	-	STORY	TION
GA CONSTITUTION UNIV 1000		ONSTITU' Requirem	
	- 44244	Requiren	refit
Degree/			
or.			
ed at:			
and the same of th			
ments:			
npleted by:	Date:		

gswiD#

Effective Catalog Year: 2017-2018
MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

or Courses (24hrs)	Hre	Torm	Grade	FE
MG 3020 Middle Grades Learner & Phil	5			75
RG 3060 Content Literacy	3			45
UC 3200 Instructional Tech-Media	3			0
SP 3000 The Exceptional Student	3			15
ect Two of the following (10 hrs):				
MG 3030 MG Lang Arts, Assess & App	5			75
MG 3060 MG Science I, Assess & App	5			75
MG 3100 MG Math I, Assess & App	5			75
MG 4050 MG SS, Assess & App	5			75
ncentration I (12 hrs)	Hre	Term	Grade	-
et complete minimum of 12 hours in selec mary concentration field.	Middle		Concentra	tions L
	3			
	3			_
	3	-		
ncentration II (12 hrs)	Hira	TANTA	Grade	
at complete minimum of 12 hours in selec			Grace	
condary concentration field.			Concentra	tions L
	3			
	3			
	3			
	3			
ident Teaching (12 hrs)	Hrs	Term	Grede	FE
DUC 4820 Classroom/Behavior Mgmt	3			15
	0			105
OMG 4950 Opening School Experience	3			
MG 4970 Student Teaching				450
DMG 4970 Student Teaching DMG 4980 Student Teaching	3		_	
MG 4970 Student Teaching				
DMG 4970 Student Teaching DMG 4980 Student Teaching	3			

	The second secon				
400	ISSION	TO TEACHER	EDUCATION		

Passed GACE: Yes or No

Application to Student Teaching

Semester

Semester

GACE I (Score

GACE II (Score

Admission into Teacher Education is required for all students enrolled in all Education 3000-4000 level courses. Minimum grade of "C" required in Area A, Area F and all major and professional required courses. Speech or demonstrated competence in Speech is a requirement for the program. COMM 1110 or THEA 1110 may be taken in Area B to satisfy this requirement. An institutional grade point average of 2.5 or higher is required for both student teaching and graduation.

For additional information please access the University Bulletin on the GSW website at www.gsw.edu.

ADDITIONAL REQUIREMENTS

*Area F; Core Concentration I, Core Concentration II, and Major Elective must be lower division courses (numbered 1000-2999). A grade point sverage of 2.50 is required in each Middle Grades Concentration Area (Mathematics, Language Arts, Social Studies & Science).

For Language Arts Concentration only: ENGL 2200 or its equivalent is a requirement in this program. ENGL 2200 may be taken as an elective in Area F to satisfy this requirement.

program. ENGL 2200 may be taken as an elective in Area F to satisfy this requirement.
For Mathematics and Science Concentrations only: MATH 1001 and MATH 1101 will not satisfy the area A requirement.

UNIVERSITY POLICIES AND PRACTICES

Minimum grade of "C" required in Area A, Area F and all major courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfit! PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.



		URRICULUM CHAN stern State University	NGE
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,E	Major Curriculun	_	Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: Month/Year): August/2017	Degree & Pr Physical Edu	ogram Name: (e.g., BFA, Art): cation	BSED in Health and
Present Requirements		Proposed Requirements (Un printing this form:	iderline changes after
Required Courses (38 hrs)	Hrs	The state of the s	Hrs
HPER 2100 First Aid & Safety	2	HPER 2100 First Aid & Safety	2
HPER 2240 Nutrition	3	HPER 2240 Nutrition	3
HPER 3010 Mat & Meth/Health Educ	3	HPER 3010 Mat & Meth/Health Ed	
HPER 3050 Early Childhood PE	3	HPER 3050 Early Childhood PE	3
HPER 3100 Community Health	3	HPER 3100 Community Health	3
HPER 3240 Kinesiology	3	HPER 3230 Assessment in HPE	3
HPER 3250 Test & Measurements In	PE 3	HPER 3240 Kinesiology	3
HPER 3260 Exercise Physiology	3	HPER 3260 Exercise Physiology	3
HPER 3550 Special Populations	3	HPER 3550 Special Populations	3
HPER 3600 Sport Skills	3	HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health	3	HPER 3700 Contemporary Health	3
HPER 3800 Family Health	3	HPER 3800 Family Health	3
HPER 3850 Motor Development	3	HPER 3850 Motor Development	3
Justification: Select one or more of the following justification. Include and/or appoint of the following out.	end relevant support	the proposed change will be bene ting data.	ficial, giving your
	-/ \ ' C-11		
Adopting current best practic		iting agencies:	
		iting agencies:	

Source of Data to Support Suggested Change:	
Indirect measures: Student Opinionnaires, student, employer, or Direct measures: Materials collected and evaluated for program a portfolios, specific assignments, etc.)	*
Plan for assessing the effectiveness of the change in meeting program's le do these changes fit within the current program assessment plan and wh collected and evaluated to determine if these changes are meeting stated	at sorts of data will be
Data Sources:	
☐ Indirect measures: Student Opinionnaires; student, employer, or alumni ☐ Direct measures: Materials collected and evaluated for program assessmentfolios, specific assignments, etc.)	
Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
(1) 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	10/10/1
Unit Head: Kachel WKON	Date: 10/23/16
Teacher Education Committee Chair: Raukul Ollan	Date: 2/27/17
- Committee Chair.	Date J
Committee on Academic Affairs Chair: PUTUS Daws	Date: 3/10/17
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
As man & man a managed, Correspond	
Dean of the Faculty:	Date:

B.S. in EDUCATION in Health and Physical Education

ADVISOR					Effective Catal	og Year:	2016-20	17	
CORE: 60 HOUR	S				MAJOR/ELECTIVE REQUIRE				
Area A (9 hrs). (Min Grade of C Required)	Hrs	Term	Grade		Required Courses (38 hrs)	Hrs		Grade	
ENGL 1101 Composition I	3	-			HPER 2100 First Aid & Safety	2	A CONTRACTOR OF THE PARTY OF TH	The same of the sa	
ENGL 1102 Composition II	3				HPER 2240 Nutrition	3			
MATH 1111, 1113, or 1120	3				HPER 3010 Mat & Meth/Health Educ	3			
Area B (4-5 hrs)	Hrs	Term	Grade		HPER 3050 Early Childhood PE	3			
Select 4-5 hours from list below:					HPER 3100 Community Health	3			
					HPER 3240 Kinesiology	3			
					HPER 3250 Test & Measurements in PE	3			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3	3				HPER 3260 Exercise Physiology	3			
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL					HPER 3550 Special Populations	3		7.	
2000(1-3). ENGL 2200(3), Foreign Lang (2000 level)(3)					HPER 3600 Sport Skills	3			
Area C (6 hrs)	Hrs	Term	Grade		HPER 3700 Contemporary Health	3			
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3				HPER 3800 Family Health	3			
ARTC 1100, MUSC 1100 or THEA 1100	3				HPER 3850 Motor Development	3			
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade		Education Courses (10 hrs)	Hrs	Term	Grade	
Lab Science-List A					EDUC 3200 Instructional Tech-Media	3	- AND DOCK		-
Lab (if CHEM or BIOL)					EDUC 4400 Mat & Methods/PE	4	199	-	
NonLab/Lab Science-List A or B					EDSP 3000 The Exceptional Student	3			
Optional Lab (if CHEM or BIOL)					Student Teaching (12 hrs)	Hrs	Term	Grade	1
Course from List A, B, or C					EDUC 4950 Opening School Experience	0	- District	The state of the s	-
Area E (12 hrs)	Hrs	Term	Grade		EDUC 4960 Practicum/Grades P-12	3	-	-	
POLS 1101 American Government	3	John	Clade		EDUC 4970 Student Teaching	3	-		
HIST 1111 or 1112 Wrid Civ I or II	3				EDUC 4980 Student Teaching	3		-	
HIST 2111 or 2112 US Hist I or II	3				EDUC 4990 Student Teaching	3	-		
Select one:	3		-		Service Courses (4 hrs) to meet GSW		18-6 pre-3		
ECON 2105, SOCI 1101, PSYC 1101,	3	-			Requirements	-	AND RESIDENCE AND RESIDENCE	The Person of th	
HIST 1111 OR 1112	-	-			Select four (4 hrs):	Hrs	Term	Grade	
Area F (18 hrs)	Hee		Condo	FE		-	-		
BIOL 2030 Anatomy & Physiology I	Hrs	Term	Grade	FE	PEDS 1020 Walk/Jog Aerobics	1		_	
	4			-	PEDS 1030 Step Aerobics	1	-		l
BIOL 2040 Anatomy & Physiology II	4	-			PEDS 1100 Swimming	1			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15	PEDS 1230 Racquetball	1			
EDUC 2120 Exp Sociocitri Persp on Diversity	3			15	PEDS 1250 Beginning Tennis	1			
EDUC 2130 Exploring Learning & Teaching	3			15	PEDS 1280 Beginning Golf	1			l
HPER 2170 Intro to Physical Education	1				PEDS 1700 Fundamentals of Dance	1			
					PEDS 1910 Beginning Yoga	1			
Additional Requirements	1	1			Advisor approved PEDS course	1			
GA HISTORY		ISTORY							
GA CONSTITUTION	USC	ONSTITU'	TION		Professional Checklist:			12/19/19	
UNIV 1000	W2W	Requirem	ent		Application to Teacher Education				
				1	Application to Student Teaching				li .
					GACE I (Score Semester	_}}			1
					GACE II (Score Semester				1
					Passed GACE: Yes or No				
					ADMISSION TO TEACHER EDUCATION	BASS			il
					Admission Into Teacher Education is required for a	I students	enrolled in a	lik	1
					Education 3000-4000 level courses. Minimum grad				
					Area F and all major and professional required cou				
					competence in Speech is a requirement for the pro-				ı
									Į.
					THEA 1110 may be taken in Area B to salisfy this n				ľ
					An institutional grade point average of 2.5 or higher	is require	d for both		1
					student teaching and graduation.				
					For additional information please access the Unive	rsily Bullet	in on the		
					GSW website at www.gsw.edu.				
									-
Prior Degree/					UNIVERSITY POLICIES AND PRACTIC	CES			1
Major:					Minimum grade of "C" required in Area A, Area F a	nd all mais	of COMPAGE		1
		-							
Eamed at	_				A minimum of 120 semester hours must be comple	sed for gra	duation.		1
					39 semester hours must be upper division work at	the 3000-4	000 level.		l.
Comments:					If MATH 1120 is taken in Area A, the extra hour ear	med will co	ount in Free	Electives.	1
					Hours from Area 8 plus hours from Area D must ex				
					are earned, the extre hours will count in Free Elect				
					Hours earned to fulfill PE requirements and UNIV 1		of be used to	meet the 120	1
Completed by: Date:					hours needed for a degree.				1

Prior Degree/ Major:		
Earned at:		
Comments:		
Completed by	Cate:	

Required Courses (38 hrs)	Hrs	Term	Grade	FE
HPER 2100 First Aid & Safety	2			0
HPER 2240 Nutrition	3			0
HPER 3010 Mat & Meth/Health Educ	3			30
HPER 3050 Early Childhood PE	3			30
HPER 3100 Community Health	3			Ð
HPER 3230 Assessment in HPE	3			0
HPER 3240 Kinesiology	3			0
HPER 3260 Exercise Physiology	3			0
HPER 3550 Special Populations	3			30
HPER 3600 Sport Skills	3			0
HPER 3700 Contemporary Health	3			0
HPER 3800 Family Health	3			0
HPER 3850 Motor Development	3			0
Education Courses (10 hrs)	Hrs	Term	Grade.	FE
EDUC 3200 Instructional Tech-Media	3			0
EDUC 4400 Mat & Methods/PE	4		. !	60
EDSP 3000 The Exceptional Student	3			15
Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4950 Opening School Experience	0			90
EDUC 4960 Practicum/Grades P-12	3			120
EDUC 4970 Student Teaching	3			150
EDUC 4980 Student Teaching	3			150
EDUC 4990 Student Teaching	3			150

Hrs Term Grade

	Teacher Education Student Teaching
	Semester)
	Semester
Passed GACE: Yes	
ADMISSION TO TEA	CHER EDUCATION
Admission Into Teacher	Education is required for all students enrolled in all
Education 3000-4000 lev	vel courses. Minimum grade of "C" required in Area A,
Area F and all major and	professional required courses. Speech or demonstrated
competence in Speech la	a requirement for the program. COMM 1110 or
THEA 1110 may be take	n in Area B to satisfy this requirement.
An institutional grade poi	int average of 2.5 or higher is required for both
student teaching and gra	iduation.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.

Hours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours are earned, the extra hours will count in Free Electives.

Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours needed for a degree.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 10/21/2016 (mm/dd/yyyy) Department Initiating Proposal: Faculty Member Proposing: Health and Physical Education/SOE Rachel Abbott and Jason Cribbs Proposed New Course Prefix & Number: Proposed New Course Title: (See USG Academic Affairs Manual for Common Assessment in Health and Physical Education Course prefixes and numbers.) HPER 3230 Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Assessment in HPE Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall/2017 Once per year Indicate if Course will be: Requirement for Major Elective Core Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Study of strategies designed to assess, analyze, and interpret data gained from the teacher's systematic observation of students. (3-0-3) Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Accrediting Agencies: Other: The current course (HPER 3250) is taught for both Exercise Science and Wellness and Health and Physical Education majors. Source of Data to Support Suggested Change: Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Data Sources: Indirect measures: Student Opinionnaires, student,	employer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated portfolios, specific assignments, etc.)	for program assessment purposes (tests,
Other:	
Attach a course outline with course outcomes or	general education outcomes.
Approvals:	
Unit Head:	Date:
Feacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department/School of Education Georgia Southwestern State University

HPER 3230

Assessment in Health and Physical Education

Credit: (3) semester hours

Catalog description:

HPER 3230: Assessment in Health & Physical Education – Study of strategies designed to assess, analyze, and interpret data gained from the teacher's systematic observation of students. (3-0-3)

Prerequisite(s) or Co-requisites:

Course Learning Outcomes:

Students completing this course should be able to:

- Identify the characteristics of good assessments and know how to determine the extent to which
 it is valid, reliable, objective, and practical;
- Discuss key concerns regarding the benefits and limitations of different forms of quantitative and qualitative assessment strategies;
- Demonstrate competence in the use of several tools for the systematic observation of student performance;
- 4) Identify a question, collect valid and reliable data from a physical activity setting to address the question, interpret results and draw substantiated conclusions based on the data.

REQUIREMENTS:

Activities Required

- Reading Assignments
- Writing Assignments
- Quizzes
- Individual Projects
- Class Presentation
- Final Exam

INSTRUCTIONAL STRATEGIES:

Modes of Instruction

- Lecture/discussion
- Quizzes: Determining students grasp of assessments, data collecting, and analyzation skills.
- Individual Project: Observation of student performance with data analysis and interpretation
- Individual Project: Observation of an assessment to determine from the results what could be done to better the assessment.
- Student presentations

GRADES:

Quizzes	20%	A = 90-100%
Individual Projects	30%	B = 80-90%
Presentations	20%	C = 70-80%
Homework	10%	D = 60-70%
Final Exam	20%	F = <59%

Textbooks and Other Required Materials:

Miller, D. (2013) Measurement by the physical educator: Why and how. McGraw-Hill Higher Education; 7th Edition, 320 pgs.

osed Effective Date for iculum Change: th/Year): August/2017 int Requirements ulred Courses (38 hrs) IR 2100 First Aid & Safety IR 2240 Nutrition IR 3010 Mat & Meth/Health Educ IR 3050 Early Childhood PE IR 3100 Community Health IR 3240 Kinesiology IR 3250 Test & Measurements in PE IR 3260 Exercise Physiology IR 3560 Special Populations IR 3600 Sport Skills	Physical		etc.) Specify: gram Name: (e.g., BFA, Art): BSED in Hation Proposed Requirements (Underline chaprinting this form: Required Courses (38 hrs) HPER 2100 First Aid & Safety HPER 2240 Nutrition HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE MPER 3240 Kinesiology	anges after Hrs. 2 3 3 3 3
iculum Change: th/Year): August/2017 int Requirements ulred Courses (38 hrs) R 2100 First Aid & Safety R 2240 Nutrition R 3010 Mat & Meth/Health Educ R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Measurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills	Physical	Hrs 2 3 3 3 3 3 3	gram Name: (e.g., BFA, Art): BSED in Hation Proposed Requirements (Underline chaprinting this form: Required Courses (38 hrs) HPER 2100 First Aid & Safety HPER 2240 Nutrition HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	anges after Hrs. 2 3 3 3 3
iculum Change: th/Year): August/2017 int Requirements ulred Courses (38 hrs) R 2100 First Aid & Safety R 2240 Nutrition R 3010 Mat & Meth/Health Educ R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Measurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills	Physical	Hrs 2 3 3 3 3 3 3	Proposed Requirements (Underline chiprinting this form: Required Courses (38 hrs) HPER 2100 First Aid & Safety HPER 2240 Nutrition HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	anges after Hrs. 2 3 3 3 3
int Requirements ulred Courses (38 hrs) R 2100 First Aid & Safety R 2240 Nutrition R 3010 Mat & Meth/Health Educ R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Measurements in PE R 3260 Exercise Physiology R 3550 Special Populations R 3600 Sport Skills		2 3 3 3 3 3 3	Printing this form: Required Courses (38 hrs) HPER 2100 First Aid & Safety HPER 2240 Nutrition HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	Hrs 2 3 3 3 3 3 3
R 2100 First Aid & Safety R 2240 Nutrition R 3010 Mat & Meth/Health Educ R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Measurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills		2 3 3 3 3 3 3	Required Courses (38 hrs) HPER 2100 First Aid & Safety HPER 2240 Nutrition HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	2 3 3 3 3 3
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R 3010 Mat & Meth/Health Educ R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Measurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills		3 3 3 3 3	HPER 3010 Mat & Meth/Health Educ HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	3 3 3
R 3050 Early Childhood PE R 3100 Community Health R 3240 Kinesiology R 3250 Test & Mescurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills		3 3 3 3	HPER 3050 Early Childhood PE HPER 3100 Community Health HPER 3230 Assessment in HPE	3
R 3100 Community Health R 3240 Kinesiology R 3250 Test & Messurements in PE R 3260 Exercise Physiology R 3550 Special Populations R 3600 Sport Skills	-	3 3	HPER 3100 Community Health HPER 3230 Assessment in HPE	hanges after Hirs 2 3 3 3 3 3 3 3 3 3 3 4 Ad Health and
R 3240 Kinesiology R 3250 Test & Messurements in PE R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills		3	HPER 3230 Assessment in HPE	
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R 3260 Exercise Physiology R 3560 Special Populations R 3600 Sport Skills		_	If HPER 3240 Kinesiology	3
R 3550 Special Populations R 3600 Sport Skills	7	9		3
R 3600 Sport Skills		3	HPER 3260 Exercise Physiology	3
		3	HPER 3550 Special Populations	
D 3700 Contemporary Health		3	HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health 3		HPER 3700 Contemporary Health		
HPER 3800 Family Mealth 3 HPER 3850 Motor Development 3		HPER 3800 Family Health HPER 3850 Motor Development		
fication:				
				g your
ication. Include and/or appen-	a relevant sup	portii	ng data.	
nnenna student lassilas suta-				
dopting current best practice(s) in field:			
feeting mandates of state/fede	ral/outside acc	credit	ing agencies:	
other: The current course (HPE ical Education majors. The ne	ER 3250) is ta	ught f	for both Exercise Science and Wellness and	
	ct one or more of the following fication. Include and/or appearmprove student learning outco adopting current best practice(Meeting mandates of state/fede)	ification: ct one or more of the following to indicate we fication. Include and/or append relevant superprove student learning outcomes: Adopting current best practice(s) in field: Meeting mandates of state/federal/outside accepting mandates of state/federal/outside accepting mandates. The current course (HPER 3250) is taking the field of	ification: ct one or more of the following to indicate why the fication. Include and/or append relevant supportion in the supportion of the fication of the f	ification: ct one or more of the following to indicate why the proposed change will be beneficial, givin fication. 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 current course (HPER 3250) is taught for both Exercise Science and Wellness and sical Education majors. The new course (HPER 3230) has a current name change and course

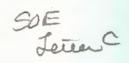
Indirect measures: Student Oninionnaire	s, student, employer, or alumni surveys, etc.
	evaluated for program assessment purposes (tests,
portfolios, specific assignments, etc.)	, and the property of the prop
	in meeting program's learning outcomes (i.e., how d
these changes fit within the current program ass and evaluated to determine if these changes are	essment plan and what sorts of data will be collected
and commence to determine it mese enumber at the	meeting season program outcomes, j.
Data Sources:	
☑ Indirect measures: Student Opinionnaires; stu	dent, employer, or alumni surveys, etc.
Direct measures: Materials collected and evaluation	uated for program assessment purposes (tests, portfolios
specific assignments, etc.)	
*Attach a current curriculum sheet and prop	osed curriculum sheet.**
Submission for File Only:	
Unit Head:	Date:
Reviewed By (necessary even for file submis	sions):
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions	J:
Unit Head:	Date:
Unit Head: Teacher Education Committee Chair:	Date:
Teacher Education Committee Chair:	Date:
Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date:
Teacher Education Committee Chair:	Date:
Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date:
Teacher Education Committee Chair: Committee on Academic Affairs Chair: Committee on Graduate Affairs Chair:	Date: Date:

B.S. in EDUCATION in Health and Physical Education

NAME		gswID# CURRENT			
ADVISOR		Effective Catalog Year: 2016-2017			
CORE: 60 HOURS		MAJOR/ELECTIVE REQUIRE			
Area A (9 hrs) (Min Grade of C Required) Hrs Term G	irade	Required Courses (38 hrs)	His Term	Grade	FE
ENGL 1101 Composition I 3		HPER 2100 First Aid & Safety	2		0
ENGL 1102 Composition II 3		HPER 2240 Nutrition	3		0
MATH 1111, 1113, or 1120 3		HPER 3010 Mat & Meth/Health Educ	3		30
Area B (4-5 hrs) Hrs Term G	irade	HPER 3050 Early Childhood PE	3		30
Select 4-5 hours from list below:		HPER 3100 Community Health	3		0
		HPER 3240 Kinesiology HPER 3250 Test & Measurements in PE	3		0
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(HPER 3260 Exercise Physiology	3		0
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL		HPER 3550 Special Populations	3		30
2000(1-3), ENGL 2200(3), Foreign Lang (2000 level(X3)		HPER 3600 Sport Skills	3		0
Area C (6 hrs) Hrs Term (6	Tarie	HPER 3700 Contemporary Health	3		0
ENGL 2111, 2112, 2121. 2122, 2131, or 2132 3	TOWN.	HPER 3800 Family Health	3		0
ARTC 1100, MUSC 1100 or THEA 1100 3		HPER 3850 Motor Development	3	The same of the sa	0
Area D (10 hrs min) Area D Lists Hrs. Term C	irade	Education Courses (10 hrs)	Hrs Term	Grade	FE
Lab Science-List A	And the Particular of the Part	EDUC 3200 Instructional Tech-Media	3		0
Lab (if CHEM or BIOL)		EDUC 4400 Mat & Methods/PE	4		60
NonLab/Lab Science-List A or B		EDSP 3000 The Exceptional Student	3		15
Optional Lab (If CHEM or BIOL)		Student Teaching (12 hrs)	Hra Term	Grade	FE
Course from List A, B, or C		EDUC 4950 Opening School Experience	0		90
	Grade	EDUC 4960 Practicum/Grades P-12	3		120
POLS 1101 American Government 3		EDUC 4970 Student Teaching	3		150
HIST 1111 or 1112 Wrid Civ I or II 3		EDUC 4980 Student Teaching	3		150
HIST 2111 or 2112 US Hist I or II 3		EDUC 4990 Student Teaching	3		150
Select one: 3		Service Courses (4 hm) to meet GSV	Physical Educa	tion	-
ECON 2105, SOCI 1101, PSYC 1101,		Requirements	Hrs Term	Grade	
HIST 1111 OR 1112		Select four (4 hrs):			
Area F (18 hrs) Hrs Term (Grade FE	PEDS 1020 Walk/Jog Aerobics	1		
BIOL 2030 Anatomy & Physiology I 4		PEDS 1030 Step Aerobics	1		
BIOL 2040 Anatomy & Physiology II 4		PEDS 1100 Swimming	. 1		
EDUC 2110 Invest Crit and Cont Issues in Edu 3	15	PEDS 1230 Racquetball	1		
EDUC 2120 Exp Sociocitrl Persp on Diversity 3	15	PEDS 1250 Beginning Tennis	1		
EDUC 2130 Exploring Learning & Teaching 3	15	PEDS 1280 Beginning Golf	1		
MPER 2170 Intro to Physical Education 1		PEDS 1700 Fundamentals of Dance	1		
		PEDS 1910 Beginning Yoga	1		
Additional Requirements	4.54	Advisor approved PEDS course	1		
GA HISTORY US HISTORY		Destruction of the latest	- 100		
GA CONSTITUTION US CONSTITUTIO		Professional Checklist:		1000	
UNIV 1000 W2W Requirement		Application to Teacher Education Application to Student Teaching			
		GACE I (Score Semester	1		
		GACE II (Score Semester			
		Passed GACE: Yes or No			
		ADMISSION TO TEACHER EDUCATION	8. 35 77 78		
		Admission Into Teacher Education is required for	all students enrolled in a	1	
		Education 3000-4000 level courses. Minimum gra		R	
		Area F and all major and professional required co			
		competence in Speech is a requirement for the pr	ogram. COMM 1110 or		
		THEA 1110 may be taken in Area B to satisfy this	requirement.		
		An institutional grade point average of 2.5 or high			
		student teaching and graduation.			
		For additional information please access the Univ	eusità similani du me		
		GSW website at www.gsw.edu.			
1					
Prior Degree/		UNIVERSITY POLICIES AND PRACT	ICES		
Major:		Minimum grade of "C" required in Area A, Area F	and all major courses.		
Earned at:		A minimum of 120 semester hours must be complete	eted for graduation.		
		39 semester hours must be upper division work a	A STATE OF THE STA		
Acceptance of the Control of the Con		And the second of the second o		Flections	
Comments:		If MATH 1120 is taken in Area A, the extra hour e			
the second secon		Hours from Area B plue hours from Area D must o hours are earned, the extra hours will count in Fre		19119	
		Hours earned to fulfill PE requirements and UNIV		meet the	
Completed by: Date:		120 hours needed for a degree.			

B.S. In EDUCATION in Health and Physical Education

NAME ADVISOR				gswiD# Effective Catalog Year: 2017-2018	
CORE: 60 HOUR:	3			MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS	
Aron A (9 hrs) (Min Grade of C Required)	Hire	Term	Grade	Required Courses (38 hrs) Hrs Term Grade	FE
ENGL 1101 Composition I	3			HPER 2100 First Aid & Safety 2	0
ENGL 1102 Composition II	3			HPER 2240 Nutrition 3	30
MATH 1111, 1113, or 1120	3	-		HPER 3010 Mat & Meth/Health Educ 3	
Area B (4-5 hrs)	Hrs	Term	Grade	HPER 3050 Early Childhood PE 3	30
Select 4-5 hours from list below:	T			MPER 3100 Community Health 3	0
				HPER 3230 Assessment in HPE 3 HPER 3240 Kinesiology 3	0
	-				0
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3				HPER 3260 Exercise Physiology 3 HPER 3550 Special Populations 3	
WGSS 2001(3), COMM 1110(3), POLS 2401(3), INTL 2000(1-3), ENGL 2200(3), Foreign Leng (2000 level)(3)				The second secon	30
Area C (6 hrs)	Hrs	Term	Grade	HPER 3600 Sport Skills 3 HPER 3700 Contemporary Health 3	0
ENGL 2111, 2112, 2121. 2122, 2131, or 2132	3	1 de lut	Grade	HPER 3600 Family Health 3	0
ARTC 1100, MUSC 1100 or THEA 1100	3			HPER 3850 Motor Development 3	0
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade	Education Courses (10 hrs) Hrs Term Grade	FE
Lab Science-List A	nia	14161	Grade	EDUC 3200 Instructional Tech-Media 3	0
Lab (If CHEM or BIOL)			-	EDUC 4400 Mat & Methods/PE 4	60
NonLab/Lab Science-List A or B	-		1	EDSP 3000 The Exceptional Student 3	15
Optional Lab (if CHEM or BIOL)		1		Student Teaching (12 hrs) Hrs Term Grade	FE
Course from List A, B, or C	-			EDUC 4950 Opening School Experience 0	90
Area E (12 hrs)	Hrs	Term	Grade	EDUC 4960 Practicum/Grades P-12 3	120
POLS 1101 American Government	3	191111	0.00	EDUC 4970 Student Teaching 5	150
HIST 1111 or 1112 Wrid Civ I or II	3		1	EDUC 4980 Student Teaching 3	150
HIST 2111 or 2112 US Hist I or II	3			EDUC 4990 Student Teaching 3	150
Select one:	3			Service Courses (4 hirs) to meet GSW Physical Education	
ECON 2105, SOCI 1101, PSYC 1101,	1		1	Requirements Hira Term Grade	
HIST 1111 OR 1112				Select four (4 hrs):	
Area F (18 hrs)	Hrs	Term	Grade F	PEDS 1020 Walk/Jog Aerobics 1	
BIOL 2000 Anatomy & Physiology !	4	1		PEDS 1090 Step Aerobics	
BIOL 2040 Anatomy & Physiology II	4		1	PEDS 1100 Swimming 1	
EDUC 2110 Invest Crit and Cont Issues in Edu	3		1	PEDS 1230 Racquetball 1	
EDUC 2120 Exp Sociocitic Persp on Diversity	3		1	PEDS 1250 Beginning Tennis 1	
EDUC 2130 Exploring Learning & Teaching	3		1	PEDS 1280 Beginning Golf 1	
HPER 2170 Intro to Physical Education	11			PEDS 1700 Fundamentals of Dance 1	
				PEDS 1910 Beginning Yoga 1	
Additional Requirements				Advisor approved PEDS course 1	_
GA HISTORY	_	ISTORY			
GA CONSTITUTION		ONSTITU		Professional Checklist:	
UNIV 1000	- WZW	Requirem	nent	Application to Teacher Education Application to Student Teaching	
				GACE I (Score Semester) GACE II (Score Semester)	
				Passed GACE: Yes or No	
				ADMISSION TO TEACHER EDUCATION	
				Admission into Teacher Education is required for all students enrolled in all	
				Education 3000-4000 level courses. Minimum grade of "C" required in Area A.	
				Area F and all major and professional required courses. Speech or demonstrated	
				competence in Speech is a requirement for the program. COMM 1110 or	4
				THEA 1110 may be taken in Area B to satisfy this requirement.	
				An institutional grade point average of 2.5 or higher is required for both	
				student teaching and graduation.	
				For additional information please access the University Bulletin on the	
				GSW wobsite at www.gaw.edu.	
					1
Prior Degree/				UNIVERSITY POLICIES AND PRACTICES	
Major:				Minimum grade of "C" required in Area A, Area F and all major courses.	
Earned at:		-		A minimum of 120 semester hours must be completed for graduation.	
Lastros at		-		39 semester hours must be upper division work at the 3000-4000 level.	
				The state of the s	
Comments:				If MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives.	
				Hours from Area 8 plus hours from Area D must equal 15 hours. If more than 15 hours are samed, the extra hours will count in Free Electives.	
				this emitted and strait strait that produce at 1 day consequent.	į.
				Hours earned to fulfill PE requirements and UNIV 1000 azonot be used to meet the 120	l .



	A NEW PROGRAM stern State University
The Formal Proposal must be approved at all a being submitted to the University System of G	
Date of Submission: 02/23/2017 (mm/dd/yyy	у)
Proposed Effective Date: Spring/2017 (semester/year)	Degree/Program Name: Autism Education Endorsement (Post Bacc)
Requirements: (Attach new or revised course	proposal(s) separately.) see attached
Justification: Select one or more of the follow beneficial, giving your justification. Include a Improving student learning outcomes:	ving to indicate why the proposed program will be nd/or append relevant supporting data.
Adopting current best practice(s) in field: teach how students with ASD learn. The latest	e likely to have at least one child with ASD in
☐ Meeting Mandates of State/Federal/Outsid	le Accrediting Agencies:
Source of Data to Support Suggested Chang	ge:
☑ Indirect Measures: Student Opinionnaires,	student, employer, or alumni surveys, etc.
Direct Measures: Materials collected and portfolios, specific assignments, etc.)	evaluated for program assessment purposes (tests,
Assessment Plan for the proposed program	
Student Learning Outcomes for the propos	ed program:
Data Sources: Indirect measures: Student Opinionnaires,	student, employer, or alumni surveys, etc.
Direct measures: Materials collected and e portfolios, specific assignments, etc.)	valuated for program assessment purposes (tests,

^{**}Attach a curriculum sheet for proposed program.**

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head: Kaulul ablatt	Date: 2/24/17
Teacher Education Committee Chair: Raule allott	Date: 2/27/17
Committee on Academic Affairs Chair: Dupon Tunis	Date: 8/20/17
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

GEORGIA SOUTHWESTERN STATE UNIVERSITY SCHOOL OF EDUCATION AUTISM EDUCATION ENDORSEMENT

Name	GSW ID#:	
Addr	ss:	
Telep	none Number:	
teach	utism Education Endorsement is offered to applicants who hold a valid Induction or Pring certificate or a certificate of eligibility. This endorsement will provide the teached edge and competencies needed to work with students with autism.	rofessiona r with the
ADN	ISSION REQUIREMENTS:	
1.	Applicants must hold a valid Level 4 or higher teaching certificate or a certificate of eligibility.	
2.	A minimum of 2.75 grade point average as reported on the official final transcripts	
3.	Apply for Post-Baccalaureate admission to Georgia Southwestern State University	
COU	RSE REQUIREMENTS:	
Univ	semester hours of credit are required. All course work must be taken at Georgia Southwersity. No transfer credit is allowed in this program. Completion of the three course sequence grade point average of 3.00.	
	EDSP 4410 Identification and Assessment for Autism Spectrum Disorders Semester Grade	
	EDSP 4420 Classroom and Behavioral Strategies for Autism Spectrum Disorders Semester Grade	
	EDSP 4430 Planning and Teaching for Autism Spectrum Disorders Semester Grade	
PRO	GRAM POLICIES	
1.	Certification forms are to be filed when program requirements are complete.	

No transfer or transient credit is allowed.

Students must meet grade point average requirements.

2.

3.

AUTISM EDUCATION ENDORSEMENT

ADVISOR			gsw/D# Effective Catalog Year: 2017-2018
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Required Courses (9 semester hours)	Hrs	Term Grade	Autism Endorsement
EDSP 4410 Identification & Assessment for ASD EDSP 4420 Classroom & Behav Strat for ASD EDSP 4430 Planning & Teaching for ASD	3 3		The Autism Education Endorsement is offered to applicants who hold a valid Induction or Professional teaching certificate or a certificate of eligibility. This endorsement will provide the teacher with the knowledge and competencies needed to work with students with autism.
Requirements 1. Applicants must hold a valid Level 4 or certificate or a certificate of eligibility. 2. A minimum of 2.75 grade point average	e as re		

I	PROPOSAL FOR Georgia Southwester		
Date of Submission: 2/2	3/2017 (mm/dd/yyyy)		
Department Initiating P School of Education	roposal:		nber Proposing: ott, Gavin Bernstein
Proposed New Course P (See USG Academic Affair Course prefixes and number EDSP 4410	s Manual for Common	Proposed No Identification Spectrum Dis Proposed No	and Assessment for Autism sorders ew Course Title Abbreviation: ranscript, limit to 30 character
Semester/Year to be Eff Spring/2017	ective:	Estimated F Every Spring	requency of Course Offering:
Indicate if Course will be Core	e: Requirement	for Major; En	dorsement Elective
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3
for the assessment of indi- also explore the historica spectrum disorder on the	ividuals with an Autist I foundations and clast learner and the least re ent social, educationa	m Spectrum D sic studies of A estrictive learn l, emotional, b	urrent and best practices in place isorder (ASD). This course will ASD and the impacts of autism hing environment(s). The students behavioral, sensory and language (-3)
Justification: Select one beneficial, giving your ju	stification. Include at		why the proposed course will be elevant supporting data.
help teach how students children has some form	with ASD learn. The la of autism. Teachers are	atest numbers e likely to have	approved by GaPSC. This will from the CDC indicate one in 68 at least one child with ASD in belief children with ASD.
	f State/Federal/Outsid		· ·
Other:			
Source of Data to Supp			

Indirect Measures: Student Opinionnaires, student, e	imployer, or alumni surveys, etc.
Direct Measures: Materials collected and evaluated (tests, portfolios, specific assignments, etc.)	for program assessment purposes
Plans for assessing the effectiveness of the course in routcomes (i.e., how does this course fit within the curresorts of data will be collected and evaluated to determine program or course outcomes?)	nt program assessment plan and w
Data Sources: Indirect measures: Student Opinionnaires, student, en	mployer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.)	or program assessment purposes (
Other:	
Attach a course outline with course outcomes or get Approvals: Unit Head: Raul Allott	neral education outcomes. Date: るんりに
**Attach a course outline with course outcomes or get Approvals:	
**Attach a course outline with course outcomes or get Approvals: Unit Head: Raul Gblott	Date: 2/24/1
**Attach a course outline with course outcomes or get Approvals: Unit Head: Paul Allott Teacher Education Committee Chair:	Date: 2/24/1
**Attach a course outline with course outcomes or get Approvals: Unit Head: Paul Gelett Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: 2/24/1 Date: Date:

COURSE OUTLINE

School of Education Georgia Southwestern State University

EDSP 4410

Identification and Assessment for Autism Spectrum Disorders (Online)

Credit: 3 Hours

Catalog description:

EDSP 4410 Identification and Assessment for Autism Spectrum Disorders This course is designed to provide the class participants with the knowledge and skills necessary to critically analyze the current and best practices in place for the assessment of individuals with an Autism Spectrum Disorder. This course will also explore the historical foundations and classic studies of ASD and the impacts of autism spectrum disorder on the learner and the least restrictive learning environment(s). The students will research and implement social, educational, emotional, behavioral, sensory and language assessment tools to gain a better understanding of Autism Spectrum Disorder. (3-0-3)

Prerequisite(s) or Co-requisites: Admission to ASD Endorsement Program

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Understand and identify, through the use of assessment tools and current research, the core and associated characteristics of individuals with autism spectrum disorders.
- 2) Administer and assess for the impact of Autism Spectrum Disorder (ASD) on the following areas of the learner: comorbidity, speech, language, communication, theory of the mind, executive functioning, central coherence, neurological differences, adaptive behavior and self-regulation with regards to learning and behavior.
- Select, adapt and develop assessment tools and practices to accommodate the needs of students with ASD to help plan and implement instructional decisions and behavioral interventions.
- 4) Identify, locate and engage in community resources that work with and assist people with ASD on a local, regional and state level.

REQUIREMENTS:

Students will be required to:

- 1- Complete assigned readings
- 2- View / listen to presented information on assigned topics

- 3- Complete assigned individual and group activities
- 4- Complete group discussion posts and responses to their learning groups related to their reading, activities and assignments.
- 5- Log into the online learning module on a frequent and regular basis

INSTRUCTIONAL STRATEGIES:

This course will be taught online. Synchronous and asynchronous communication of information and course material will occur during this course. The use of online discussions (student to instructor and student to student), student reading, research, video lectures, podcasts, and videoconferencing may be provided for some modules. Students will be required to participate actively in online discussion by responding to prompts provided by the instructor and to postings written by the other students. Students will receive assessment feedback from the instructor at regular times throughout the term. Instructor will keep posted online office hours and will be available for individual student interaction during these hours, in addition to availability through e-mail and discussions, course messaging, and discussion chats.

GRADES:

Student grades are determined by the quality of individual work on quizzes/exams, discussion posts, and assignments, as determined by the faculty member of record.

The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

Faculty Member of record will select the text needed for this course. The use of GaView or applicable online learning module will be required.

Textbook Recommendation:

Saulnier, C. A. and Ventola, P.V. (2012) Essentials of Autism Spectrum Disorders Evaluation and Assessment. Wiley & Sons

ISBN: 9781118234556

	ROPOSAL FOR Georgia Southwest				
Date of Submission: 2/23/2017 (mm/dd/yyyy)					
Department Initiating Pr	roposal:		mber Proposing: ott, Gavin Bernstein		
Proposed New Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) EDSP 4420		Proposed N Classroom	New Course Title: and Behavioral Strategies for ctrum Disorders		
		(For student spaces)	Icw Course Title Abbreviation: transcript, limit to 30 character ioral Strategies for ASD		
 Semester/Year to be Effe Spring/2017	ective:	Estimated I	Frequency of Course Offering:		
Indicate if Course will be Core	e: Requirement	for Major; E	ndorsement		
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3		
the knowledge and skills and best practices in place behaviors for students on assessments and the devel	necessary to critically for the management the Autism Spectrum opment of behaviora	y analyze, sele t of the classro Disorder. It was a lintervention	provide the class participants with ect and adapt the research based from environment and individual will explore functional behavioral plans for students on the Autism e and culturally responsive learning		
beneficial, giving your just	stification. Include a		e why the proposed course will be relevant supporting data.		
	practice(s) in field:		approved by GaPSC. This will		
children has some form of	f autism. Teachers ar	e likely to hav	re at least one child with ASD in to help children with ASD.		
☐ Meeting Mandates of ☐ Other:	State/Federal/Outsid	e Accrediting	Agencies:		
Source of Data to Suppo	ort Suggested Chang	ge:			

☐ Direct Measures: Materials collected and evaluate	d for program assessment purposes
(tests, portfolios, specific assignments, etc.)	
Plans for assessing the effectiveness of the course in outcomes (i.e., how does this course fit within the cur sorts of data will be collected and evaluated to determ program or course outcomes?)	rent program assessment plan and
Data Sources: Indirect measures: Student Opinionnaires, student,	employer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated portfolios, specific assignments, etc.)	for program assessment purposes
Other:	
	general education outcomes.** Date:
**Attach a course outline with course outcomes or g Approvals:	
**Attach a course outline with course outcomes or a Approvals: Unit Head:	Date:
**Attach a course outline with course outcomes or g Approvals: Unit Head: Teacher Education Committee Chair:	Date:
**Attach a course outline with course outcomes or a Approvals: Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: Date:

COURSE OUTLINE

School of Education Georgia Southwestern State University

EDSP 4420

Classroom and Behavioral Strategies for Autism Spectrum Disorders (Online)

Credit: 3 Hours

Catalog description:

EDSP 4420 Classroom and Behavioral Strategies for Autism Spectrum Disorders This course is designed to provide the class participants with the knowledge and skills necessary to critically analyze, select and adapt the research based and best practices in place for the management of the classroom environment and individual behaviors for students on the Autism Spectrum Disorder. It will explore functional behavioral assessments and the development of behavioral intervention plans for students on the Autism Spectrum Disorder to be able to participate in safe, inclusive and culturally responsive learning environments. (3-0-3)

Prerequisite(s) or Co-requisites: Admission to ASD Endorsement Program

Course Learning Outcomes:

Students completing this course should be able to:

- Develop and implement activities that address independent functional life skills, social skills and adaptive behavior skills that are both ability level and age level appropriate.
- Research, select, adapt and use a variety of evidence based management and behavioral strategies to increase the participation of students on the ASD in a safe, inclusive and culturally responsive learning environment.
- Plan and implement interventions based on the learners' behavioral characteristics, interests and functional behavior assessment to increase more desired behaviors.
- Observe, define and collect data on a variety of behaviors related to the autism spectrum disorder.

REQUIREMENTS:

Students will be required to:

- 1- Complete assigned readings
- 2- View / listen to presented information on assigned topics
- 3- Complete assigned individual and group activities
- 4- Complete group discussion posts and responses to their learning groups related to

their reading, activities and assignments.

5- Log into the online learning module on a frequent and regular basis

INSTRUCTIONAL STRATEGIES:

This course will be taught online. Synchronous and asynchronous communication of information and course material will occur during this course. The use of online discussions (student to instructor and student to student), student reading, research, video lectures, podcasts, and videoconferencing may be provided for some modules. Students will be required to participate actively in online discussion by responding to prompts provided by the instructor and to postings written by the other students. Students will receive assessment feedback from the instructor at regular times throughout the term. Instructor will keep posted online office hours and will be available for individual student interaction during these hours, in addition to availability through e-mail and discussions, course messaging, and discussion chats.

GRADES:

Student grades are determined by the quality of individual work on quizzes/exams, discussion posts, and assignments, as determined by the faculty member of record.

The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

Faculty Member of record will select the text needed for this course. The use of GaView or applicable online learning module will be required.

Textbook Recommendation:

Practical Behaviour Management Solutions for Children and Teens with Autism: The 5P Approach

ISBN: 9780857001849

Positive Behaviour Strategies to Support Children & Young People with Autism

ISBN: 9781849202428

Effective Practices for Children with Autism: Educational and Behavior Support

Interventions that Work ISBN: 9780199886364

	PROPOSAL FOR Georgia Southwest				
Date of Submission: 2/2	3/2017 (mm/dd/yyyy)				
Department Initiating Proposal: School of Education Proposed New Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) EDSP 4430 Semester/Year to be Effective: Spring/2017		Faculty Member Proposing: Rachel Abbott, Gavin Bernstein Proposed New Course Title: Planning and Teaching for Autism Spectrum Disorders Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Plan and Teach for ASD			
					Estimated Frequency of Course Offering: Once a Year
		Indicate if Course will be Core	e: Requirement	for Major; En	dorsement
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3		
the knowledge and skills and best practices in place explore the areas of socia- gain a better understanding	necessary to critically e for educating studental, educational, emotion ng of Autism Spectrum ructional practices in s	analyze, select this on the Autis mal, behavioral in Disorder to a	provide the class participants with et and adapt the research based sm Spectrum Disorder. It will l, and sensory and language to assist in planning and and culturally responsive		
Justification: Select one beneficial, giving your ju	stification. Include ar		why the proposed course will be elevant supporting data.		
help teach how students children has some form of	with ASD learn. The last autism. Teachers are	atest numbers :	approved by GaPSC. This will from the CDC indicate one in 68 at least one child with ASD in belp children with ASD.		
Meeting Mandates of	f State/Federal/Outside	e Accrediting	Agencies:		
Other:					
Source of Data to Supp	ort Suggested Chang	e:			

☐ Direct Measures: Materials collected and evaluated	d for program assessment purposes
(tests, portfolios, specific assignments, etc.)	- To program participation
Plans for assessing the effectiveness of the course in outcomes (i.e., how does this course fit within the curr sorts of data will be collected and evaluated to determi program or course outcomes?)	rent program assessment plan and what
Data Sources: ☑ Indirect measures: Student Opinionnaires, student,	employer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated portfolios, specific assignments, etc.)	for program assessment purposes (test
Other:	
Attach a course outline with course outcomes or g Approvals: Unit Head:	eneral education outcomes. Date:
**Attach a course outline with course outcomes or g Approvals:	
**Attach a course outline with course outcomes or g Approvals: Unit Head:	Date:
**Attach a course outline with course outcomes or g Approvals: Unit Head: Teacher Education Committee Chair:	Date:
**Attach a course outline with course outcomes or g Approvals: Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: Date:

COURSE OUTLINE

School of Education Georgia Southwestern State University

EDSP 4430

Planning and Teaching for Autism Spectrum Disorders (Online)

Credit: 3 Hours

Catalog description:

EDSP 4430 Planning and Teaching for Autism Spectrum Disorders This course is designed to provide the class participants with the knowledge and skills necessary to critically analyze, select and adapt the research based and best practices in place for educating students on the Autism Spectrum Disorder. It will explore the areas of social, educational, emotional, behavioral, and sensory and language to gain a better understanding of Autism Spectrum Disorder to assist in planning and implementing future instructional practices in safe, inclusive and culturally responsive learning environments. (3-0-3)

Prerequisite(s) or Co-requisites: Admission to ASD Endorsement Program

Course Learning Outcomes:

Students completing this course should be able to:

- Develop and implement activities that address independent functional life skills, social skills and adaptive behavior skills that are both ability level and age level appropriate.
- Research, select, adapt and use a variety of evidence based instructional strategies to increase the learning of students on the ASD in the areas of academics, social/emotional, behavior and communication.
- Plan and implement activities and lessons based on learner characteristics, interests and ongoing assessment.
- 4) Develop a transition plan for people on the Autism Spectrum to include post-secondary educational, living, work, social and legal areas.

REQUIREMENTS:

Students will be required to:

- 1- Complete assigned readings
- 2- View / listen to presented information on assigned topics
- 3- Complete assigned individual and group activities
- 4- Complete group discussion posts and responses to their learning groups related to

their reading, activities and assignments.

5- Log into the online learning module on a frequent and regular basis

INSTRUCTIONAL STRATEGIES:

This course will be taught online. Synchronous and asynchronous communication of information and course material will occur during this course. The use of online discussions (student to instructor and student to student), student reading, research, video lectures, podcasts, and videoconferencing may be provided for some modules. Students will be required to participate actively in online discussion by responding to prompts provided by the instructor and to postings written by the other students. Students will receive assessment feedback from the instructor at regular times throughout the term. Instructor will keep posted online office hours and will be available for individual student interaction during these hours, in addition to availability through e-mail and discussions, course messaging, and discussion chats.

GRADES:

Student grades are determined by the quality of individual work on quizzes/exams, discussion posts, and assignments, as determined by the faculty member of record.

The grading scale is 90% and above = A, 80-89% = B, 70-79% = C, 60-69% = D, and below 60% = F.

Textbooks and Other Required Materials:

Faculty Member of record will select the text needed for this course. The use of GaView or applicable online learning module will be required.

Textbook Recommendation:

Teaching Students with Autism Spectrum Disorders: A Step-by-Step Guide for

Educators 1st Edition

ISBN: 162087220X

SON Lever A

PROPOSAL FOR A NEW PROGRAM Georgia Southwestern State University The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia. Date of Submission: 03/31/2017 Degree/Program Name: **Proposed Effective Date:** Long Term Care Management Fall 2018 (semester/year) Requirements: (Attach new or revised course proposal(s) separately.) See attached Justification: Select one or more of the following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data. Improving student learning outcomes: X Adopting current best practice(s) in field: Graduates will be prepared to be assist in planning for appropriate care, activities, and living environments and can be employed as health care navigators, program and caregiving managers in aging agencies, health coaches, and assistant administrators in a multitude of health care and community settings delivering long term care. Meeting Mandates of State/Federal/Outside Accrediting Agencies: x Other: Current academic offerings at GSW need to be expanded to offer an additional options for students who want to pursue a non-nursing career in health care. Source of Data to Support Suggested Change: X Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. A survey was circulated via email to South Georgia area home health agencies, hospitals, aging agencies, and nursing/assisted living residential institutions. Of those surveyed, 81% indicated a need for individuals with long term care management education. X Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment Plan for the proposed program: Student Learning Outcomes for the proposed program: Seek high quality outcomes for services provided in long term care; Serve as conduits of information and referral to community programs of support for families and individuals needing long term care; Utilize critical thinking to manage the environment of care;

B.S. in LONG TERM CARE MANAGEMENT

ADVISOR				Effective C	atalog Year	2018-20	19
CORE: 60 HOURS				Effective Catalog Year: 2018-2019 MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS			
A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	Core (39 hrs)		Term	
NGL 1101 Composition (3			PSYC 2001 Introduction to Caregiving	3		
NGL 1102 Composition II	3			PSYC 3350 Health Psychology	3		
ATH 1001, 1101, 1111, 1113, or 1120	3			PSYC 3308 Psychological Aspects of Aging	3	1	
Area B (4-5 hrs)	Hrs	Term	Grade	SOCI 4230 Sociology of Health and Medicine	3		-
elect 4-5 hours from list below:	and the same			LIBR 3202 Information Literacy for Health Care	Prof 3	T	
				MGNT 3600 Principles of Management	3		
				MGKT 3800 Principles of Marketing	3		
BR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101(3),				BUSA 2010 Microcomputers Apps in Business	3		
GSS 2001(3), COMM 1110(3), POLS 2401(3), INTL	1			NURS 2002 The Caregiving Journey	3		
00(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)				NURS 2003 Best Prac in Supporting Caregiving	3		
ea C (6 hrs)	Hrs	Term	Grade 1	NURS 3001 Special Populations Reg Care	3		
NGL 2111, 2112, 2121, 2122, 2131, or 2132	3	C. Contraction of	-	NURS 3004 Cross Cultural/National Issues	3		
RTC 1100, MUSC 1100 or THEA 1100	3			NURS 3006 Advanced Practice Issues	3		
Area D (10 hrs min) Area D Lists	Hrs	Term	Grade	Major (21 hrs)	Hrs	Term	Gr
ab Science-List A	18.500	2,000.000	Agricultural part	MGNT 3670 Human Resource Management	3	1000	-
Lab (if CHEM or BIOL)				PSYC 4395 Theory/Research of Caregiving	3		
onLab/Lab Science-List A or B	-			LTCM 3001 Principles of Long Term Care	3	_	
Lab (if CHEM or BIOL)				LTCM 3002 Ethical/Legal Issues Long Term Ca			
ourse from List A, B, or C				LTCM 4001 Long Term Care Mgmt Internship	6		-
oa E (12 hrs)	Here	Term	Crade	LTCM 4001 Long Term Care Mgmt Capstone	3	-	
OLS 1101 American Government	3	10110	Gioce	ETOM 4007 Cong Territ Caro ringini Capotonio	-		-
IIST 1111 or 1112 World Civ I or II	3	-		ADDITIONAL REQUIREMENTS			
IST 2111 or 2112 US Hist I or II	3	-		Minimum grade of "C" required in Area A, Area F, Majo	Corp and Ma	OC COLUMB	* /* *
elect one:	3			ECON 2105 may be counted in Area E or Area F but n		or courses.	
con 2105, HIST 1111 , or HIST 1112		-		ECON 2105 may be counted in Alea E or Alea F bot in	CDOUI.		_
ma F (18 hrs)		Term	BOMPAN.	UNIVERSITY POLICIES AND PRACTICES			-
ATH 2204 Elementary Statistics	3	ICHI	Grade	A minimum of 120 semester hours must be completed			
SYC 1101 Introduction to Psychology	3			39 semester hours must be upper division work at the		1	
SYC 2103 Human Growth and Development	3			If MATH \$120 is taken in Area A, the extra hour earned			
OCI 1101, Introduction to Sociology	3			"Hours from Area B plus hours from Area D must equa			
	3			are earned, the extra hours will count in Free Bective		nore train so	nou
elect 6 hours from courses listed below: OCT 2101, ACCT 2102, BIOL 2030, BIOL 2040.	_			Hours earned to Liftil PE requirements and UNIV 1000		-d tot lis	- 100
					Carrinot da use	o to neet th	18 120
IOL 2050, BUSA 2106, ECON 2105, ECON 2106,				hours needed for a degree.	_3/2		
rysical Education (4 hrs)		Term	Control of	Prior Degree/ Major:		-	-
EDS 1010 Lifetime Fitness		18rm	Grade				
	1			Famad at			
EDS 2000 CPR/First Aid	2			Earned at:			
ED\$ (Activity)	1 1			Comments:			
Iditional Requirements							
GA HISTORY	US HI	STORY					
GA CONSTITUTION	US CO	DNSTITUT	ION				
C. DOILOTTI OTTO							
UNIV 1000	W2W	Requireme	ent II	TRANS EVAL Completed by:	Date		

7,000,00	- 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	A NEW COU tern State Univers	
Date of Submission: 2/21/201	7		
Department Initiating Proposal: Library		Faculty Member Proposing: Ru Story Huffman	
Proposed New Course Prefix & Number:		Proposed New Course Title:	
LIBR3202		Information Literacy for the Healthcare Professional	
		Proposed New Course Title Abbreviation: Info Lit Healthcare Prof	
Semester/Year to be Effective: Fall 2018		Estimated Frequency of Course Offering: Each spring	
Indicate if Course will be :	x Requireme	nt for Major	Elective Core (Area F)
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3
	r the Healthca ned through s h the skills to	re Professional. uccessful comp effectively identi	
Justification: Select one or more of the following to indicate why the proposed course will be beneficial, giving your justification. Include and/or append relevant supporting data.			
X Improving student learning outcomes:			
X Adopting current best practice(s) in field:			
☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:			
x Other: online course			
Source of Data to Support Su	ggested Chang	ge:	
X Indirect Measures: Stude	nt Opinionnaire	es, student, emplo	yer, or alumni surveys, etc.
X Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)			

outcomes (i.e., how does this course fit within the curr sorts of data will be collected and evaluated to determi program or course outcomes?)	
Data Sources: X Indirect measures: Student Opinionnaires, student	t, employer, or alumni surveys, etc.
X Direct measures: Materials collected and evaluate (tests, portfolios, specific assignments, etc.)	ed for program assessment purposes
Other:	
Approvals:	
	Date:
Unit Head:	Date:
Unit Head: Teacher Education Committee Chair:	
Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date:
Approvals: Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair: Committee on Graduate Affairs Chair: Secretary of the Faculty Senate:	Date:

COURSE OUTLINE

James E. Carter Library Georgia Southwestern State University

LIBR3202

Information Literacy for the Healthcare Professional (online)

Credit: 3 hours

Catalog description:

LIBR3202 Information Literacy for the Healthcare Professional

This course will emphasize Information Literacy theory and its importance for the Healthcare Professional. The knowledge, analytical skills, and competencies gained through successful completion in the course provides Healthcare Professionals with the skills to effectively identify, locate, use, and evaluate information in a professional situation. (3-0-3)

Prerequisite(s) or Co-requisites:

Course Learning Outcomes:

Students completing this course should be able to:

- 1. understand the theory and concepts of health information literacy and the information seeking process by:
 - Choosing, defining, and limiting a health related research problem
 - Identifying appropriate types of resources to answer the health information need
 - Locate print, electronic, and multimedia resources with appropriate use
- practice ethical use of information and to evaluate information and its sources critically by:
 - Articulating and applying criteria for evaluating both the information and its source
 - Evaluating the usefulness of retrieved information to the research problem
 - Understanding the definition and various forms of plagiarism and its impact in the healthcare field
- 3. work toward being an information literate healthcare professional through
 - Understanding theory and practical application of information literacy for the healthcare professional
 - Developing skills in identifying and defining health and patient information needs
 - Developing skills for advanced research using print and electronic information sources for health and patient care
 - Understand the ethical use of information for the healthcare professional
 - Following standards outlined by the American Library Association Information Literacy Competency Standards for Nursing http://www.ala.org/acrl/standards/nursing

REQUIREMENTS:

Through the Read and Respond assignments, students will be required to read and critically respond to selected articles that will be posted online or available using research skills. Additionally, students will complete assignments, quizzes, a final exam, and final research portfolio project. Learning content and assignments may be presented in a visual manner, through the development of a PowerPoint Presentation, Open Educational Resources (OER), or utilizing a Web2.0 application or videos. All students will participate in weekly discussion topics and post to comments made by other members of the class.

INSTRUCTIONAL STRATEGIES:

As an online offering, this class will use GaView for all postings of assignments and discussion topics. Additionally, LibGuides will be utilized to provide access to websites that have been chosen by the professor to further knowledge and provide learning opportunity. In addition to the textbook, students will have access to PowerPoint presentations and OER, and be expected to post to each discussion topic. Each week, the professor will post learning modules covering topics, discussions, learning objects, and assignments, in addition to required reading in the textbook. The module will contain a PowerPoint presentation outlining text content, and/or web or Galileo reading material for additional information. Discussions and any assignment(s) associated with the topic will also be included in the module. All students will use Web2.0 tools to complete the final research project portfolio, and submit all assignments using the Dropbox Tool in GaView. The professor will utilize instructional design principles to develop content and maintain usability.

GRADES:

Assignments, Read & Respond, Discussions	25%
Quizzes	25%
Final Exam	25%
Final Research Project Portfolio	25%

Textbooks and Other Required Materials:

Instructor will chose a textbook. OER will be available through course LibGuide on the Library website.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/31/2017 **Faculty Member Proposing: Department Initiating Proposal:** Dr. Sandra Daniel/Dr. Leisa Easom Nursing **Proposed New Course Title:** Proposed New Course Prefix & Number: (See USG Academic Affairs Manual for Common Principles of Long Term Care Course prefixes and numbers.) LTCM 3001 Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Principles of Long Term Care **Estimated Frequency of Course Offering:** Semester/Year to be Effective: Fall 2018 At least annually Indicate if Course will be: X Requirement for Major Elective Core Credit Hours: 3 Lecture Hours: 3 Lab Hours: 0 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.) In this course, the basic principles and key elements of long term care are explored as guides for understanding of the expansion of managed care for long term care populations. (3-0-3) Pre-requisite: NURS 2002. **Justification:** Select one or more of the following to indicate why the proposed course 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: X Other: A better prepared workforce is needed to address a broader scope of needs and services for our nation's aging and/or disabled populations. Parents of children with disabilities worry about what programs and services will be available and who can help manage the care over the long term. Over the past two years, 1 in every 68 children were diagnosed with autism spectrum disorder. One in every six children have a developmental disability. During the last 12 years, the prevalence of development disabilities in children has increased by 17.1% (CDC, 2016). Predictions estimate that by 2040, there will be about 82.3 million older persons in the United States, over twice their number in 2000. Worldwide estimates are that 21.1 percent of adults will be age 60 years and older by 2050 (United Nations, 2013). Consequences of longer longevity is the increased incidence of chronic illnesses and disabilities. Currently, more than five million Americans are living with Alzheimer's disease (Alzheimer's Association, 2016) and 1.4 million individuals are dealing with

Lewy Body Dementia (Aging Care, 2016). Other chronic illnesses such as cardiovascular disease and cancer strike huge numbers of older adults. Today, the average senior adult spends two or more of their final years disabled enough to require assistance because of chronic illness.

Current academic offerings at GSW need to be expanded to include the Long Term Care Management degree. Only an interdisciplinary approach to training can prepare the graduate to meet the wide range of needs experienced by individuals with chronic illness and/or disability who are living in the community or residential institutions.

Source of Data to Support Suggested Change:

Other:

X Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. A needs assessment survey was conducted. This survey was circulated via email (with a link to survey monkey analytical service) to South Georgia area home health agencies, hospitals, aging agencies, and nursing/assisted living residential institutions. Of those surveyed, 81% indicated a need for individuals with long term care management education. This type of degree would fit into the current positions of 100% of those surveyed including positions in nursing, management, residential institutions, and care coordination. 48% of respondents indicated that a new position would likely be created if they had an individual with a degree in long term care management. Stated expected salary ranges for individuals with this type of degree were: 40% (\$50K); 25% (\$45K-50K); 15% (43K – 45K); and 20% (\$25K – 35 K).

☐ 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: X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Student surveys at the end of each class for evaluation.	
X Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Class paper assignment, tests.	

^{**}Attach a course outline with course outcomes or general education outcomes.**

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

School of Nursing Georgia Southwestern State University

Long Term Care Management (LTCM) 3001 Course Title: Principles of Long Term Care

Credit: 3-0-3 semester hours

Catalog description:

LTCM 3001 Principles of Long Term Care. In this course, the basic principles and key elements of long term care are explored as guides for understanding of the expansion of managed care for long term care populations. Pre-requisite: NURS 2002 (3-0-3).

Prerequisite(s) or Co-requisites: Pre-requisite: NURS 2002.

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Define the principles of long term care.
- 2) Identify populations that may require long term care.
- 3) Examine the needs of families living with chronic illness or disabilities in the community or residential setting.
- 4) Discuss the shift of consumer preference from facility-based care to consumer-directed home and community based care services.

REQUIREMENTS:

Reading assignments every week with participation expected in online class via discussion board (this is graded via a rubric), one writing assignment (related to current literature on long term care) and 3 examinations.

Does your department/school specify necessary types of activities for courses taught by more than one faculty member? No.

INSTRUCTIONAL STRATEGIES:

This on-line course has assigned readings, summaries of key concepts, video-streaming, case studies, study questions, and discussion board for sharing information. The instructor is available by e-mail or telephone to answer any questions.

GRADES:

The letter grade for the course is calculated from the following percentages:

Exam 1	20%
Exam 2	20%
Paper	20%
Participation	10%
Final Exam	<u>30%</u>
	100%

Grading Scale:

Does your department/school specify necessary types of evaluation for courses taught by more than one faculty member? No.

Textbooks and Other Required Materials:

Instructor may choose the text and/or readings. In this course, readings will be assigned throughout the semester.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/31/2017 **Faculty Member Proposing: Department Initiating Proposal:** Dr. Sandra Daniel/Dr. Leisa Easom Nursing Proposed New Course Prefix & Number: Proposed New Course Title: (See USG Academic Affairs Manual for Common Practice Issues of Long Term Care Course prefixes and numbers.) LTCM 3002 **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Practice Iss of Long Term Care Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall 2018 At least annually Indicate if Course will be: X Requirement for Major Elective Core Credit Hours: 3 Lecture Hours: 3 Lab Hours: 0 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.) This course targets current practice issues affecting long term care settings. Institutional focused content includes subject matter on managing resident centered care, quality of life, resident rights, financial reimbursement and the service environment. Community based content includes subject matter on home and community based services, housing needs, quality of life, cost of care, transportation, socialization and self-care. (3-0-3) Pre-requisite: NURS 2002. **Justification:** Select one or more of the following to indicate why the proposed course 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: X Other: A better prepared workforce is needed to address a broader scope of needs and services for our nation's aging and/or disabled populations. Parents of children with disabilities worry about what programs and services will be available and who can help manage the care over the long term. Over the past two years, 1 in every 68 children were diagnosed with autism spectrum disorder. One in every six children have a developmental disability. During the last 12 years, the prevalence of development disabilities in children has increased by 17.1% (CDC, 2016). Predictions estimate that by 2040, there will be about 82.3 million older persons in the United States, over twice their number in 2000. Worldwide estimates are that 21.1 percent of adults will be age 60 years and older by 2050 (United Nations, 2013). Consequences of longer longevity is the increased incidence of chronic illnesses and

disabilities. Currently, more than five million Americans are living with Alzheimer's disease (Alzheimer's Association, 2016) and 1.4 million individuals are dealing with Lewy Body Dementia (Aging Care, 2016). Other chronic illnesses such as cardiovascular disease and cancer strike huge numbers of older adults. Today, the average senior adult spends two or more of their final years disabled enough to require assistance because of chronic illness.

Current academic offerings at GSW need to be expanded to include the Long Term Care Management degree. Only an interdisciplinary approach to training can prepare the graduate to meet the wide range of needs experienced by individuals with chronic illness and/or disability who are living in the community or residential institutions.

Source of Data to Support Suggested Change:

Other:

X Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. A needs assessment survey was conducted. This survey was circulated via email (with a link to survey monkey analytical service) to South Georgia area home health agencies, hospitals, aging agencies, and nursing/assisted living residential institutions. Of those surveyed, 81% indicated a need for individuals with long term care management education. This type of degree would fit into the current positions of 100% of those surveyed including positions in nursing, management, residential institutions, and care coordination. 48% of respondents indicated that a new position would likely be created if they had an individual with a degree in long term care management. Stated expected salary ranges for individuals with this type of degree were: 40% (\$50K); 25% (\$45K-50K); 15% (43K – 45K); and 20% (\$25K – 35 K).

(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: X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, Student surveys at the end of each class for evaluation.	etc.	

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

Direct Measures: Materials collected and evaluated for program assessment purposes

Form last updated: March, 2010

portfolios, specific assignments, etc.) Class paper assignment, tests.

Attach a course outline with course outcomes or general education outcomes.

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

School of Nursing Georgia Southwestern State University

Long Term Care Management (LTCM) 3002 Course Title: Principles of Long Term Care

Credit: 3-0-3 semester hours

Catalog description:

LTCM 3002 Practice Issues of Long Term Care. This course targets current practice issues affecting long term care settings. Institutional focused content includes subject matter on managing resident centered care, quality of life, resident rights, financial reimbursement and the service environment. Community based content includes subject matter on home and community based services, housing needs, quality of life, cost of care, transportation, socialization and self-care. Pre-requisite: NURS 2002 (3-0-3).

Prerequisite(s) or Co-requisites: Pre-requisite: NURS 2002.

Course Learning Outcomes:

Students completing this course should be able to:

- Discuss quality indicators that are utilized to maximize effectiveness in resident care, services and quality of life.
- 2) Examine financial funding for residential facility living.
- 3) Identify family support systems existing in the home and community based services area.
- Analyze needs and availability of community residential individuals related to socialization, care of the self, transportation and other means for independent living.

REQUIREMENTS:

Reading assignments every week with participation expected in online class via discussion board (this is graded via a rubric), one writing assignment (related to current literature on long term care) and 3 examinations.

Does your department/school specify necessary types of activities for courses taught by more than one faculty member? No.

INSTRUCTIONAL STRATEGIES:

This on-line course has assigned readings, summaries of key concepts, video-streaming, case studies, study questions, and discussion board for sharing information. The instructor is available by e-mail or telephone to answer any questions.

GRADES:

The letter grade for the course is calculated from the following percentages:

Exam 1	20%
Exam 2	20%
Paper	20%
Participation	10%
Final Exam	30%

100%

Grading Scale: 90-100 = A

80 - 89 = B70 - 79 = C

 $60-69=\mathbf{D}$

< 60 = F

Does your department/school specify necessary types of evaluation for courses taught by more than one faculty member? No.

Textbooks and Other Required Materials:

Instructor may choose the text and/or readings. In this course, readings will be assigned throughout the semester.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 03/31/2017 **Department Initiating Proposal: Faculty Member Proposing:** Dr. Sandra Daniel/Dr. Leisa Easom Nursing Proposed New Course Prefix & Number: **Proposed New Course Title:** (See USG Academic Affairs Manual for Common Long Term Care Mgmt Capstone and Course prefixes and numbers.) Internship LTCM 4001 **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character LTC Capstone and Internship Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall 2018 At least annually Indicate if Course will be: X Requirement for Major Elective Core Lecture Hours: 3 Lab Hours: 0 Credit Hours: 3 Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A seminar approach in the virtual classroom encourages dialogue to assist students to understand the changing long-term care environment and prepare to manage within the future of long-term care. This course is designed to combine classroom theory with practical application. The student is assisted to integrate academic learning with real-world learning by spending an average of ten hours/week in the semester with an assigned preceptor in an area of long-term care. (4-10-9) Pre-requisite: NURS 2002, LTCM 3001. **Justification:** Select one or more of the following to indicate why the proposed course 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: X Other: A better prepared workforce is needed to address a broader scope of needs and services for our nation's aging and/or disabled populations. Parents of children with disabilities worry about what programs and services will be available and who can help manage the care over the long term. Over the past two years, 1 in every 68 children were diagnosed with autism spectrum disorder. One in every six children have a developmental disability. During the last 12 years, the prevalence of development disabilities in children has increased by 17.1% (CDC, 2016). Predictions estimate that by 2040, there will be about 82.3 million older persons in the United States, over twice their number in 2000. Worldwide estimates are that 21.1 percent of adults will be age 60 years and older by 2050 (United Nations, 2013).

Consequences of longer longevity is the increased incidence of chronic illnesses and disabilities. Currently, more than five million Americans are living with Alzheimer's disease (Alzheimer's Association, 2016) and 1.4 million individuals are dealing with Lewy Body Dementia (Aging Care, 2016). Other chronic illnesses such as cardiovascular disease and cancer strike huge numbers of older adults. Today, the average senior adult spends two or more of their final years disabled enough to require assistance because of chronic illness.

Current academic offerings at GSW need to be expanded to include the Long Term Care Management degree. Only an interdisciplinary approach to training can prepare the graduate to meet the wide range of needs experienced by individuals with chronic illness and/or disability who are living in the community or residential institutions.

Source of Data to Support Suggested Change:

X Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. A needs assessment survey was conducted. This survey was circulated via email (with a link to survey monkey analytical service) to South Georgia area home health agencies, hospitals, aging agencies, and nursing/assisted living residential institutions. Of those surveyed, 81% indicated a need for individuals with long term care management education. This type of degree would fit into the current positions of 100% of those surveyed including positions in nursing, management, residential institutions, and care coordination. 48% of respondents indicated that a new position would likely be created if they had an individual with a degree in long term care management. Stated expected salary ranges for individuals with this type of degree were: 40% (\$50K); 25% (\$45K-50K); 15% (43K – 45K); and 20% (\$25K – 35 K).

☐ 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: X Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Student surveys at the end of each class for evaluation.	
X Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Class paper assignment, tests. Student portfolio reflecting theory application in practice.	
Other	

Attach a course outline with course outcomes or general education outcomes.

Approvals:	material section (Alexander)
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

School of Nursing Georgia Southwestern State University

Long Term Care Management (LTCM) 4001 Course Title: Long Term Care Management Capstone and Internship

Credit: 4-10-9 semester hours

Catalog description:

LTCM 4001 Long Term Care Management Capstone and Internship. A

seminar approach in the virtual classroom encourages dialogue to assist students to understand the changing long-term care environment and prepare to manage within the future of long-term care. This course is designed to combine classroom theory with practical application. The student is assisted to integrate academic learning with real-world learning by spending an average of ten hours/week in the semester with an assigned preceptor in an area of long-term care. Prerequisite: LTCM 3001 (4-10-9).

Prerequisite(s) or Co-requisites: Pre-requisite: LTCM 3001.

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Examine the influence of cultural issues related to long term community and residential living.
- Discuss services management from both an institutionalized and a community based perspective.
- 3) Analyze how the principles of long term care are integrated and supported within the environment of both institutionalized and community based settings.
- 4) Apply knowledge of long term care principles within the assigned internship setting.

REQUIREMENTS:

Reading assignments every week with participation expected in online class via discussion board (this is graded via a rubric), one writing assignment (related to current literature on long term care), 2 examinations and a portfolio.

Average of ten hours/week/semester with an assigned preceptor in an area of long term care.

Development of a portfolio reflecting theory application in practice.

Does your department/school specify necessary types of activities for courses taught by more than one faculty member? No.

INSTRUCTIONAL STRATEGIES:

This on-line course has assigned readings, summaries of key concepts, video-streaming, case studies, study questions, and discussion board for sharing information. The instructor is available by e-mail or telephone to answer any questions.

GRADES:

The letter grade for the course is calculated from the following percentages:

Exam 1	20%
Exam 2	20%
Paper	20%
Participation	10%
Portfolio	30%

100%

Grading Scale: 90-100 = A

80 - 89 = B 70 - 79 = C60 - 69 = D

< 60 = F

Does your department/school specify necessary types of evaluation for courses taught by more than one faculty member? No.

Textbooks and Other Required Materials:

Instructor may choose the text and/or readings. In this course, readings will be assigned throughout the semester.

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		RRICULUM C	HANGE
Select Area of Change:	Major Curriculum		Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: (Month/Year): 08/2017		gram Name: (e.g., BFA Education, Leadership,	, Art): Master of Science in
Present Requirements: NURS 699 Focused Project/Thesis in Nursing This the capstone course for the follo Education Leadership Informatics Currently requires a focused project	g lowing tracks:	after printing this for Focused Project in Ne	arsing one course for the following
Justification: Select one or more of the following justification. Include and/or append Improve student learning outcom X Adopting current best practice implement projects.	relevant supporti	ing data.	
☐ Meeting mandates of state/federa ☐ Other:	al/outside accredit	ing agencies:	

x Indirect measures: Student Opinionnaires, student, emplo	yer, or alumni surveys, etc.
x Direct measures: Materials collected and evaluated for pro(tests, portfolios, specific assignments, etc.)	ogram assessment purposes
Plan for assessing the effectiveness of the change in meeting prograd these changes fit within the current program assessment plan a collected and evaluated to determine if these changes are meeting	nd what sorts of data will be
Data Sources:	
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**Attach a current curriculum sheet and proposed curriculur Submission for File Only:	
Unit Head: Dr Bonniel Simmons	
Omi Head. Or Denoted Olmbons	Date: 7 75 17
Reviewed By (necessary even for file submissions):	2-20-17 Date: 2-20-17
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GSW SACSCOC Liaison But Dulis Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair:	Date: 2/21/17 2-20-17 Date: 2-20-17
GSW SACSCOC Liaison But Duits Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: 2/21/17 220-17 Date: 220-17 Date: Date:
Approvals (unnecessary for file submissions):	Date: 2/21/17 220-17 Date: 2-20-17 Date:

MASTER OF SCIENCE IN NURSING (MSN) Informatics Track

NAME	gswID#	
ADVISOR		Effective Catalog Year: 2015-2016
	36 Hours Minimum	

Core Courses (15 hrs)	Hrs	Term	Grade
NURS 6104 Theory for Graduate Nursing Practice	3		
NURS 6105 Research for Evidence-Based Nursing	3		
NURS 6106 Advanced Pharmacology	3		
NURS 6107 Advanced Pathophysiology	3		}
NURS 6108 Advanced Health Assessment	3		

Informatics Track (15 hrs)	Hrs	Term	Grade
NURS 6720 Applied Statistics and Data Mining	3		
NURS 6730 Process Improvement for Health Care	3		
NURS 6740 Health Information and Exchange Standards & Models	3		
NURS 6750 Health Systems Project Management	3		
NURS 6760 Clinical Decision Support Systems	3		

Practicum/Thesis/Project (6 hrs)	Hrs	Term	Grade
NURS 6405 Practicum	3		
NURS 6999 Focused Project/Thesis in Nursing	3		

Optional Independent Study (1-2 hrs)	5	
NURS 6800 Independent Study (1-2 optional hrs.)	1	

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Additional Requirements:	
Date of Admission:	
Professional Core Completed:	
Additional Information:	
Date Program Began:	
Readmit Date (if applicable):	
Prior Degree/Major:	
Earned at:	

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be under academic review at the end of the semester in which their status falls below the required standards.

MASTER OF SCIENCE IN NURSING (MSN) Informatics Track

NAME	*	gswlD#	
ADVISOR			Effective Catalog Year: 2016-2017
		36 Hours Minimum	

Core Courses (15 hrs)	Hrs	Term	Grade
NURS 6104 Theory for Graduate Nursing Practice	3		
NURS 6105 Research for Evidence-Based Nursing	3		
NURS 6106 Advanced Pharmacology	3		
NURS 6107 Advanced Pathophysiology	3		
NURS 6108 Advanced Health Assessment	3		

Informatics Track (15 hrs)	Hrs	Term	Grade
NURS 6720 Applied Statistics and Data Mining	3		
NURS 6730 Process Improvement for Health Care	3		
NURS 6740 Health Information and Exchange Standards & Models	3		
NURS 6750 Health Systems Project Management	3		
NURS 6760 Clinical Decision Support Systems	3		

Practicum/Thesis/Project (6 hrs)	Hrs	Term Grade
NURS 6405 Practicum	3	
NURS 6999 Focused Project in Nursing	3	

Optional increased entisting (422) its):	
NURS 6800 Independent Study (1-2 optional hrs.)	

Additional Requirements:	20/16/20
Date of Admission:	
Professional Core Completed:	
Additional Information:	72102050
Date Program Began:	1000
Readmit Date (if applicable):	
Prior Degree/Major:	
Earned at:	

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be under academic review at the end of the semester in which their status falls below the required standards.

MASTER OF SCIENCE IN NURSING (MSN) Leadership Track

NAME	gswlD#	
ADVISOR		Effective Catalog Year: 2015-2016
	36 Hours Minimum	

Gore Courses (15 hrs)	Hrs	Term Grade
NURS 6104 Theory for Graduate Nursing Practice	3	
NURS 6105 Research for Evidence-Based Nursing	3	
NURS 6106 Advanced Pharmacology	3	1
NURS 6107 Advanced Pathophysiology	3	
NURS 6108 Advanced Health Assessment	3	

Hrs	Term	Grade
3		
3		
3		
3		
3		
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Hrs	Term	Grade
3		
3		
	Hrs 3	Hrs Term 3 3

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Optional Independent Study (1-2 hrs)	
NURS 6800 Independent Study (1-2 optional hrs.)	

Additional Requirements:	
Date of Admission:	
Professional Core Completed:	
Additional information:	
Date Program Began:	
Readmit Date (if applicable):	
Prior Degree/Major:	
Earned at:	

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be under academic review at the end of the semester in which their status falls below the required standards.

MASTER OF SCIENCE IN NURSING (MSN) Leadership Track

NAME	gswiD#	
ADVISOR		Effective Catalog Year: 2015-2017
	36 Hours Minimum	

Core Courses (15 hrs)	Hrs	Term	Grade
NURS 6104 Theory for Graduate Nursing Practice	3		
NURS 6105 Research for Evidence-Based Nursing	3		
NURS 6106 Advanced Pharmacology	3		
NURS 6107 Advanced Pathophysiology	3		
NURS 6108 Advanced Health Assessment	3		

Leadership Track (15 hrs)	Hrs	Term	Grade
NURS 6100 Principles of Leadership & Management within Health Care Management	3		
NURS 6119 Information Technology in Health Care	3		.,
NURS 6210 Management of Human Resources in Health Care	3		
NURS 6230 Health Care Delivery Systems	3		
NURS 6240 Health Care Finance	3		

Practicum/Thesis/Project (6 hrs)	Hrs	Term	Grade
NURS 6405 Practicum	3		
NURS 6999 Focused Project in Nursing	3		- 1

Optional Independent Str	idy (1-2 hrs)	
NURS 6800 Independent Stud		

Additional Requirements:	
Date of Admission:	
Professional Core Completed:	
Additional information:	
Date Program Began:	
Readmit Date (if applicable):	
Prior Degree/Major.	
Earned at:	

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be under academic review at the end of the semester in which their status falls below the required standards.

MASTER OF SCIENCE IN NURSING (MSN)

	N	urse	Educat	or Track		
NAME				gswlD#		
ADVISOR					Effective Catalo	g Year: 2015-2016
	10.000	36 H	ours Mir	nimum		
Core Courses (15 hrs)	Hrs	Term	Grade	Additional Requirem	ients:	
NURS 6104 Theory for Graduate Nursing Practice	3			Date of Admission:		
NURS 6105 Research for Evidence-Based Nursing	3			Professional Core Comp	pleted:	
NURS 6106 Advanced Pharmacology	3			Additional information		
NURS 6107 Advanced Pathophysiology	3			Date Program Began:		
NURS 6108 Advanced Health Assessment	3			Readmit Date (if applica	ible):	
				Prior Degree/Major:		
Education Track (15 hrs)	Hrs	Term	Grade	Earned at:		
NURS 6119 Information Technology in Health Care	3					
NURS 6110 Principles of Education in Nursing	3			UNIVERSITY POLICE	ES FOR GRADUA	TE STUDIES
NURS 6220 Effective Teaching/Learning Strategies	3			A 3.0 cumulative GPA m	nust be maintained.	
NURS 6330 Evaluation of Learning	3			A maximum of 6 credit h	ours with a grade of	"C" may be used to
NURS 6440 Curriculum Development	3			satisfy program requirem	nents.	
		1		No course with a grade	of "D" may be used to	satisfy program
Practicum/Thesis/Project (6 hrs)	Hrs	Term	Grade	requirements.		
NURS 6405 Practicum	3			All degree requirements	must be completed v	within 7 calendar years
NURS 6999 Focused Project/Thesis in Nursing	3			from the date of initial en	nrollment in graduate	course work.

Optional Indiependent Study (1-2 hrs) NURS 6800 Independent Study (1-2 optional hrs.)

Graduate students who fail to maintain academic standards will be

under academic review at the end of the semester in which their

status falls below the required standards.

MASTER OF SCIENCE IN NURSING (MSN)

Nurse Educator Track

NAME	gswiD#	
ADVISOR		Effective Catalog Year: 2016-2017
	36 Hours Minimum	

Gore Courses (15 hrs)	Hrs	Term	Grade
NURS 6104 Theory for Graduate Nursing Practice	. 3		
NURS 6105 Research for Evidence-Based Nursing	3		
NURS 6106 Advanced Pharmacology	3		
NURS 6107 Advanced Pathophysiology	3		
NURS 6108 Advanced Health Assessment	3		-

Education Track (15 hrs)	Hrs	Term	Grade
NURS 6119 Information Technology in Health Care	3		
NURS 6110 Principles of Education in Nursing	3		
NURS 6220 Effective Teaching/Learning Strategies	3		
NURS 5330 Evaluation of Learning	3		
NURS 6440 Curriculum Development	3		

Practicum/Thesis/Project (6 hrs)	Hrs	Term	Grade
NURS 6405 Practicum	3	- 0	
NURS 6999 Focused Project in Nursing	3		

Optional Indep	endent Study (1-2 h	ris)	- Ministra	
NURS 6800 Inde	pendent Study (1-2 opti	ional hrs.)		

Additional Requirements:	A STATE OF THE STA
Date of Admission:	
Professional Core Completed:	
Additional information:	
Date Program Began:	The same of the sa
Readmit Date (if applicable):	
Prior Degree/Major:	
Earned at:	

UNIVERSITY POLICIES FOR GRADUATE STUDIES

A 3.0 cumulative GPA must be maintained.

A maximum of 6 credit hours with a grade of "C" may be used to satisfy program requirements.

No course with a grade of "D" may be used to satisfy program requirements.

All degree requirements must be completed within 7 calendar years from the date of initial enrollment in graduate course work.

Graduate students who fail to maintain academic standards will be under academic review at the end of the semester in which their status falls below the required standards.

Core Currialun

Source of Data to Support Suggested Change:	
Indirect measures: Student Opinionnaires, student, Direct measures: Materials collected and evaluated portfolios, specific assignments, etc.)	
Plan for assessing the effectiveness of the change in meeting do these changes fit within the current program assessment collected and evaluated to determine if these changes are m	t plan and what sorts of data will be
Data Sources:	
☐ Indirect measures: Student Opinionnaires; student, employ X☐ Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.) The course will be add General Education Attainment plan.	program assessment purposes (tests,
Attach a current curriculum sheet and proposed cur	riculum sheet.
	riculum sheet.**
Attach a current curriculum sheet and proposed cur Submission for File Only:	riculum sheet.
Submission for File Only:	riculum sheet.** Date:
Submission for File Only: Unit Head:	
Submission for File Only: Unit Head: Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison	
Submission for File Only: Unit Head: Reviewed By (necessary even for file submissions):	Date:
Submission for File Only: Unit Head: Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Approvals (unnecessary for file submissions):	Date:
Submission for File Only: Unit Head: Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head:	Date: 3/6/17
Submission for File Only: Unit Head: Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Approvals (unnecessary for file submissions): Unit Head: Teacher Education Committee Chair:	Date: 3/6/17 Date: 3/6/17
Unit Head: Reviewed By (necessary even for file submissions): GSW SACSCOC Liaison Bytan Davies	Date: 3/6/17 Date: 3/6/17 Date: 3/6/17

Secretary of the Faculty Senate:	Date:	3.0
Dean of the Faculty:	Date:	

CORE:		

	60 HOURS			
Area A (S hrs) (min grade of C)		Hrs	Tems	Grade
ENGL 1101 Composition I		3		-
ENGL 1102 Composition II		3		
MATH 1101, 1111, 1113, or 1120		3		
#rea B (4-6 hrs)		Hirs	Term	Grade
Select 4 - 5 hours from list below:				
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC	1101 (3)			
WGSS 2001(3), COMM 1110(3), ENGL 2200(3), IN	TL 2000 (1-3)		-	
POLS 2401(3), Foreign Lang. (2000 or higher)(3)				
Area C (6 hrs)		Hrs.	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132		3		
ARTC 1100, MUSC 1100 or THEA 1100		3		
Area D (10-11 hrs)	Aren at Hite	Hrs	Term	Grade
Non-Science Majors Only (Minimum 10 hours):				
Lab Science - List A				T
Lab (if CHEM or BIOL				
NonLab/Lab Science - List A or B				1
Optional Lab (if CHEM or BIOL				
Course from List A, B, or C				
Science or Non-Science Majors (Minimum 11 ho	urs):			
Lab Science - List A				
Lab (If CHEM or BIOL				
Lab Science - List A				
Lab (if CHEM or BIOL)				
Course from List A, B, or C				
Aron E (12 hrs)		Hira	Term	Grade
POLS 1101 American Government	V-3-1-5-6-6-1-1-1-1	3	STORES AND STREET	(Martin Jan Annian
HIST 1111 or 1112 World Civ I or II		3		
HIST 2111 or 2112 US Hist I or II		3		
Select one:		3		
SOCI 1101, PSYC 1101, ECON 2105.				
HIST 1111 OR 1112	- 1			
Hours:		Hirs	Torm	Grade
	-4	in white		-
	-			

THE PERSON NAMED IN	Eddewood (4 812)	THE .	Tenn	Grade			
PEDS 1010	Lifetime Fitness	1					
PEDS 2000	CPR/First Aid	2					
PEDS	(Activity)	1					
Addition	I Requirements						
	GA HISTORY	US HIST	ORY				
	GA CONSTITUTION	— US CON	US CONSTITUTION				
-	UNIV 1000						
ourses N	Not Listed Above:	Hrs	Tem	Grade			
		-					

MIVERSI	TYF	OLIC	JES /	AND	PRA	CTI	CES

num grade of "C" required in Area A, Area F and all resjor courses.

A minimum of 120 semester hours must be completed for graduation.

39 semester hours must be upper division work at the 3000-4000 level.

MATH 1120 is taken in Area A, the axtra hour semed will count in Free Electives.

Hours from Area B plus hours from Area D muet equal 15 hours. If more than 15 hours are earned, the extre hours will count in Free Electives.

Hours earned to futfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Effective	Catalog	Year:	2016-2017

Non-Science Majors Only:	Hrs	
Lab Science (List A)	4	1
NonLab/Lab Science (List A or B)	3/4	
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	
Science or Non-Science Majors:		
Lab Science (List A)	8	1
NonLab/Lab Sci, Meth or Tech (List A, B or C)	3/4	1
ListA	Hrs	1
BIOL 1107/1107L Essentials of Biology I/Lab	4	7
BIOL 1108/1108L Essentials of Biology II/Lab	4	1
BIOL 2107 Principles of Biology I with Lab	4	IA
BIOL 2108 Principles of Biology II with Lab	4	REA
CHEM 1211/1211L Principles of Chemistry I/Lab	4	E
CHEM 1212/1212L Principles of Chemistry IVLab	4	IA
GEOL 1121 Earth Materials, Processes, & Environ	4	1
GEOL 1122 Earth History and Global Change	4	I D
PHYS 1111 introductory Physics I with Lab	4	1
PHYS 1112 Introductory Physics if with Lab	4	t I
PHYS 2211 Principles of Physics I with Lab	4	1 7
PHYS 2212 Principles of Physics II with Lab	4	1 5
Nursing and Non-Science Majors:		T
CHEM 1151/1151L Survey of Chemistry I/Lab	4	1 5
CHEM 1152/1151L Survey of Chemistry It/Lab	4	1000
List B	Hos.	1
BIOL 1107 Essentials of Biology I	3	1
BIOL 1108 Essentials of Biology II	3	10.00
BIOL 1500 Applied Botany	3	1
CHEM 1020 Everyday Chemistry	3	L CO
CHEM 1211 Principles of Chemistry I	3	1
CHEM 1212 Principles of Chemistry II	3	1
ENVS 1100 Introduction to Environmental Science	3	E .
GEOL 1142 Geology of Georgia	3	1
GEOL 1221 Solar System Exploration	3	1
PHYS 1222 Stellar Astronomy	3	100
List C	Hirs	10-
CIS 2000 Desktop Publishing & Multimedia Presentation	3	VC
CIS 2100 Computer Interfacing & Configuration	3	k .
CSCI 2100 Assembly Language Programming	3	100
CSCI 2500 Discrete Structures	3	1
MATH 1113 Precalculus	3	1
MATH 1120 Calculus	4	E .
MATH 2204 Elementary Statistics	3	10
PSYC 1102 Psychology as a Natural Science	3	Value of

AREA D Notes:

BIOL 1107/1107L and 1106/1106L are not open to students with credit in BIOL 2107 or 2108.

2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
3. PSYC 3301 and SOCI 3301 cannot be used to meet Core Area D requirements.

Date:

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ADVISOR	

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Effective Catalog	Year: 2017-2018
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CORE: 60 HOUR	S		
Area A (# hrs) (min grade of C)	Hrs	Term	Grade
ENGL 1101 Composition 1	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs.)	Hrs	Tenn	Grade
Select 4 - 5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101 (3)			
WGSS 2001(3), COMM 1110(3), ENGL 2200(3), INTL 2000 (1-	3)		and the same
POLS 2401(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		111/12
ARTC 1100, MUSC 1100 or THEA 1100	3	-	100
Area D (10-11 hrs)	ists Hrs	Tenn	Grade
Non-Science Majors Only (Minimum 10 hours):			1
Lab (if CHEM or BIOL)		-	
NonLab/Lab Science - List A or B			
Optional Lab (if CHEM or BIOL)			-

Course from List A, B, or C Science or Non-Science Majors (Minimum 11 hours):			
Lab Science - List A Lab (If CHEM or BIOL)			
Lab Science - List A Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Ame E (12 hrs)	Hen	Tesm	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Selections:	3		
SOCI 1101, PSYC 1101, ECON 2105.			
HIST 1111 OR 1112			1
Area F	Hrs	Tem	Grade
Area F Hours:	1906	a Dini	
			-
		1	

Physical	Education (4 hrs)		Hits	Lacin	Grade
PEDS 1010	Lifetime Fitness		1	1000	
PEDS 2000 CPR/First Aid			2		1
PEDS	(Activity)		1		
Additiona	1 Requirements	12313		WWW.	
	GA HISTORY GA CONSTITUTION UNIV 1000		145	TORY ISTITUTIO equirement	
Courses t	lot Listed A boyes		Ha	Tarm	Grade

STREET, LAND OF		THE STATE OF	ALTERNATION OF THE PARTY OF THE	ALC: NO SECURE	
UNIVERS	200 00 2019			PRACT	ALM DO

rum grade of "C" required in Area A, Area F and all major courses. A minimum of 120 semester hours must be completed for graduation. 39 samester hours must be upper division work at the 3000-4000 level. To Animeter has interest into the upon or name that a terral own countries from the Electives. Hours from Area D must equal 15 hours. If more than 15 hours are samed, the extre hours will count in Free Electives. Hours are samed, the extre hours will count in Free Electives. Hours are do to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs	
Lab Science (List A)	4	1000
NonLab/Lab Science (List A or B)	3/4	1000000
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	0.9000
Science or Non-Science Majors:		17. 11
Lab Science (List A)	В	Message 1
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	1000
List A	Hrs	Barrier 1
BIOL 1107/1107L Essentials of Biology VLab	4	THE RES
BIOL 1108/1108L Essentials of Biology IVLab	4	1
BIOL 2107 Principles of Biology I with Lab	4	IAI
BIOL 2108 Principles of Biology II with Lab	4	REA
CHEM 1211/1211L Principles of Chemistry I/Lab	4	MEEN
CHEM 1212/1212L Principles of Chemistry II/Lab	4	TO A ST
GEOL 1121 Earth Materials, Processes, & Environ	4	Michigan .
GEOL 1122 Earth History and Global Change	4	D
PHYS 1111 Introductory Physics I with Lab	4	BANKS
PHYS 1112 Introductory Physics II with Lab	4	
PHYS 2211 Principles of Physics I with Lab	4	THE RES
PHYS 2212 Principles of Physics II with Lab	4	1 8 1
Nursing and Non-Science Majors:		1 TO
CHEM 1151/1151L Survey of Chemistry I/Lab	4	1 5
CHEM 1152/1151L Survey of Chemistry II/Leb	4	The same of
List B	Hrs	
BIOL 1107 Essentials of Biology I	3	D1000000
BIOL 1108 Essentials of Biology II	3	SKINT OF
BIOL 1500 Applied Botany	3	1000000
CHEM 1020 Everyday Chemistry	3	100m200
CHEM 1211 Principles of Chemistry I	3	2500000
CHEM 1212 Principles of Chemistry II	3	NAME OF TAXABLE PARTY.
ENVS 1100 Introduction to Environmental Science	3	PARTIES.
GEOL 1142 Geology of Georgia	3	THE REAL PROPERTY.
GEOL 1221 Solar System Exploration	3	10000
PHYS 1222 Stellar Astronomy	3	25.00
UstG	Hrw	
CIS 2000 Desktop Publishing & Multimedia Presentation	3	10000
CIS 2100 Computer Interfacing & Configuration	3	
CSCI 2100 Assembly Language Programming	3	NOT AN
CSCI 2500 Discrete Structures	3	1000
MATH 1113 Precelculus	3	1 3 6
MATH 1120 Calculus	4	
MATH 2204 Elementary Statistics	3	1/20
PSYC 1102 Psychology as a Natural Science	3	Interest

-	EA	n	51	-4-	٠

- BIOL 1107/1107L and 1108/1108L are not open to students with credit in BIOL 2107 or 2108.
 2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.
 3. PSYC 3301 and SOCI 3301 cannot be used to meet Core Area D requirements.

Prior Degree/ Major:	
Earned at:	
Comments:	Committee to the second
Completed by:	Date:

	stern State Univers	JRSE sity
Date of Submission: 04/03/2017 (mm/dd/yyyy	/)	
Department Initiating Proposal: Mathematics	Faculty Memb	
Proposed New Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) MATH 1001		casoning Course Title Abbreviation: script, limit to 30 character spaces)
Semester/Year to be Effective: Fall 2017	Estimated Free Every Semester	quency of Course Offering:
Indicate if Course will be : Requirement	for Major E	lective X Core
Lecture Hours: 3 Lab Hours:	0	Credit Hours: 3
co-requisites, cross listings, special requirement words or fewer is preferred.) This course emph informed citizens to understand the world around data analysis and modeling from data.	asizes quantitative	reasoning skills needed for
Justification: Select one or more of the follow		y the proposed course will be
Justification: Select one or more of the follow beneficial, giving your justification. Include ar Improving student learning outcomes:		y the proposed course will be
beneficial, giving your justification. Include ar	nd/or append releva	y the proposed course will be
beneficial, giving your justification. Include ar Improving student learning outcomes:	nd/or append relevant	y the proposed course will be ant supporting data.
beneficial, giving your justification. Include ar Improving student learning outcomes: X Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside	nd/or append relevant e Accrediting Ages on-STEM Majors	y the proposed course will be ant supporting data.
beneficial, giving your justification. Include ar Improving student learning outcomes: X Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside by USG RAC on Mathematical Subjects for No. X Other: Hope to improve pass rates in Art.	e Accrediting Age on-STEM Majors	y the proposed course will be ant supporting data.
beneficial, giving your justification. Include ar Improving student learning outcomes: X Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside by USG RAC on Mathematical Subjects for No. X Other: Hope to improve pass rates in Arccourse for non-STEM majors.	e Accrediting Agenon-STEM Majors ea A2 of the Core	y the proposed course will be ant supporting data. ncies: Course Recommended by offering a more appropriate

Plans for assessing the effectiveness of the course in me (i.e., how does this course fit within the current program a will be collected and evaluated to determine if the course outcomes?)	ssessment plan and what sorts of data
Data Sources: Indirect measures: Student Opinionnaires, student, em	ployer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.)	
Other:	
Attach a course outline with course outcomes or gen	eral education outcomes.
**Attach a course outline with course outcomes or gen Approvals: Unit Head:	Date: 03/06/2017
Approvals:	
Unit Head: Teacher Education Committee Chair:	Date: 03/06 2017
Unit Head:	Date: 03/06 2017 Date:

Date:

Dean of the Faculty:

COURSE OUTLINE

Department of Mathematics School of Computing and Mathematics Georgia Southwestern State University

MATH 1001 Quantitative Reasoning

Credit: 3 semester hours

Catalog description:

MATH 1001 Quantitative Reasoning This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, inequalities and equations, functions, basic probability, data analysis and modeling from data. Students required to take MATH 0997 will not be allowed to register for an online section of this course. Co-requisite: Students with MPI score below 1449 must take MATH 0997 also. (3-0-3)

Co-requisites: Students with MPI score below 1449 must take MATH 0997 also.

Course Learning Outcomes:

Students completing this course should be able to:

- Understand and use basic mathematical expressions and mathematical notations in various contexts.
- 2) Solve linear and quadratic equations and inequalities.
- 3) Read and interpret graph and functions.
- 4) Apply general mathematical model to solve mathematical problems.
- 5) Calculate rates of changes and apply its meaning to multiple representations.
- 6) Calculate basic probabilities.

REQUIREMENTS:

Students are required to participate in class activities and complete all the assignments including but not limited to attending lectures, reading, tests, exams and projects.

INSTRUCTIONAL STRATEGIES:

Lecture and discussion methods will be the primary instructional strategies for a the face-to-face class.

GRADES:

Instructors define the grading policy. But, the regular homework, a number of in-class tests, in class quizzes and or projects will be the major components of students' grades.

Textbooks and Other Required Materials:

The instructors may choose the text book. But here are some suggested text books:

- Topics in Contemporary Mathematics, 10th Edition (with WebAssign code) by Bello, Kaul, and Britton ISBN-10: 1133107427 | ISBN-13: 9781133107422
- Mathematics Around us, 5th Edition by Pirnot, Pearson, ISBN ISBN-13: 978-0321836991 ISBN-10: 0321836995
- Using and Understanding Mathematics, 5th Edition, by Bennett and Briggs, ISBN-13: 978-0321914620 ISBN-10: 0321914627
- 4. Thinking Mathematically, Blitzer, 6th Edition, ISBN # 9780321199911

COURSE OUTLINE

Department of Mathematics School of Computing and Mathematics Georgia Southwestern State University

MATH 1001 Quantitative Reasoning (On-Line)

Credit: 3 semester hours

Catalog description:

MATH 1001 Quantitative Reasoning This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, inequalities and equations, functions, basic probability, data analysis and modeling from data. Students required to take MATH 0997 will not be allowed to register for an online section of this course. Co-requisite: Students with MPI score below 1449 must take MATH 0997 also. (3-0-3)

Co-requisites: Students with MPI score below 1449 must take MATH 0997 also

Course Learning Outcomes:

Students completing this course should be able to:

- 1) Understand and use basic mathematical expressions and mathematical notations in various contexts.
- 2) Solve linear and quadratic equations and inequalities.
- 3) Read and interpret graph and functions.
- 4) Apply general mathematical model to solve mathematical problems.
- 5) Calculate rates of changes and apply its meaning to multiple representations.
- 6) Calculate basic probabilities.

REQUIREMENTS:

Students are required to participate in the assigned activities including but not limited to reading assignments, lecture notes, listening to audio and viewing video materials, writing assignments, tests, and examinations..

INSTRUCTIONAL STRATEGIES:

Videotaped lectures, blogging for an online class and discussion forum in the D2L systems will be the main instructional strategies for the online class.

GRADES:

Instructors define the grading policy. But, the regular homework, a number of in-class tests, in class quizzes and or projects will be the major components of students' grades.

Textbooks and Other Required Materials:

The instructors may choose the text book. But here are some suggested text books:

- Topics in Contemporary Mathematics, 10th Edition (with WebAssign code) by Bello, Kaul, and Britton ISBN-10: 1133107427 | ISBN-13: 9781133107422
- Mathematics Around us, 5th Edition by Pirnot, Pearson, ISBN ISBN-13: 978-0321836991 ISBN-10: 0321836995
- Using and Understanding Mathematics, 5th Edition, by Bennett and Briggs, ISBN-13: 978-0321914620 ISBN-10: 0321914627
- 4. Thinking Mathematically, Blitzer, 6th Edition, ISBN # 9780321199911

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University Date of Submission: 04/03/2017 (mm/dd/yyyy) Department Initiating Proposal: Faculty Member Proposing: Mathematics Kailash Ghimire Proposed New Course Prefix & Number: Proposed New Course Title: (See USG Academic Affairs Manual for Common Support for Quantitative Reasoning Course prefixes and numbers.) MATH 0997 Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Support-Quant Reasoning Semester/Year to be Effective: Estimated Frequency of Course Offering: Fall 2017 **Every Semester** Requirement for Major Elective X Core Indicate if Course will be: Lab Hours: 0 Credit Hours: 3 Lecture Hours: 3 Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) This course is intended to provide co-requisite support for students requiring remediation in mathematics while they are enrolled in MATH 1001 - Quantitative Reasoning. (1-0-1). Justification: Select one or more of the following to indicate why the proposed course 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: X Other: Adding MATH 1001. Source of Data to Support Suggested Change: Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

(i.e., how does this course fit within the current program will be collected and evaluated to determine if the course outcomes?)	
Data Sources: Indirect measures: Student Opinionnaires, student, en	nployer, or alumni surveys, etc.
Direct measures: Materials collected and evaluated for portfolios, specific assignments, etc.)	or program assessment purposes (te
Other:	
**Attach a course outline with course outcomes or go	meral education outcomes.
Unit Head:	Date: 03/16/2
Approvals:	
Unit Head:	Date: 03/16/2
Unit Head: Teacher Education Committee Chair:	Date: 03/26/2 Date:
Unit Head: Teacher Education Committee Chair: Committee on Academic Affairs Chair:	Date: 03/26/9 Date:

COURSE OUTLINE

Department of Mathematics School of Computing and Mathematics Georgia Southwestern State University

MATH 0097 Support for Quantitative Reasoning Credit: 1 semester hours

Catalog description:

MATH 0997 Support for Quantitative Reasoning This course is intended to provide corequisite support for students with a Math Placement Index score below 1449 while they are enrolled in MATH 1001 – Quantitative Reasoning. It is designed to help students taking MATH 1001 concurrently. Topics in this course include the prerequisites for MATH 1001 focusing on mathematical reasoning and skills. Co-requisites: MATH 1001 (1-0-1).

Co-requisites: MATH 1001 Course Learning Outcomes:

Students completing this course should be able to:

- 1) Understand and use basic mathematical expressions and mathematical notations in various contexts.
- 2) Solve linear and quadratic equations and inequalities.
- 3) Read and interpret graph and functions.
- 4) Apply general mathematical model to solve mathematical problems.
- 5) Calculate rates of changes and apply its meaning to multiple representations.
- 6) Calculate basic probabilities.

REQUIREMENTS:

A student will be required to complete in the class activities including but not limited to reading assignments, writing assignments, homework, tests, and examinations.

INSTRUCTIONAL STRATEGIES:

Lecture and discussion will be the main instructional strategies for the class.

GRADES:

Instructors define the grading policy.

Textbooks and Other Required Materials:

Same as textbook used in MATH 1001.

Core Curricular

PROPOSA	AL FOR A CU Georgia Southweste	RRICULUM CHA	NGE
Select Area of Change: X Core Curriculum Specify: Area A,B,C,D,E B	Major Curriculum		Other Curriculum (minor, certificate, etc.) Specify:
Proposed Effective Date for Curriculum Change: (Month/Year): 08/2017	Degree & Prop	gram Name: (e.g., BFA, Art)	
Present Requirements: Select list below: LIBR 1101(1), CIS 1000(3), TH 1101 (3), WGSS 2001(3), COM 2200(3), INTL 2000 (1-3), POL Lang. (2000 or higher)(3)	IEA 1110(3), SOSC IM 1110(3), ENGL	Proposed Requirements (U after printing this form): Solist below: LIBR 1101(2), CIS 1000(3), 1101 (3), WGSS 2001(3), CC 2200(3), INTL 2000 (1-3), PL Lang. (2000 or higher)(3)	elect 4 - 5 hours from THEA 1110(3), SOSC DMM 1110(3), ENGL
Justification: Select one or more of the follow	ving to indicate why th	ne proposed change will be be	neficial, giving your
justification. Include and/or ap	pend relevant supporti		ionomi, giving you
☐ Improve student learning ou ☐ Adopting current best practi			
☐ Meeting mandates of state/f		ting agancias:	
X Other: The proposed incre of the Core.			our courses in Area B

yer, or alumni surveys, etc.
S
am's learning outcomes (i.e., how
nd what sorts of data will be stated program outcomes?).
alumni surveys, etc. n assessment purposes (tests, W General Education Attainment
m sheet.**
Date:
Date:
Date:

Dean of the Faculty:	Date:

a.a.s.d	D#

Effective Catalog Year: 2015-2017

CORE: 60 HOURS			
Area A (9 hrs) (min grade of C)	Hirs	Term	Grade
ENGL 1101 Composition I	; 3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
les B (4-5 hrs.)	Hirs	Term	Grade
Select 4 - 5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSC 1101 (3)			
WGSS 2001(3), COMM 1110(3), ENGL 2200(3), INTL 2000 (1-3)			
POLS 2401(3), Foreign Lang. (2000 or higher)(3)			
Area C (6 hrs)	Hre	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	. 3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10-11 hrs) Area D Las	Hrs	Torm	Grade
Non-Science Majors Only (Minimum 10 hours):			
Lab Science - List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science - List A or B			
Optional Lab (if CHEM or BIOL)			
Course from List A, B, or C			
Science or Non-Science Majors (Minimum 11 hours):		- "	
Lab Science - List A			
Lab (if CHEM or BIOL)			
Lab Science - List A			
Lab (if CHEM or BIOL)			
Course from List A, B, or C			
rea E (12 hrs)	Hrs	Tem	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civ I or II	3		
HIST 2111 or 2112 US Hist (or I)	3		
Select one:	. 3		
SOCI 1101, PSYC 1101, ECON 2105,			
HIST 1111 OR 1112			
Area F Hours	Hen	Term	Grade
Physical Education (4 hrs)	Hits	Term	Grade

Physical Education (4 hrs)		Hits	Term	Grade
PEDS 1010 Lifetime Fit	PEDS 1010 Lifetime Fitness			
PEDS 2000 CPR/First	Aid	2		
PEDS				
Idditional Require	ments			Section 1
GA H	ISTORY	US HIS	TORY	
GA CONSTITUTION US CONSTITUT		ISTITUTIO	N	
LIMIN	NIV 1000 WZW Requiremen		equirement	
Oldie	1000		adamon no in	
Journes Not Listed Above:		Hrs	Term	Grade
				-
	1000			

WIVERSIT	Y POLICIES AND PRACT	ï	C	B	S	į

Inimum grade of "C" required in Area A, Area F and all major courses. A minimum of 120 semester hours must be completed for graduation 39 semester hours must be upper division work at the 3000-4000 level. MATH 1120 is taken in Area A, the extra hour earned will count in Free Electives. Thours from Area B plus hours from Area D must equal 15 hours. If more than 15 hours from Area D must equal 15 hours. If more than 15 hours ene earned, the extra hours will count in Free Electives, from the free Electives. Hours earned to fulfill PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hrs	No.
Lab Science (Llat A)	4	100
NonLab/Lab Science (List A or B)	3/4	
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	100
Science or Non-Science Majors:		200
Lab Science (List A)	8	100
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	192
List A	Hrs	1
BIOL 1107/1107L Essentials of Biology I/Lab	4	1200
BIOL 1108/1109L Essentials of Biology II/Lab	4	
BIOL 2107 Principles of Biology I with Leb	4	A
BIOL 2108 Principles of Biology II with Lab	4	REA
CHEM 1211/1211L Principles of Chemistry i/Lab	4	E
CHEM 1212/1212L Principles of Chemistry II/Lab	4	A
GEOL 1121 Earth Materials, Processes, & Environ	4	2000
GEOL 1122 Earth History and Global Change	4	D
PHYS 1111 Introductory Physics I with Lab	4	11000
PHYS 1112 Introductory Physics II with Lab	4	L
PHYS 2211 Principles of Physics I with Lab	4	To be
PHYS 2212 Principles of Physics II with Lab	4	1 8
Nursing and Non-Science Majors:		1 T
CHEM 1151/1151L Survey of Chemistry I/Lab	4	STS
CHEM 1152/1151L Survey of Chemistry II/Lab	4	
List B	Hirs.	1
BIOL 1107 Essentials of Biology I	3	1
BIOL 1108 Essentials of Biology II	3	
BIOL 1500 Applied Boteny	3	10000
CHEM 1020 Everyday Chemistry	3	1
CHEM 1211 Principles of Chemistry I	3	Į .
CHEM 1212 Principles of Chemistry II	3	
ENVS 1100 Introduction to Environmental Science	3	No.
GEOL 1142 Geology of Georgia	3	100
GEOL 1221 Solar System Exploration	3	No.
PHYS 1222 Stellar Astronomy	3	
List C FIRM CARRY THE STATE OF	ifes	1
CIS 2000 Desktop Publishing & Multimedia Presentation	3	
CIS 2100 Computer Interfacing & Configuration	3	1
CSCI 2100 Assembly Language Programming	3	
CSCI 2500 Discrete Structures	3	THE STATE OF
MATH 1113 Precalculus	3	
MATH 1120 Calculus	4	J. 5
MATH 2204 Elementary Statistics	3	
PSYC 1102 Psychology as a Natural Science	3	

AREA D Notes:

- IAREA D Notes:

 1. BiOL 1107/1107L and 1108/1108L are not open to students with credit in BIOL 2107 or 2108.

 2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.

 3. PSYC 3301 and SOCI 3301 cannot be used to meet Core Area D requirements.

Prior Degree/ Major: Earned at:		
Earned at:		
Comments:		
Completed by:	Date:	
	10.0	

as		

Effective Catalog Year: 2016-2017

ADVISOR		
CORE: 60 HO	URS	
Area A (9 hrs) (min grade of C)	Hrs	Term Grad
ENGL 1101 Composition	3	
ENGL 1102 Composition II	3	
MATH 1101, 1111, 1113, or 1120	3	
Aree B (4-5 hrs)	HIS	Term Grad
Select 4 - 5 hours from list below:		
LIBR 1101(2), CIS 1000(3), THEA 1110(3), SOSC 1101 (3)		
WGSS 2001(3), COMM 1110(3), ENGL 2200(3), INTL 2000	(1-3)	
POLS 2401(3), Foreign Lang. (2000 or higher)(3)		
Area C (5 hrs)	Hrs	Torm Grad
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3	
ARTC 1100, MUSC 1100 or THEA 1100	3	
Area D (10-11 hrs) Area	Hen Hen	Term Grad
Non-Science Majors Only (Minimum 10 hours):		
Lab Science - List A		
Lab (if CHEM or BIOL)		
NonLab/Lab Science - List A or B		
Optional Lab (if CHEM or BIOL)		
Course from List A, B, or C		
Science or Non-Science Majors (Minimum 11 hours):		
Lab Science - List A		
Lab (If CHEM or BIOL)		
Lab Science - List A		
Leb (If CHEM or BIOL)		
Course from List A, B, or C		
Area E (12 lbrs)	Hrs	Term Grad
POLS 1101 American Government	3	111111111111111111111111111111111111111
HIST 1111 or 1112 World Civ I or II	3	
HIST 2111 or 2112 US Hist I or II	3	
Select one:	3	
SOCI 1101, PSYC 1101, ECON 2105,		
HIST 1111 OR 1112		
Aren F Hours:	His	Term Grad
Physical Education (4 hrs)	Hra	Term Grad

Physical	Education (4 hrs)	Ha	10m	Grade
PEDS 1010	Lifetime Fitness	1		
PEDS 2000	CPR/First Aid	2		-
PEDS	(Activity)	1	1	
Addition	al Requirements	And the same		1000
	GA HISTORY GA CONSTITUTION UNIV 1000	US HISTORY US CONSTITUTION WZW Requirement		
Courses I	Not Listed Above:	Hrs	Term	Grade
1				

UNIVERSITY	POWER	SAND	REASE	NES
manufactured and Compact Confer To	وموالد المحاصلين والارتجازية فالكو	unitribility and		Marine 116

num grade of "C" required in Area A, Area F and all major coursess. A minimum of 120 semester hours must be completed for graduation. 9 semester hours must be upper division work at the 3000-4000 level. TMATH 1120 is taken in Area A, the cyte hour earned will count in Free Electhres.

Hours from Area B plus hours from Area D muet equal 15 hours. (I more than 15 hours are earned, the extra hours will count in Free Electhres.

Hours cented to high PE requirements and UNIV 1000 cannot be used to meet the 120 hours or more needed for a degree.

Non-Science Majors Only:	Hra	
Lab Science (List A)	4	Total St
NonLab/Lab Science (List A or B)	3/4	DOMEST
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	62000
Science or Non-Science Majors:	7 T T T T T T T T T T T T T T T T T T T	
Lab Science (List A)	8	1
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4	
LISTA	His	1
BIOL 1107/1107L Essentials of Biology I/Lab	4	
BIOL 1106/1108L Essentials of Biology II/Lab	4	10000
BIOL 2107 Principles of Biology I with Lab	4	I A
BIOL 2108 Principles of Biology II with Lab	4	REA
CHEM 1211/1211L Principles of Chemistry I/Lab	4	E
CHEM 1212/1212L Principles of Chemistry II/Lab	4	IA
GEOL 1121 Earth Materials, Processes, & Environ	4	Dales
GEOL 1122 Earth History and Global Change	4	D
PHYS 1111 Introductory Physics I with Lab	4	No. of Concession, Name of Street, or other party of the Concession, Name of Street, or other pa
PHYS 1112 Introductory Physics II with Lab	4	100
PHYS 2211 Principles of Physics I with Lab	4	
PHYS 2212 Principles of Physics II with Lab	4	1 5 1
Nursing and Non-Science Majors:		1-0-v
CHEM 1151/1151L Survey of Chemistry I/Lab	4	1 2
CHEM 1152/1151L Survey of Chemistry II/Lab	4	ROLL OF
Las	Hrs	
BIOL 1107 Essentials of Biology I	3	1000
BIOL 1108 Essentials of Biology II	3	(ACCOUNT
BIOL 1500 Applied Botany	3	DOM:
CHEM 1020 Everyday Chemistry	3	1
CHEM 1211 Principles of Chemistry I	3	REAL PROPERTY.
CHEM 1212 Principles of Chemistry II	3	Section 1
ENVS 1100 Introduction to Environmental Science	3	
GEOL 1142 Geology of Georgia	3	1000
GEOL 1221 Solar System Exploration	3	100
PHYS 1222 Steller Astronomy	3	
UAIC	Hrs	
CIS 2000 Desktop Publishing & Multimedia Presentation	3	Miles I
CIS 2100 Computer Interfacing & Configuration	3	NO. OF THE PARTY NAMED IN
CSCI 2100 Assembly Language Programming	3	1000
CSCI 2500 Discrete Structures	3	4 35
MATH 1113 Precalculus	3	B. 199
MATH 1120 Calculus	4	91 10
MATH 2204 Elementary Statistics	3	Total I
PSYC 1102 Psychology as a Natural Science	3	la a

AR	FΑ	0	Note	ı.

1. BIOL 1107/1107L and 1106/1108L are not open to students with credit in BIOL 2107 or

2708.

2. PHYS 1111 and 1112 are not open to students with credit in PHYS 2211 or 2212.

3. PSYC 3301 and SOCI 3301 cannot be used to meet Core Area D requirements.

Prior Degree/ Major:	
Earned at:	
Comments:	
Completed by:	Date:

	PREVISE A COURSE Vestern State University
Date of Submission: 03/23/2017	
Department Initiating Revision: Library	Faculty Member Requesting Revision: Ru Story Huffman
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Commo	
LIBR1101 Fundamentals of Information Literac	у
List Current and Requested Revisions: (o	nly fill in items needing to be changed)
Current:	Requested:
Course Prefix and Number:	Course Prefix and Number:
Credit Hours: 1	Credit Hours: 2
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:
Semester/Year to be Effective: Spring 2018	Estimated Frequency of Course Offering: 2 sections each Spring
Indicate if Course will be: Major Requision Specify:	irement Elective X Core Other
Justification: Select one or more of the follow beneficial, giving your justification. Include and	wing to indicate why the proposed revision will be d/or append relevant supporting data.
x Improving student learning outcomes:	
x Adopting current best practice(s) in field:	
☐ Meeting Mandates of State/Federal/Outs	side Accrediting Agencies:
x Other: Request of Dr. Adler/Deans for Ar	rea B
Source of Data to Support Suggested Cha	inge:
x Indirect measures: Student Opinionnair	res, student, employer, or alumni surveys, etc.
x Direct measures: Materials collected an (tests, portfolios, specific assignments, etc.)	d evaluated for program assessment purposes

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:

- x Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- x Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- **Attach a revised course outline with course outcomes or general education outcomes.**

Submission for File Only:		
Unit Head:	Date:	
Approvals (unnecessary for file submissions):		
Unit Head:	Date:	
Teacher Education Committee Chair:	Date:	
Committee on Academic Affairs Chair:	Date:	
Committee on Graduate Affairs Chair:	Date:	
Secretary of the Faculty Senate:	Date:	
Dean of the Faculty:	Date:	y _k

COURSE OUTLINE

Department/School Library Georgia Southwestern State University

Subject Code LIBR Course Number 1101 Course Title Fundamentals of Information Literacy

Credit: 1 semester hour

Catalog description:

LIBR1101 Fundamentals of Information Literacy

This course explores the impact of information on academics, work, and life. Students will learn Information Literacy concepts, theory, and practical applications to learn to acquire, evaluate, organize, and present data collected via a variety of media. The knowledge and skills gained in this course create a foundation for academic success and lifelong learning. 1 credit hour, no prerequisites.

Prerequisite(s): Same as in the course description.

Course Learning Outcomes:

Students completing this course should be able to:

- 1. understand the theory and concepts of Information Literacy and the information seeking process by:
 - Choosing, defining and limiting a research problem
 - Identifying appropriate types of resources to answer the information need
 - Locate print, electronic, and multimedia resources
- 2. practice ethical use of information and to evaluate information and its sources critically by:
 - Articulating and applying criteria for evaluating both the information and its source
 - Evaluating the usefulness of retrieved information to the research problem
 - Understanding the definition and various forms of plagiarism and its impact on academic success and future goals
- 3. work toward proficiency in the Framework for Information Literacy through:
 - Understanding theory and practical application of Information Literacy
 - Developing skills in identifying and defining information needs
 - Developing skills for advanced research using print and electronic information sources

REQUIREMENTS:

Through the Read and Respond assignments, students will be required to read and critically respond to selected articles that will be posted online or available using research skills. Additionally, students will complete worksheets, discussions, activities, and a final research

project. Some of the assignments may be presented in a visual manner, through the development of a PowerPoint Presentation or utilizing a Web2.0 application. This class meets once a week in the Library Computer Lab.

INSTRUCTIONAL STRATEGIES:

The professor will use a combination of lecture, PowerPoint presentations, video, class discussion, Web2.0 applications, and hands-on activities for instructional purposes. All assignments are to be turned in through GeorgiaVIEW unless otherwise indicated by the instructor.

GRADES:

Assignments/Discussions/

Activities 50%

Final Project 50%

Textbooks and Other Required Materials:

There is no textbook for this class.

COURSE OUTLINE

Department/School Library Georgia Southwestern State University

Subject Code LIBR Course Number 1101 Course Title Fundamentals of Information Literacy

Credit: 2 semester hour

Catalog description:

LIBR1101 Fundamentals of Information Literacy

This course explores the impact of information on academics, work, and life. Students will learn Information Literacy concepts, theory, and practical applications to learn to acquire, evaluate, organize, and present data collected via a variety of media. The knowledge and skills gained in this course create a foundation for academic success and lifelong learning. 2 credit hours, no prerequisites.

Prerequisite(s): Same as in the course description.

Course Learning Outcomes:

Students completing this course should be able to:

- 1. understand the theory and concepts of Information Literacy and the information seeking process by:
 - Choosing, defining and limiting a research problem
 - Identifying appropriate types of resources to answer the information need
 - Locate print, electronic, and multimedia resources
- 2. practice ethical use of information and to evaluate information and its sources critically by:
 - Articulating and applying criteria for evaluating both the information and its source
 - Evaluating the usefulness of retrieved information to the research problem
 - Understanding the definition and various forms of plagiarism and its impact on academic success and future goals
- 3. work toward proficiency in the Framework for Information Literacy through:
 - Understanding theory and practical application of Information Literacy
 - Developing skills in identifying and defining information needs
 - Developing skills for advanced research using print and electronic information sources

REQUIREMENTS:

Through the Read and Respond assignments, students will be required to read and critically respond to selected articles that will be posted online or available using research skills. Additionally, students will complete worksheets, a mid-term project, and final research project.

Some of the assignments may be presented in a visual manner, through the development of a PowerPoint Presentation or utilizing a Web2.0 application. This class meets twice a week for 50 minutes in the Library Computer Lab.

INSTRUCTIONAL STRATEGIES:

As an online offering, this class will use GaView for all postings of assignments and discussion topics. Students will have access to OER learning content, and be expected to post to each discussion topic. Each class session, the professor will post a learning module directing students to topics, discussions, activities and assignments. Each module will contain PowerPoint outlining content, reading material for additional information, discussions, activities, and any assignments associated with the topic. All modules will be maintained on the Library webpage. Students will use a Web2.0 tool to complete the final project, and submit all assignments using the Dropbox Tool in GaView.

GRADES:

Assignments, Read & Respond, Discussions	10%
Quizzes	10%
Midterm	20%
Final Project	50%

Textbooks and Other Required Materials:

There is no textbook for this class.

PROPOSAL TO REVISE A COURSE Georgia Southwestern State University Date of Submission: 03/23/2017 **Department Initiating Revision:** Faculty Member Requesting Revision: Ru Story Huffman Library Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers.) LIBR1101 Fundamentals of Information Literacy Online List Current and Requested Revisions: (only fill in items needing to be changed) Current: Requested: Course Prefix and Number: Course Prefix and Number: Credit Hours: 1 Credit Hours: 2 **Course Title:** Course Title: Prerequisites: Prerequisites: Co-requisites: Co-requisites: **Course Description: Course Description:** Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Spring 2018 1 sections each Spring Indicate if Course will be: Major Requirement Elective x Core Other Specify: Justification: Select one or more of the following to indicate why the proposed revision will be beneficial, giving your justification. Include and/or append relevant supporting data. x Improving student learning outcomes: x Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Accrediting Agencies: x Other: Request of Dr. Adler/Deans for Area B Source of Data to Support Suggested Change: x Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. x 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:

- x Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- x **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- **Attach a revised course outline with course outcomes or general education outcomes.**

Submission for File Only:	
Unit Head:	Date:
Approvals (unnecessary for file submissions):	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Department/School Library Georgia Southwestern State University

Subject Code LIBR Course Number 1101 Course Title Fundamentals of Information Literacy (online)

Credit: 1 semester hour

Catalog description:

LIBR1101 Fundamentals of Information Literacy (online)

This course explores the impact of information on academics, work, and life. Students will learn Information Literacy concepts, theory, and practical applications to learn to acquire, evaluate, organize, and present data collected via a variety of media. The knowledge and skills gained in this course create a foundation for academic success and lifelong learning. I credit hour, no prerequisites.

Prerequisite(s): Same as in the course description.

Course Learning Outcomes:

Students completing this course should be able to:

- 1. understand the theory and concepts of Information Literacy and the information seeking process by:
 - · Choosing, defining and limiting a research problem
 - · Identifying appropriate types of resources to answer the information need
 - Locate print, electronic, and multimedia resources
- 2. practice ethical use of information and to evaluate information and its sources critically by:
 - Articulating and applying criteria for evaluating both the information and its source
 - Evaluating the usefulness of retrieved information to the research problem
 - Understanding the definition and various forms of plagiarism and its impact on academic success and future goals
- 3. work toward proficiency in the Framework for Information Literacy through:
 - Understanding theory and practical application of Information Literacy
 - · Developing skills in identifying and defining information needs
 - Developing skills for advanced research using print and electronic information sources

REQUIREMENTS:

Through the Read and Respond assignments, students will be required to read and critically respond to selected articles that will be posted online or available using research skills. Additionally, students will complete worksheets, a mid-term project, and final research project.

Some of the assignments may be presented in a visual manner, through the development of a PowerPoint Presentation or utilizing a Web2.0 application. All students will participate in weekly discussion topics and post to comments made by other members of the class.

INSTRUCTIONAL STRATEGIES:

As an online offering, this class will use GaView for all postings of assignments and discussion topics. Students will have access to PowerPoint presentations, and be expected to post to each weekly discussion topic. Each week, the professor will post a learning module covering the weekly topic and discussion. The module will contain a PowerPoint outlining content, reading material for additional information, and any assignment associated with the topic. All students will use a Web2.0 tool to complete the mid-term project, and submit all assignments using the Dropbox Tool in GaView.

GRADES:

Assignments, Read & Respond, Discussions 50% Final Project 50%

Textbooks and Other Required Materials:

There is no text book for this class.

COURSE OUTLINE

Department/School Library Georgia Southwestern State University

Subject Code LIBR Course Number 1101 Course Title Fundamentals of Information Literacy (online)

Credit: 2 semester hour

Catalog description:

LIBR1101 Fundamentals of Information Literacy (online)

This course explores the impact of information on academics, work, and life. Students will learn Information Literacy concepts, theory, and practical applications to learn to acquire, evaluate, organize, and present data collected via a variety of media. The knowledge and skills gained in this course create a foundation for academic success and lifelong learning. 2 credit hours, no prerequisites.

Prerequisite(s): Same as in the course description.

Course Learning Outcomes:

Students completing this course should be able to:

- 1. understand the theory and concepts of Information Literacy and the information seeking process by:
 - Choosing, defining and limiting a research problem
 - Identifying appropriate types of resources to answer the information need
 - Locate print, electronic, and multimedia resources
- 2. practice ethical use of information and to evaluate information and its sources critically by:
 - Articulating and applying criteria for evaluating both the information and its source
 - Evaluating the usefulness of retrieved information to the research problem
 - Understanding the definition and various forms of plagiarism and its impact on academic success and future goals
- 3. work toward proficiency in the Framework for Information Literacy through:
 - Understanding theory and practical application of Information Literacy
 - Developing skills in identifying and defining information needs
 - Developing skills for advanced research using print and electronic information sources

REQUIREMENTS:

Through the Read and Respond assignments, students will be required to read and critically respond to selected articles that will be posted online or available using research skills. Additionally, students will complete worksheets/online exercises/activities, a mid-term project,

and final research project. Some of the assignments may be presented in a visual manner, through the development of a PowerPoint Presentation or utilizing a Web2.0 application. All students will participate in weekly discussion topics and post to comments made by other members of the class.

INSTRUCTIONAL STRATEGIES:

As an online offering, this class will use GaView for all postings of assignments and discussion topics. Students will have access to OER learning content, and be expected to post to each discussion topic. Each class session, the professor will post a learning module directing students to topics, discussions, activities and assignments. Each module will contain PowerPoint outlining content, reading material for additional information, discussions, activities, and any assignments associated with the topic. All modules will be maintained on the Library webpage. Students will use a Web2.0 tool to complete the final project, and submit all assignments using the Dropbox Tool in GaView.

GRADES:

Assignments, Read & Respond, Discussions	10%
Quizzes	10%
Midterm	20%
Final Project	50%

Textbooks and Other Required Materials:

There is no text book for this class.

X - Faculty Affairs Leverth

FACULTY INSTRUCTIONAL GRANT PROPOSAL COVER PAGE

NAME:	1	
DEPARTMENT:		
TITLE OF PROPOSAL:		
TOTAL AMOUNT REQUESTED:		
DATE OF LAST FACULTY INSTRUCTIONAL GRANT:		
SUMMARY OF LAST FACULTY INSTRUCTIONAL GRANT ON FILEYES	_	NO
APPLICANT SIGNATURE	DATE	
DEPARTMENT CHAIR/DEAN SIGNATURE	DATE	

TITLE: [Provide a short descriptive title for the proposal]

GOAL: [Explain the overall goal of the request. What problem will this project address? What do you hope to achieve with this proposal?]

DETAILED EXPLANATION OF PROJECT: [Describe the project in sufficient detail and in such terms that a diverse committee *outside of your field of study* can understand the significance of the project.]

BENEFIT TO GSW AND STUDENTS: [Explicitly state the benefit that this project has for GSW and for students.]

COURSES IMPACTED: [List any courses that will be benefitted by this project. You may also include numbers of students impacted by this project and how often they will be impacted.]

JUSTIFICATION FOR REQUESTING FROM FIG FUNDS: [Directly address the guidelines for FIG and explain how this project fits those guidelines.]

In particular:

- Explain why other sources of funding do not apply, especially FDG and Departmental / School funds.
- 2. Explain how these funds are to be used for *long term* improvement of instruction at GSW.

BUDGET:

Line item with justification [List all items with cost and a brief justification for each item.]

Attached: Formal quote(s) from vendors [If applicable include recent, formal quotes from vendors]

Fasuery Affairs Lever B

MOTION PASSED 4-14-2017

The motion passed with the stipulation that the general faculty be made aware that this does NOT include an overall increase in amount of funds available.

The proposed changes are presented here: CURRENT:

6. Criteria for Funding

a. Conference Presentations & Productive Participation - National & International \$700 - Southeast \$500 - State \$300 - Local \$100

1The Faculty Affairs Committee shall interpret the appropriate funding level to be that which provides the highest level of funding possible based on the location of the conference and the nature of the conference. This limit does not override the aforementioned 80% of total cost limit on travel funds. The Faculty Affairs Committee is allowed to make judgments concerning the definition of "Southeast" but the norm shall be conferences in Tennessee, South Carolina, Alabama, Georgia, and Northern Florida are within the "Southeast".

PROPOSED:

6. Criteria for Funding

a. Conference Presentations & Productive Participation - National & International \$1400 - Southeast \$1000 - State \$600 - Local \$200

These represent the maximum amount that can be requested. The awarding of actual amount awarded is subject to availability of funds and the discretion of the Faculty Affairs Committeee.

1The Faculty Affairs Committee shall interpret the appropriate funding level to be that which provides the highest level of funding possible based on the location of the conference and the nature of the conference. This limit does not override the aforementioned 80% of total cost limit on travel funds. The Faculty Affairs Committee is allowed to make judgments concerning the definition of "Southeast" but the norm shall be conferences in Tennessee, South Carolina, Alabama, Georgia, and Northern Florida are within the "Southeast".

Lever A



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Academic Affairs

Name: Joy S. Humphrey	
Department: Nursing	
Campus phone: (229) 931-2607	Campus email: joy.humphrey@gsw.edu
Highest degree held: D.N.P., RN	_
Is this a terminal degree in your teaching discipl	ine? Yes No
If not, please indicate other justification for grad handbook, Section II, B, 1.	uate faculty membership. See faculty
How have you demonstrated exemplary competent students?	ence in teaching and mentoring of
I teach Fundamentals of Nursing; Fundamentals of Nursing; Fundamentals Med/Surg, Pharmacology and Transcultural Transcultural Healthcare course is taught in Jamaica, during spring break, to participate	l Healthcare Study Abroad course. The
How have you demonstrated exemplary compet activities? See faculty handbook, Section II, B,	
I developed an educational power point that annual skills competency or all RNs at a 60 "Educational Intervention to Improve Regist	
Attach a current CV.	
Based upon the evidence presented, we recomm Membership. Dean Dean	nend this candidate for Graduate Faculty
Vice President for Academic Affairs Date Nominated by Graduate Affairs on 2/22/	Chair, Graduate Affairs
Elected by General Faculty on	

I teach Fundamentals of Nursing; Fundamentals Skills Lab, Gerontology, Adult Health Med/Surg, Pharmacology and Transcultural Healthcare Study Abroad course. The Transcultural Healthcare course is taught in Spring semester - I take the students to Jamaica, during spring break, to participate in a "Service Learning" project. I designed, developed and implemented "Skills Day" for all nursing students to complete a one day skills day to validate skills competency. I have served as GSWANS advisor and continue to advise and mentor students.

I developed an educational power point that was adopted and is being utilized as an annual skills competency or all RNs at a 600 bed Magnet Status Hospital.

I published "Educational Intervention to Improve Registered Nurses' Knowledge of Evidence-based Practice Guidelines to Decrease the Incidence of Central Line Associated Blood Stream Infections (CLABSIs) in the Journal of the Association for Vascular Access in Fall 2015.

Please attached curriculum vitae

CURRICULUM VITAE

Joy S. Humphrey

540 Commanche Drive

Macon, Georgia 31210

(478) 960-4933 (cell) (229) 931-2607 (W)

Email address: (H) joysh@cox.net (W) joy.humphrey@gsw.edu

PROFESIONAL CREDENTIALS

RN License: Georgia RN149722 Expiration: January 31, 2016

EDUCATION

Medical College of Georgia, Augusta Georgia August 2012 - December 2013

DNP (Doctorate/Nursing Practice)

Major Field: Adult Health

Georgia College and State University, Milledgeville, Georgia May 2003 - May 2005

Master of Science in Nursing Major Field: Adult Health

Award: Outstanding MSN Graduate in Adult Health 2005

Two educator course:

Implementing Educational Programs in Nursing Designing Educational Programs for Nursing

Georgia College and State University, Milledgeville, Georgia June 2002 - May 2003 Bachelor of Science in Nursing

Macon State College, Macon, Georgia August 1995 - May 2000 Associate of Applied Science in Nursing

Macon State College, Macon, Georgia August 1995 – May 2000 Associate of Science

Macon State College, Macon, Georgia August 1995 – 1998 Associate of Arts

PROFESSIONAL EXPERIENCE

Georgia Southwestern State University

Americus, Georgia

Assistant Professor of Nursing (February 2014 – present)

Major teaching responsibilities have been focused on Adult Health; in particular, the designing, conducting and implementing of Adult Health II, Adult Heath II Simulation Laboratory, Transcultural Health Care Study Aboard, Gerontology, and Practicum. Other teaching assignments include the designing, conducting, and implementing of Fundamentals of Nursing and Fundamentals of Nursing Skills Laboratory.

Lecturer (August 2010 – January 2014)

Teaching responsibilities included: Practicum, Adult Health II, Adult Health II Simulation Laboratory, Transcultural Health Care Study Abroad Course, Gerontology, Practicum, Fundamentals of Nursing and Fundamentals of Nursing Skills Laboratory. I was instrumental in the design and implementation of the Transcultural Health Care Study Abroad Course.

Middle Georgia College

Cochran, Georgia

Assistant Professor of Nursing (January 2009 - July 2010)

Major teaching responsibilities were focused on Fundamentals of Nursing. I served as the Dublin campus coordinator and was responsible for designing, conducting, and implementing the class as well as the skills lab. I also served as a clinical instructor for the Adult Health II course for both Dublin and Cochran campus.

I served as the Middle Georgia Association for Nursing Students (MGANS) advisor at the Dublin campus.

Middle Georgia College

Cochran, Georgia

Adjunct Faculty (October 2008 – December 2008) Clinical Instructor

Regency Hospital

IPC Hospitalists of Georgia Inc. (August 2009 – August 2010)

Physician's Extender (one-two weekends a month)

Macon, Georgia

Oconee Regional Medical Center

PRN resource Pool RN (June 2008 - October 2008)

Milledgeville, Georgia

Macon State College

Assistant Professor of Nursing (August 2006 – June 2008) Clinical Placement Coordinator (January 2008 – June 2008) Macon, Georgia

Major teaching responsibilities were focused on Fundamentals of Nursing; in particular, the designing, conducting, and implementing the class as well as teaching the skills lab and scheduling the clinical component.

I served on:

- Academic Council for MSC
- International Study and Travel Committee for MSC
- Policy and Procedures Committee in Nursing
- · Recruitment and Retention Committee in Nursing
- Generic BSN Curriculum Committee
- Search Committee assisted with the interview and selection of three new faculty members
- Pinning Committee

Medical Center of Central Georgia

Macon, Georgia

Clinical Nurse Educator (May 2003 - August 2006)

School of Nursing Clinical Affiliation Coordinator (May 2003 - August 2006)

- Developed and implemented "MCCG Faculty/Student Orientation" via intranet. I also updated and implemented new policies/procedures
- Developed and implemented "Emergency Procedures for Non Clinical Employees" via intranet education site. This is an annual mandatory requirement for all non-clinical employees
- Redesigned and taught "Me and My Shadow", a GNA certified class offered six times a year to RNs that function in a preceptor role
- Assisted with the new employee orientation by teaching the "Environment of Care" segment of the orientation
- Developed and implemented "Flexi-Seal Fecal Management System" power point/test
 and conducted house-wide education for all RNs. I also made the power point and posttest available on the education site. This is part of the annual mandatory training for all
 RNs
- Developed and implemented educational in-services for RNs, LPNs, and CTs house-wide as new products/procedures were introduced into the hospital
- I served as a visible source of information/education for the Department Based Educators
- I served as a member of the Prism Design Leadership Committee- this committee met weekly to improve online documentation and paper flow for nursing. We reviewed, recommended, and made changes per magnet councils/units, directors and peer request
- I served on the Magnet Quality Nursing Council and was an active participant in the implementation of MCCG's Magnet Status

I collaborated and worked interdependently with my peers to maintain a vital education department for MCCG

First Choice Medical Home Health Agency

RN Administrator (June 2001 - May 2003)

- Supervised 17 employees
- Home IV infusions
- Wound care
- KCI wound vac therapy
- Trach care
- · Ostomy care skilled nursing per doctor's orders

Medical Center of Central Georgia

Macon, Georgia

Staff Nurse ICU Tan Unit (Cardiac ICU) (May 2000 – June 2001)

- ICU Tan Nurses' Council
- Assessment of patients

Nurse Extern III/EC (January 1999 - May 2000)

- Assisted physician with pelvic exams
- Phlebotomy
- Foley catheter insertion and care
- Direct patient care (open heart surgery)

Georgia Natural Gas Company

Macon, Georgia

Employee Relations Representative (March 1974 - July 1995)

- Established and maintained a professional relationship with all clients relevant to tracking and researching of workers compensation injuries, organized and coordinated employees/applicants for medical examinations, DOT examinations, pulmonary screenings, back-to-work examinations, annual and employment physicals, and drug screen testing.
- Organized and coordinated seminars. Provided support in the development of seminar programs and participated as seminar instructor in the completion and processing of documents and forms.
- Coordinated support services in sales, training, and contracts for life, major medical, and disability policies and acted as liaison between employee and company.

PROFESSIONAL SERVICE/ORGANIZATIONS

- AVA Foundation, Board of Directors Secretary/Treasurer: 2014 2016
- American Nurse Association (ANA): Member 2000 present
- Georgia Nurse Association (GNA): Member 2000 present
- National League of Nursing (NLN): Member 2006 present
- Georgia Association of Nurse Educators (GANE): Member 2008 present
 - o Planning Committee Chair: 2009 2016

Macon, Georgia

- Middle Georgia Association for Nursing Students (MGANS) Advisor January 2009 July 2010
- Georgia Southwestern Association for Nursing Students (GSWANS) Advisor August 2010 – 2015
- Golden Key International Honour Society; Georgia Regents University, Augusta, Georgia (October 2013 – present)
- Honor Society of Nursing/Sigma Theta Tau International
 - o Theta Tau Chapter: Member 2005 -2012
 - o Mu Pi Chapter: Vice President, GSW, Americus, Georgia (2012 -2013)
 - o Mu Pi Chapter: President, GSW, Americus, Georgia (2013 2016)
- Phoebe Sumter Men's Health Fair: Georgia Southwestern State University
 - 0 2011
 - 0 2012
 - 0 2013
 - 0 2014
- First Aid Day for Girl Scouts: Sponsored by GSWANS (February 2013)
- "Making Blankets" for Study Aboard Trip to Jamaica: Sponsored by GSWANS
 - 0 2012
 - 0 2014
- Skills Day: Designed, developed and implemented annual "Skills Day" for all nursing students. Skills day is offered every August.
 - 0 2011
 - 0 2012
 - 0 2013
 - 0 2014
- American Red Cross Blood/Organ Donor
- National Marrow Donor

PRESENTATIONS

- Poster Presentation: Georgia Southern Research Symposium. "Assessment of Cultural Competence Using Qualitative and Quantitative Methods" (April 24, 2015)
- Podium Presentation for Georgia Association for Nursing Education Poster Presentation: USG Teaching & Learning Conference. "Flipping the Classroom: Why Didn't I Do This Earlier?" (April 8-9, 2015).
- Podium Presentation for Georgia Association for Nursing Education. "Assessment of Cultural Competence Through Participation in a Transcultural Care Class" (Feb. 2013).
- Fun Skills Day: An Innovative Teaching Strategy: Podium Presentation at the 2013 GANE (Georgia Association for Nursing Education) Conference (February 2013)
- Enhancing the Cultural Competence of Baccalaureate Nursing Students Through a Study Aboard Experience: Podium Presentation at the 2012 GANE (Georgia Association for Nursing Education) Conference (February 2012)
- Study Abroad Jamaica: Podium Presentation at the 2012 Sigma Theta Tau Mu Pi Induction Ceremony (March 2012).
- Faculty meeting: "Fun Skills Day: An Innovative Teaching Strategy" (February 2013)

- Lunch and Learn: "Developing an Interactive Power Point" (2009)
- Lunch and Learn: "Fecal Management System" (2009)

CEUs

- Tap into NCLEX Success. Contact hours: 6.0 ANCC hours and 7.2 KBN hours (Aug. 6, 2014)
- DISC Personality Profile (Oct. 30, 2014
- "Excellence and Innovation in Nursing Education" GANE Contact hours: 9 (Feb. 19-21, 2015
- **D2L Test Security.** Georgia Southwestern State University (February 2014)
- Windows to the World: QEP. Georgia Southwestern State University (February 2014)
- NCLEX-RN®: Behind the Passing Rate Decline. Kaplan Webinar (February 2014)
- Elsevier Faculty Development Conference. Las Vegas, NV (January 2014) Contact hours: 21.5
- **Pre-Nursing Students: Guiding Their Successful Progression**. AACON Faculty Development Workshop (February 2014).
- Assessment in Nursing Education: Item writing, Test Administration, Item Analysis and Decisions, and Assessment of Learning in Simulation. Webinar (February, 2014)
- Online Teaching: Using Backward Design and ADDIE Models and Active Learning January 2014). Georgia Southwestern State University
- GANS (Georgia Association for Nursing Students) Conference. Sixty O.N.E. Outreach Network-Empower (October 2013)
- What is a Teaching Portfolio? A Primer. Academic Professional Portfolio Workshop: Georgia Southwestern State University: Dr. John Zubizarreta (September 2013)
- GANE (Georgia Association for Nursing Education) Conference. "Joining Forces in Nursing Education and Practice" (February 2013). Contact hours: 8
- GANS (Georgia Association for Students) Conference.
- GANE (Georgia Association for Nursing Education) Conference. "Reshaping Nursing Education" (February 2012). Contact hours: 9
- GANE (Georgia Association for Nursing Education) Conference. "In the Midst of Reform: Rejuvenating Nurse Educators". Calloway Gardens, Pine Mountain, Georgia (February 2011).
 Contact hours: 10.
- 58th Annual NSNA (National Student Nurse Association) Convention. "Experience the Magic of Nursing" Faculty Program (February 2011) Orlando, Florida Contact hours: 5.5
- Sylvia Bond Nursing Society-6th Annual Leadership Symposium: Nursing
 Excellence: What makes the Difference? Medical Center of Central Georgia, Macon,
 Georgia (October 2009)
 Contact hours: 4
- 57th Annual NSNA (National Student Nurse Association) Convention. Faculty Program (April 2009) Nashville, Tennessee

Contact hours: 6

- 2009 Nursing Faculty Conference. Georgia College & State University, Milledgeville, Georgia (September 2009)
- Working with Images. Macon State College, Macon, Georgia (April 2008)

COLLEGE GOVERNANCE

- School of Nursing
 - Advisor to Generic BSN students/2010 present
 - Curriculum Committee/2010 present
 - Search Committee for OB/PEDS Faculty 2012
 - Text Book Committee/2010 present
 - Pinning Committee/2010-present
 - Online Classes Committee/2010-present
 - Technology Committee/2010-present
- University
 - Academic Grievance Committee
 - 2010 2012
 - Faculty Senate
 - 2012 present
 - 2014-2015 Secretary
 - Institutional Effectiveness Committee
 - Secretary 2013
 - Faculty Retention and Recruitment Committee
 - 2013 present
 - Academic Affairs Committee
 - 2014 present
 - General Education
 - 2014-present
- AVA (Association for Vascular Access) Foundation Board
 - 2014-present
 - Secreary/treasurer
- GANE (Georgia Association for Nursing Education)
 - 2008-present
 - 2009-present Planning Committee Chair
- STT (Sigma Theta Tau)
 - Theta Tau Chapter: Member 2005 -2012
 - Mu Pi Chapter: Vice President, GSW, Americus, Georgia (2012 -2013)
 - Mu Pi Chapter: President, GSW, Americus, Georgia (2013 present)

GRANTS/SCHOLARSHIPS

Faculty Development Grant Proposal:

Podium Presentation for Georgia Association for Nursing Education. "Assessment of Cultural Competence Through Participation in a Transcultural Care Class". (Status: Funded February 2013 for \$300)

Poster Presentation: USG Teaching & Learning Conference. "Flipping the Classroom: Why Didn't I Do This Earlier?" (April 8-9, 2015). (Funded \$564.64)

Poster Presentation: USG Teaching & Learning Conference. "Using Strategic Partnerships to Maximize Critical Thinking and Creating Collaborations" (April 2016).

Poster Presentation: USG Teaching & Learning Conference. You Want Me to Do What??

Strategies for Addressing Resistance in the Flipped Classroom" (April 2016)

Poster Presentation: Georgia Association for Nursing Education. "Why Didn't We Do This Earlier?" Poster presentation won a red ribbon for second place. (February, 2016)

RESEARCH

Cardiovascular Computer-Based Web-site in a Health Care Setting: Master's Thesis; May 2000 (Presented to the Medical Center of Middle Georgia to be utilized in the Cardiac Unit).

Educational Intervention to Improve Registered Nurses' Knowledge of Evidence-based Practice Guideline to Decrease the Incidence of Central Line Associated Blood Stream Infections (CLABSIs): Doctoral Dissertation; December 2013). Educational PowerPoint utilized as annual skills for all RNs at MCCG.

Educational Intervention to Improve Registered Nurses' Knowledge of Evidence-based Practice Guideline to Decrease the Incidence of Central Line Associated Blood Stream Infections (CLABSIs): Published in Journal of the Association for Vascular Access (2015).



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Academic Affairs

Name: Ramona Mulleins-Foreman	JUL 2 6 2016
Department; School of Nursing	
Campus phone: 931-4467	Campus email: ramona.mulleins-foreman@
Highest degree held: Doctoral	_
Is this a terminal degree in your teaching discipl	ine? Yes — No
If not, please indicate other justification for grad handbook, Section II, B, 1.	tuate faculty membership. See faculty
How have you demonstrated exemplary compete students?	ence in teaching and mentoring of
In addition to my terminal degree, I have a More focus on curriculum development. I have been years. Hold a skill identifier in the armed force instructor with the armed forces for 26 years. How have you demonstrated exemplary competence activities? See faculty handbook, Section II, B,	en teaching and mentoring students x 15 es designated for instructors and been an How been employed to trent Le degree program (FNP trout) ence in scholarship and professional
Am a member of the Nurse Pracitioner Nation poster presentation at the National Convent Practice as an advanced practice.	ion, Marstai Lachite chirant, hie Ris FNP and a horant,
Attach a current CV.	
Based upon the evidence presented, we recomme Membership. Dean Vice President for Academic Affairs Date Nominated by Graduate Affairs on April 17	25-16 Provisional Wendership grants July 2016 Through July 2 By Adden
Elected by General Faculty on	Chair, Graduage Atlans

Curriculum Vita Ramona Mulleins-Foreman

PERSONAL DATA

Birth Date: 08 December 1966

Gender: Female

Address: 6932 Antler Dr. Columbus GA 31904 Home Telephone Number: (706) 957-7001 Email address: rmulleins@knology.net

EDUCATION/TRAINING HISTORY

2010- 2014 University Tennessee, Memphis TN, Doctorate Nursing Practice 2014
2003 - 2005 Regis University, Denver CO Master Science Nursing MSN 2005
2004 & 2014 Army Trauma Training Center, Miami FL, Certification Trauma Nursing
1989-1994 Salem State College, Salem MA Bachelor Science Nursing BSN 1994
1981-1985 Poca High School, Poca WV

PROFESSIONAL AFFILIATIONS:

AANP (American Academy of Nurse Practitioners) Sigma Theta Tau

LICENSURE/QUALIFICATIONS

Certified Family Nurse Practitioner, Georgia Expires January 2017
Registered Nurse, Georgia Expires January 2017
Basic Life Support Instructor Certification Expires Feb 2017
Advanced Cardiac Life Support (ACLS) Expires Feb 2018
Sexual Assault Response Coordinator, NOVA Certification Expires May 2017
Applied Suicide Intervention Skills Training (ASIST) Expires Indefinite

POSITIONS/ASSIGNMENTS

Civilian:

Jul 2016 - Present - Georgia Southwestern University

Assistant Professor

Instruct students in Master's Degree Nurse Practitioner Program. Monitor progression in program and conduct clinical site evaluations.

Mar 2016 - Present - VISTA Staffing Solutions

Family Nurse Practitioner

Provide primary care to women incarcerated in Women State Prison. Perform annual physicals and pap exams. Treated acute illness and injuries such as colds, sprained extremities and abscesses. Monitored chronic diseases such as hypertension, diabetes, hypothyroidism, asthma and chronic pain.

Family Nurse Practitioner

Provide primary care to children and adolescents from birth to age 18. Performed well child exams from newborn through school age. Performed annual exams for school age through adolescents and conducted sports physicals. Also provided care for complex diagnosis such as diabetes, asthma as well as behavioral assessments.

Apr 2007 - Aug 2014 - Phoenix University

Adjunct Instructor

Instructor for students enrolled in the Health Care Administration Bachelor's Degree program. Facilitated courses for Health & wellness, Medical Ethics, Healthcare Policy, General Biology, and Medical Terminology

Apr 2007 - Jul 2014 - Columbus Regional Medical Center

Staff Nurse - Emergency Department

Staff nurse for level II trauma center. Functioned in both the Pediatric and Adult emergency departments. Performed basic to advanced emergency care for patients across the age spectrum. Performed primary triage as well as ordered invasive procedures as directed. Monitored critically injured patients in a trauma setting.

Jun 2004 - Dec 2009 Columbus Technical College, Columbus GA

Program Manager, Practical Nursing

Instructor for Practical Nursing Program. Instruct students in Basic Nursing, Medical Surgical and Leadership nursing skills in the classroom and in the clinical settings. Coordinate all clinical activities with area hospitals and nursing homes. Supervise 5 full-time instructors and 3 adjunct instructors. Manage program budget and supplies.

Jan 2003 - Jun 2004 Columbus Technical College, Columbus GA

Instructor, Practical Nursing

Instructor for Practical Nursing Program. Instruct students in Basic Nursing and Medical Surgical Nursing skills in the classroom and in the clinical settings.

Dec 2002 - Jan 2003 Columbus Technical College, Columbus GA

Program Manager, Pharmacy Technology

Instructor for Pharmacy Technology Program. Instruct students in the areas of Pharmacy History, Pharmacy Law, and the techniques of dispensing medications in a hospital and retail setting. Function as coordinator for clinical areas with local hospitals and retail pharmacies.

Apr 2001- Dec 2002 Columbus Technical College, Columbus GA

Adjunct Instructor, Allied Health

Instructor for Allied Health Department, Primary Health studies. Instruct students in the areas of basic Anatomy & Physiology (AHS 101), Medical Terminology (AHS 109), and Introduction to Healthcare (AHS 104). Assist the Biology (BIO 193, 194) during lab sessions.

Military:

Jun 2016 - Present 946th FST (Forward Surgical Team) (Army Reserve) Mobile, AL Commander

Command 20 personnel assigned to the Forward Surgical Team. Responsible for \$1.3 million dollars in equipment. Conduct evaluations of personnel and direct unit specific training

Jan 2016- Jun 2016 402nd FST (Forward Surgical Team) (Army Reserve) Ft. Devens, MA Commander

Command 20 personnel assigned to the Forward Surgical Team. Responsible for \$1.3 million dollars in equipment. Conduct evaluations of personnel and direct unit specific training.

Nov 2014- Jan 2016 402nd FST (Forward Surgical Team) (Army Reserve) TB Dwyer, Afghanistan

Chief Perioperative Section/Family Nurse Practitioner

Supervise perioperative nurses for a 2 bed Operating Room suite. Supervise surgical technicians and circulate surgical cases. Manage Operating Room supplies

Perform primary and secondary surveys in the Emergency Room and assist with Sick Call procedures. Managed care of adult soldiers, civilian contractors and Afghanistan local nationals. Managed complex diagnosis such as Hypertension, diabetes, depression and sleep disorders.

Mar 2012- Nov 2014 75th CSH (Army Reserve), Fort Gillem GA.

Chief Perioperative Section

Supervise perioperative nurses for a 4 bed Operating Room suite. Supervise surgical technicians and circulate surgical cases. Manage Operating Room supplies.

Jun 2010 - Nov 2012 108th Regt 11BN (OES), (Army Reserves), Concord, NC Instructor, ILE

Team instructor for Intermediate Level Education of officers Major and above.

Dec 2005- Jun 2010 228th Combat Support Hospital (Army Reserves), San Antonio TX Head Nurse, Perioperative Section

Supervise perioperative nurse for a 4 bed Operating room suite, Supervise surgical technicians and circulate surgical cases. Manage Operating room supplies.

Oct 2004 – Dec 2005 228th Combat Support Hospital (Army reserve) Tikrit Iraq Assistant Head Nurse, Perioperative Section

Assist the head nurse in supervisory duties, Staffed a 4 bed OR suite and supervised operating room technicians. Circulated routine and trauma surgical cases.

Apr 2001- Oct 2004 228th Combat Support Hospital (Army Reserves), San Antonio TX Perioperative Nurse

Staff nurse for a 4 bed Operating room suite, Supervise surgical technicians and circulate surgical cases. Function as charge nurse as required.

Jan 1999- Apr 2001 14th Field Hospital, Fort Benning GA

Head Nurse, Operating Room

Head Nurse for 2 bed Operating room suite and Central Sterile Supply. Supervise 2 staff nurses and 14 surgical technicians. Monitor 24 hour operations and patient flow. Coordinate with Emergency Room and wards for air evacuations.

Jul 1996- Jan 1999 14th Field Hospital, Fort Benning GA

Staff Nurse, Operating Room

Staff nurse for 2 bed Operating room suite. Supervises surgical technicians and circulates surgical cases. Functions as charge nurse as required.

Jul 1996- Apr 2001 Martin Army Community Hospital, Fort Benning GA Perioperative Nurse Staff Nurse on a 4 room operating suite. Function as Charge Nurse for Central Sterile Supply and the Orthopedic/Podiatry Service. Supervise 2 military technicians and 4 civilian technicians. Responsible for supplies and equipment

Jul 1994- Jul 1996 Nobel Army Community Hospital, Fort McClellan AL Medical-Surgical Nurse

Ward nurse on a 20 bed multi-care unit. Function as Shift Charge nurse, Evening/Night Supervisor and supervised medics in a 24 hour Soldier's Aid Station

Presentations and Publications

Eliminating Reciprocity Barriers to Practice During Declared State of Emergencies, Poster Presentation, AANP National Conf. San Antonio, TX, 2016

Nursing Across the World, Poster Presentation National Nurse Educators Conf. Phoenix, Arizona, 2007

Army First Assist Surgical Scrubs, Podium Presentation Perioperative Nursing Symposium, FT. Sam Houston TX 1996

20160725

JX A:::



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Received

Academic Affairs

AUG 1 7 2016
Name: Dr. K. A 14a3 back Office of Academic Affairs Georgia Southwestern State University
Department: Show! of Now 3: 19
Campus phone: 329- 9.31-20 3 Campus email: Kinherly hasharle goweda
Highest degree held: Darkersky of Norsing Plantice
Is this a terminal degree in your teaching discipline? Yes No
If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.
Su Attacked. N/A
How have you demonstrated exemplary competence in teaching and mentoring of students?
See Attacked
How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.
See Attacked
The Proposition
Attach a current CV.
Based upon the evidence presented, we recommend this candidate for Graduate Faculty
Membership.
Dean Date Provisional membership quent Date Date Date By Aller
Vice President for Academic Affairs Date
Nominated by Graduate Affairs on 4/19/2017 Margarel Ellington Chair, Graduate Affairs
Elected by General Faculty on
* provisional status for 1 year. Live new soformaly apply sport for freezo17.
will not soformely apply spy-2017 for treezoll.

Name: Kim Hasbach

Department: Nursing

Campus phone: (229)931-2032

Campus e-mail: kimberly.hasbach@gsw.edu

Highest degree held: Doctorate

Is this a terminal degree in your teaching discipline? Yes

How have you demonstrated exemplary competence in teaching and mentoring of students?

My education and clinical experience enables me to advise, plan, and evaluate the master level student. The goals and mission of GSW School of Nursing include teaching with evidenced based practice. I have always enjoyed research and used evidenced based guidelines in my own practice and curriculum development. I am a lifelong learner, as evidenced by my extra circular activities in the community. My credentials are a reflection to the students of my commitment to lifelong learning and to the responsibility we have to the new students. I serve on the board in the community of a high school based extended learning organization called Health Occupation Students of America and on a local free clinic that serves the homeless and underserved populations. This also enables me to relate these experiences to the student as well as offer preceptorships.

I have mentored several FNP students in my own practice as well as mentored four students that have attained or are attaining their doctorate degree in nursing (DNP). This includes overseeing the FNP student in the clinical setting and advising the DNP student on their chosen capstone project.

I have developed and coordinated two of the Family Nurse Practitioner (FNP) courses: Clinical and Diagnostic Reasoning and Health Promotion of Adults. I researched and developed the assignment that is used as a foundation to several of the FNP courses: Illness Scripts. I also presented this assignment with three colleagues at the national Nurse Organization of Nurse Practitioner Faculty conference in April; of 2016.

How have you demonstrated exemplary competence in scholarship and professional activities?

My professional development during 2015:
Attended UAPRN annual conference, March 2015
Judge for poster presentations at the annual UAPRN conference, March 2015
Attended GNA Leadership Conference, Oct. 2015
Attended monthly meetings of the UAPRN on 3rd Thursday of each month
Member of annual conference planning committee for the UAPRN
Attended CSU Leadership Development Symposium, Jan. 2016
Attended CSU Content for Online Learning Training Session for Virtual Office Haven

Attended CSU Center for Online Learning Training Session for Virtual Office Hours, Camtasia, and gradebook.

Grants Mini-Workshop, June 2015

The One Minute Preceptor Webinar, May 2015

Published In the Journal of Urgent Care Medicine: The Use of Delayed Prescribing

Polypharmacy Webinar, Nov. 2015

Judge for the Graduate Conference Posters, Nov. 2015

Precepted two students in the clinical setting for Fall 2015 semester

Attended Professional Conference by the North Alabama Nurse Practitioner Association Sept. 2015

Participated in the Health Fair at the Ralston for the homeless Oct. 2015

Served on Board for the Tree of Life free clinic for the underserved and the Harris County High

School Career, Technical, and Agricultural Education Advisory Committee

Participated in the Shadow Health Instructor Endorsement Program

Participated in the Study Abroad Program with SON to Ecuador

Coursera online class for Clinical & Diagnostic Reasoning

Kim Hasbach DNP, APRN-BC

11029 Warm Springs Road Midland, Georgia 31820 (706) 562-1967 kkhasbach@yahoo.com

PROFESSIONAL GOAL: To be an active member of the nursing profession and assist others to reach their goals.

EDUCATION

Institution	Degree Conferred/Major	Year
Troy University Troy, Alabama	Doctor of Nursing Practice	May 6, 2011
Troy University Troy, Alabama	Master of Science in Nursing (Family Nurse Practitioner)	May 9, 2008
Wright State University Dayton, Ohio	Bachelor of Science in Nursing	June 1980

ACADEMIC APPOINTMENTS

Chair of the MSN Curriculum Committee for the School of Nursing Chair of the Search Committee for the School of Nursing Awards Committee 2016

PROFESSIONAL NURSING EXPERIENCE

08/2016 Assistant Professor

Nursing professors develop and implement curricula in order to prepare students adequately for the challenges presented within all aspects of the nursing field. In order to keep up with the current needs of nursing, professors revise their programs where and when necessary. The focus is the development of the nurse practitioner program and teacher. Georgia Southwestern University 800 GSW University Drive Americus, GA 31709

8/2014-05/2016 Assistant Professor

Nursing professors develop and implement curricula in order to prepare students adequately for the challenges presented within all aspects of the nursing field. In order to keep up with the current needs of nursing, professors revise their programs where and when necessary.

Columbus State University 4225 University Ave. Columbus, GA 31907

(706) 507-8800

8/2011-8/2014 Nurse Practitioner

Provide direct care to patients for treatment, management and monitoring of pain to provide solutions that allow the individual to lead a higher quality life. With the supervision of a physician, performs complete physicals to develop a working diagnosis and treatment plan including writing orders and chart notes.

Gary Dawson, MD 2300 13th Street Columbus, Georgia 31906 (706)243-7010

8/2009-Present Nurse Practitioner

Provide direct care to walk in patients in an acute care clinic and emergency department. Works collaboratively to provide a wide range of acute care services which encompass injury & illness diagnosis, treatment. Performs testing, referral to physicians as needed, writes prescriptions, & performs procedures within scope of expertise, protocols. Acute Care Express 7901 Veterans Parkway Columbus, Georgia 31909 (706)321-1223

Emergency Department, Medical Center, 710 Center St Columbus Georgia 31901 (706)571-1000

2009-2011 Adjunct Faculty

Prepare and teach specific content and labs as directed by the Nursing faculty. Assist to direct and coordinate student learning experiences with clinical agencies. Participate in course, student and clinical site evaluation.

Troy University University Ave. Troy, Alabama 36082 (800)414-5756

8/2008-8/2009 Teacher

Teach Healthcare Science to grades 9-12. Assist the serious students who have a sincere interest in a healthcare career and have an aptitude for science and math. The course is designed to assist the student make realistic career choices and to prepare for entry-level employment or college in the health field. Skills, anatomy, and work ethics are some of the topics.

Harris County High School 8281 Highway 116 Hamilton, Georgia 31811 (706)628-4278

2/2007-2/2009 Staff Nurse

Provide direct post-operative to surgical patients in the Post-Acute Anesthesia Unit. Prioritizes nursing interventions, identifies complex problems, and abnormal diagnostic data. Anticipates patient crisis through continual evaluation of patient outcomes.

Jack Hughston Hospital 4401 River Chase Dr. Phenix, Alabama 36867

(334)732-3000

2003-2005 Hospice Care Nurse

Provide supportive nursing care to terminally ill patients and their significant others, with a focus on comfort and quality of life.

Hernando Pasco Hospice 12254 Cortez Blvd. Spring Hill, Florida 34613

(352)592-1380

1993-2001 Office Manager

Oversee the business operations of a thoracic surgery office, which included supervising the work of other staff, billing and coding for payment, and monitoring budget, accounting, and inventory. This also included some nursing responsibility such as collecting patient data, performing prescribed treatments, routine patient instructions, and coordination of patient care.

Dr. Chris Hasbach, Spring Hill, Florida

(706)577-6027

1980-1993 Critical Care Staff Nurse

Direct and indirect care of the adult or elderly patient experiencing lifethreatening problems that require complex assessment, high intensity therapies, and interventions such as hemodynamic monitoring, ventilator management, and crisis intervention for patients and family. This also included a position on a cardio-vascular intensive care team for patient's post-operative care following cardiopulmonary bypass surgery.

Bayonet Point Hospital, Hudson, Florida (1990-1993) Grandview Hospital, Dayton, Ohio (1980-1990)

PROFESSIONAL LICENSURE/CERTIFICATION:

Registered Nurse-Georgia and Alabama

Basic Life Support and First Aid Trainer for Red Cross/American Heart Certificate for End-of-Life Education Consortium

Advance Cardiac Life Support

Board Certified Family Nurse Practitioner-AACN-#2008006116 Certification in Pain Management-ANCC-#2014006177

PUBLICATIONS

Hasbach, K. The use of delayed prescribing of antibiotics with upper respiratory tract infections. The Journal of Urgent Care Medicine, 9(11), 27-34.

MANUSCRIPTS IN PROGRESS

Danek, R., Miller, R., Hasbach, K., & Condrey, T. Learning with Fuzzy Concept Maps.

Hasbach, K. Tuberculosis and the Migrant Population

PRESENTATIONS, SPEECHES, & PROGRAMS

West Georgia annual conference March 2011 "Using Delayed Prescribing of Antibiotics with Upper Respiratory Tract Infections"

CVCC 2013 Annual Professional Conference: "Medical Coding & Billing."

West Georgia annual conference 2012-2016 "Basic Suturing."
West Georgia annual conference 2013 "Abscess, Fish Hooks, & Rings"

Health Sciences and Technology Educators conference 2015 on "Medical Billing and Coding"

Lunch & Learn March 2106: "Ecuador: Lessons Learned"
National Organization of Nurse Practitioner Faculty April 2016,
"Constructing Differential Diagnosis with Illness Scripts."

GRANTS AND PROJECTS

Hasbach, K. (2015). Course Improvement Grant/Quality Matters
Hasbach, K., Richter, S., & Vael, A. (2015). HRSA Grant for
Developing Innovative Partnerships to Expand Advanced Nursing

HONORS/AWARDS:

Sigma Theta Tau International Honor Society of Nursing induction Recipient of third place for poster presentation. Sigma Theta Tau, International, Iota Theta Chapter, March 2008.

PROFESSONAL MEMBERSHIPS

Organizations: American Nurses' Association
Georgia Nurses' Association
United Advanced Registered Nurses of Georgia
Sigma Theta Tau Honor Society of Nursing
American Academy of Nurse Practitioners
United Advanced Practice Registered Nurses and the
planning committee for the annual conference

Board of Directors of the Tree of Life Healthcare
Board of Directors for Harris County Health Occupations Students
of America (HOSA)

SERVICE

University

Participated in Tower Days
Served as Judge for the poster presentations at the Fall Graduate
Research Symposium
Serving on Awards Committee 2016

School of Nursing

Served as a member of the Search Committee
Served as member of the undergraduate curriculum committee

Severed as Chair of the MSN Curriculum Committee Participated in the Study Abroad Ecuador program Administrator of Typhon

Community

Participated in Ralston Heath Fair for the Underserved
Participated in Discovery Days
Guest panel for Life & Career Planning class
Attend board meetings for HOSA and Tree of Life organizations
Mentored three CSU students in the clinical setting
Mentoring two fellow faculty member in pursuit of doctorate
Participated in Heath Fair for the homeless 2013-2015 at the
Ralston

CONTINUING EDUCATION & OTHER SCHOLARLY ACTIVITIES

2014 Developed lectures/modules for undergraduate program to include Pain Management, Infection Control, Sexual Health, Sleep & Rest.

2014-2015 Developed two new online courses: Diagnostic & Clinical Reasoning and Health Promotion of the Adult & Family

Judge for the poster board presentations at the annual UAPRN conference: 2012, 2013, 2014, 2015, 2016.

04/2016 NONPF Annual Conference

03/2016 UAPRN Annual Conference

02/2016 "Leadership Principles."

02/2015 "Rock This" COOL

11/2015 The One Minute Preceptor

11/2015 Practicing Physician Exchange Symposium

10/2015 Lipid Control Today

10/2015 Professional Development Conference by the Georgia Nurses Association

09/2015 North Alabama Nurse Practitioner Symposium

08/2015 Shadow Health

07/2015 Barkley Diagnostic Readiness #1 and #2

03/2015 Common ENT Problems

03/2015 UAPRN Annual Conference

03/2015 Clinical Problem Solving Course by University of San

11/2014 Practicing Physician Exchange Symposium

11/2014 Completion of Quality Matters Rubric

03/2014 UAPRN Annual Conference

11/2013 Practicing Physician Exchange Symposium

10/2013 Pain Management Conference

08/2013 Safe Opioid Prescribing

05/2013 Musculoskeletal Certification

03/2013 UAPRN Annual Conference

01/2013 Boot Camp Training for the Physical Exam

11/2012 Practicing Physician Exchange Symposium

07/2012 GAPA Summer Conference

09/2012 Pain Management

03/2012 UAPRN Annual Conference

11/2011 Practicing Physician Exchange Symposium 08/2011 Treatment of Osteoporosis

06/2011 Prostate Cancer

2009 Completion of Blackboard TOP course



Dear Faculty Senate:

In order to ensure more equitable workloads and sufficient time to effectively carry out teaching duties, the following change is proposed to the Faculty Handbook for teaching loads that consist in whole or in part of graduate courses.

Proposal Approved by Committee on Graduate Affairs: April 19, 2017

[Page 8, 2016-2017 Faculty Handbook]:

Present Language:

Faculty Work Load

Full-time faculty workload shall be considered the equivalent of a 40-hour work week and shall consist of teaching load, office hours, service, and scholarship. In accordance with Regents Policy 301, the normal teaching load for faculty will be 12 semester credit hours per week for tenure track personnel and 12 to 15 semester credit hours per week for lecturers and senior lecturers.

3. Nine semester credit hours of only graduate courses may be considered a full load.

Proposed New Language for Item 3:

Faculty Work Load

Full-time faculty workload shall be considered the equivalent of a 40-hour work week and shall consist of teaching load, office hours, service, and scholarship. In accordance with Regents Policy 301, the normal teaching load for faculty will be 12 semester credit hours per week for tenure track personnel and 12 to 15 semester credit hours per week for lecturers and senior lecturers.

3. Nine semester credit hours of only graduate courses will be considered a full load. For mixed teaching loads consisting of both undergraduate and graduate courses, graduate semester credit hours should be weighted in the final teaching load calculation by at minimum the ratio of 12 undergraduate hours = 9 graduate hours (1 undergraduate credit hours = 4/3 graduate credit hours).

Dear Faculty Senate, on 02-17-17, the attending members of the Instructional Technology

Advisory Committee (ITAC) voted unanimously to make changes to the ITAC description for the

Faculty Handbook.

Below are the suggested changes and the ITAC description as it currently appears in the handbook:

ITAC Description Change Suggestion

The wording of the number of people on the committee, adding "a minimum of" twice to the statement. See below:

The committee will consist of a minimum of two (2) full-time faculty members from the
College of Arts and Sciences, and a minimum of one (1) from each of the other schools.
 The Chief Information Officer, the Instructional Technology Coordinator, and the
Computer Lab Support Manager (or designee) shall serve as ex-officio members.

The full description of the committee (found on pages 183-184 of the faculty handbook) has been pasted below:

2 Instructional Technology Advisory Committee. The committee shall provide a functional link and liaison between the faculty, administration, and Information and Instructional Technology department (ITT). The committee shall annually review the current status of campus-wide instructional technology and advise IIT on efficient methods of implementing and maintaining

current instructional technologies. The committee will consist of two (2) full-time faculty members from the College of Arts and Sciences, and one (1) from each of the other schools. The Chief Information Officer, the Instructional Technology-Coordinator, and the Computer Lab Support Manager (or designee) shall serve as ex-officio members. In its specific task, the committee shall be responsible for the following: Review the expenditure of funds from the Student Technology Fee. Make recommendations to the CIO and the Vice President for Academic Affairs for the disbursement of Student Technology Fee funds. Review and recommend technology used to support distance learning and web-based instruction. Conduct campus-wide instructional technology assessments and update the Instructional Technology Plan. Review and prioritize Faculty Instructional Technology grant requests. Review faculty technology training. 2Approved by GSW Faculty 05/01/215

Link to handbook: https://gsw.edu/Assets/Academic%20Affairs/files/FacultyHandbook.pdf

Mission Stevenent



MISSION

Georgia Southwestern State University is a regional and comprehensive university serving a diverse population of students, offering a range of strong undergraduate and graduate programs in a vibrant learning environment. The University is a collegial community that values collaboration and community engagement with an emphasis on faculty, staff, and student interactions. An active student body and state-of-the-art amenities enhance the learning experience on a visually appealing campus located in historic Americus, Georgia.

VISION

Georgia Southwestern State University aspires to be a comprehensive, progressive and inclusive university that serves as a vibrant center of learning, culture and economic development for Southwest Georgia and beyond.

CORE VALUES

ACADEMIC EXCELLENCE - We promote rigorous academic standards and intellectual pursuits.

STEWARDSHIP – We strive for fiscal accountability, social responsibility, environmental sustainability, and ethical acumen.

INCLUSIVENESS – We are committed to a campus that values diversity in a climate of mutual respect.

ENGAGEMENT – We encourage active involvement between the campus, community, and the world.

CONNECTIONS - We foster meaningful relationships on campus and beyond.

CONSOLIDATED OBJECTIVES

Strategic Theme 1. EXPANDING HIGH-IMPACT TEACHING AND LEARNING EXPERIENCES

- 1.1 Provide opportunities for experiential learning and community engagement across the curriculum
 - **1.1.1 Develop new academic programs** that incorporate experiential learning outcomes and enable changes to existing programs that allow students to earn credit towards graduation from experiential learning activities.
 - **1.1.2** Increase opportunities for students to engage in research, scholarship, creative works, internships, civic involvement and other co-curricular learning experiences, and encourage and enable all students to participate.
 - **1.1.3 Expose students to faculty expertise and scholarship** through signature courses offered across majors and schools.
- 1.2 Support innovative curriculum that furthers academic excellence
 - **1.2.1 Stimulate academic innovation** through the implementation of modular course sequences and competency-based education.
 - **1.2.2** Leverage advanced communication and information technology to improve access to information, enhance the learning experiences and foster innovation in teaching/learning both inside and outside the classroom.
 - **1.2.3** Implement an entrepreneurial curriculum and co-curriculum for students that is supported by private and non-profit collaborators that facilitate career pathways in areas of market demand.
- 1.3 Incorporate retention and progression efforts as a seamless integration to the learning environment and campus culture
 - **1.3.1** Improve curricular and student support infrastructure to enhance student access, student success and educational quality.
 - **1.3.2 Create living/learning communities** and enhance existing academic programs to complement efforts to boost student retention by enhancing student learning.
 - 1.3.3 Increase student retention, persistence and timely graduation to support student success.

Strategic Theme 2. TRANSFORMING CAMPUS CONNECTIONS

- 2.1 Support a campus environment where the pursuit of excellence, respect and civility prevail in all interactions (focus on the campus community faculty, staff and students)
 - **2.1.1** Embrace our diverse community of faculty, staff, and students through recognition of race and ethnicity, gender and sexual orientation, geographic origin, political perspective and economic condition.
 - **2.1.2 Create community gathering spaces** where wide-ranging professional, academic and social interests can be forged.
 - **2.1.3** Celebrate our campus connections frequently through established and new University-wide traditions that embody the full scope of the Georgia Southwestern brand and identity.
 - **2.1.4 Further our community spirit and campus pride** through shared activities and events in the arts, athletics and academic programs as both participants and spectators.
 - **2.1.5 Support an intellectual climate** of campus-wide engagement, scholarship pursuits and the free exchange of ideas.
- 2.2 Support a world-class student experience that strengthens the campus community through the development of responsible, civically-engaged students with strong essential skills and leadership skills (focus on students)
 - **2.2.1 Create a year-round educational experience** by extending courses and experiential learning activities throughout the week, summers and between semesters, and secure the additional resources required to support these activities.
 - **2.2.2 Maximize student engagement and student satisfaction** through well-planned events backed by marketing and branding.
 - **2.2.3** Establish a legacy of athletic competitiveness to support the complete development of the student athlete and fostering relationships with University constituents.
 - 2.2.4 Provide experiences centered on student success, development and engagement that develops leaders and prepares graduates to succeed in a diverse national and global society.

- 2.3 Support an environment that values professional experience, academic knowledge, personal health, and cultural proficiency of all of its employees (focus on faculty and staff)
 - **2.3.1** Encourage and enable staff to contribute to the education and scholarship missions of the University to advance their expertise and advance in their individual careers.
 - **2.3.2** Promote the safety and well-being of the University community through programs that support and enhance health, fitness and public safety.
 - 2.3.3 Implement technology solutions to better connect all constituents of GSW, enhance communication among the campus population and, streamline processes across all divisions.
 - **2.3.4** Enhance the infrastructure for research, scholarship and creative activity to allow for the acquisition of external funding to support the performance and visibility of scholarly pursuits.
 - **2.3.5 Foster an entrepreneurial ecosystem for faculty** that leverages expertise and encourages outside pursuits while managing commitments to the University.

Strategic Theme 3. CULTIVATING COMMUNITY ENGAGEMENT WITH INTENTIONALITY

- 3.1 Enhance international learning opportunities to enrich the campus experience and the development of global citizens
 - **3.1.1 Reinforce a global perspective for teaching and learning** and prepare students for global viewpoints through integration with the curriculum and engagement activities.
 - **3.1.2** Maximize the value of our global education network by focusing our strategic international engagements across areas of greatest strength.
 - **3.3.3 Globalize our community** by increasing the number of on-campus international students and domestic students who actively participate in global studies and experiential learning abroad.
- 3.2 Build an engaged community of alumni networks, friends, partners and influencers who work to advance the university's reputation
 - **3.2.1 Expand our influence and effectiveness** through strong partnerships with cultural institutions, corporations, and government and nongovernmental agencies.

- **3.2.2** Affirm our alumni as full-fledged members of our community and lifelong learners through outreach, participation in student mentoring, and on-campus events and reunions.
- **3.2.3** Further opportunities for leaders in industry and non-profit agencies to serve to provide their expertise through service on advisory boards, mentoring and leadership programs.
- 3.3 Expand recognition for the University's role in community engagement and economic development
 - **3.3.1** Establish community engagement as a distinctive feature of the Georgia Southwestern experience by achieving the Carnegie Foundation's designation as a Community Engaged Institution.
 - **3.3.2** Participate in and improve the civic life of the communities we serve through the active involvement and leadership of our faculty, students, and staff.
 - **3.3.3 Contribute to the region's economic impact, reputation and competitiveness** in the global marketplace for talent, capital, and ideas through University-based initiatives and engagement with faculty, staff and students.
 - **3.3.4.** Increase faculty, staff, and student's contributions towards economic vitality, educational outcomes, and quality of life at the local, state, and international levels.
- 3.4 Strengthen and expand awareness of Georgia Southwestern on a regional, national and international scale.
 - 3.4.1 Emerge as a destination of choice for faculty, staff and students.
 - **3.4.2** Improve the University's website and electronic communication systems to effectively communicate with all university stakeholders and to promote academic programs, campus experience, facilities, and regional assets as an education destination.

Strategic Theme 4. PROMOTING ENHANCED STEWARDSHIP

- 4.1 Increase revenue to ensure long-term financial sustainability of the University
 - **4.1.1** Create and execute a comprehensive Strategic Enrollment Plan that takes into account the University's mission and identity as a nurturing institution, while also diversifying the University's enrollment base.

- **4.1.2** Diversify and conduct good stewardship of fiscal resources to ensure long-term economic viability of the University.
- **4.1.3** Make all reasonable attempts to control costs to ensure that a Georgia Southwestern education remains affordable for students from diverse groups.
- **4.2 Continue the physical transformation of the GSW campus** and maintain the University's classical, historical architecture, while ensuring updated, state-of-the-art facilities and amenities are provided.
 - **4.2.1 Update the University Master Plan** to take into account long-term growth and facilities needs.
 - **4.2.2** Enhance the University's aesthetics and visual appeal through continued beautification projects throughout campus to ensure a pleasing environment to current and prospective students.
- **4.3 Generate enduring private and philanthropic support** for infrastructure and institutional aspirations.
 - **4.3.1 Increase philanthropic giving** for priority needs through defined case statements and implementation of specific, sustainable programs
 - **4.3.2** Implement a comprehensive campaign to support the long-term vision of the university as supported by the strategic plan.