

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](#)
- ✓ B. [BA in ENGL Curriculum Change \(Addition of ENGL 4980 Internship in Professional Writing\)](#)
- ✓ 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](#)
- ✓ 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. [Digital Media Technology Certificate Curriculum Change](#)
- C. [Deactivation of Dual Degree Program with Georgia Tech](#)

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. [Proposed changes to Faculty Instructional Grant limits for productive 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. [Proposal for Change to Faculty Handbook concerning teaching loads for Faculty teaching mixed loads of graduate and undergraduate courses](#)

- 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 & Sciences
Letter A

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum
(minor, certificate,
etc.)

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

Specify:

**Proposed Effective Date for
Curriculum Change:**

08/2017

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

Present Requirements: See Attached
Curriculum Sheets

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

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

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

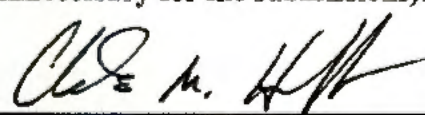
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

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:

B.A. in PSYCHOLOGY-OLD

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NAME _____

gprID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

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		
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), 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		
Select one:			
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	Hrs	Term	Grade
Area D Lists			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Non-Lab/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 Wld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:			
ECON 2105, HIST 1111 or HIST 1112, or SOCI 1101	3		
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introductory Psychology	3		
PSYC 2103 Human Growth & Development	3		
Foreign Language I	3		
Foreign Language II	3		
Select one:			
SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001	3		
Select one:			
Lower level course from ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			

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	_____	US HISTORY	_____
GA CONSTITUTION	_____	US CONSTITUTION	_____
UNIV 1000	_____	1/2W Requirement	_____

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.

Courses Not Listed Above:	Hrs	Term	Grade

Major Cors (30 hrs)	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 3385 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 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 4395 Thy/Research Careg.	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
PSYC 4403 Free/Rec Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4418 Affirming Diversity in Psy	3		
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 (15-18 hrs)	Hrs	Term	Grade
Electives (12-15 hours)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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 in the same language and may be numbered 1001, 1002, 2001, or 2002.

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

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

B.A. in PSYCHOLOGY-NEW

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NAME _____
 ADVISOR _____

gawD# _____
 Effective Catalog Year: 2017-2018

CORE: 60 HOURS

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		
Area B (4-9 hrs)			
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)			
Area C (5 hrs)			
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area D (10 hrs min) Area D Lists			
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)			
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, HIST 1111 or HIST 1112, or SOCI 1101			
Area F (18 hrs)			
PSYC 1101 Introductory Psychology	3		
PSYC 2103 Human Growth & Development	3		
Foreign Language I	3		
Foreign Language II	3		
Select one:	3		
SOSC 1101, SOCI 1101, SOCI 1160, SOCI 2293, WGSS 2001			
Select one:	3		
Lower level course from ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			

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

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

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.

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (38 hrs)	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):			
*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 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Thyri/Research Careg	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	3		
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 (16-18 hrs)			
Electives (12-16 hours)			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

Minor or Certificate Required (16-18 hrs)	Hrs	Term	Grade

ADDITIONAL REQUIREMENTS
 Minimum grade
 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
 Minimum grade of "C" required in Area A, Area F and all major courses.
 A maximum 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 _____
 Hours earned in _____
 Hours earned in _____

Courses Not Listed Above:	Hrs	Term	Grade

Prior Degree/
 Major _____
 Earned at: _____
 Comments: _____

 Completed by: _____ Date: _____

B.S. in PSYCHOLOGY - OLD

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NAME _____

psw/D# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

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		
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), WMST 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
Area C (3 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)	Hrs	Term	Grade
Area D Lists			
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 Wld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:	3		
ECON 2105, SOCI 1101, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, WGSS 2001			
Select 9 lower level elective hours from:			
	5		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVIS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSC, SPAN, THEA, WGSS			
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	US HISTORY		
GA CONSTITUTION	US CONSTITUTION		
UNIV 1000	W2W Requirement		

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
*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):			
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 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 3360 Health Psychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 4395 Theo/Research Caregiving	3		
PSYC 4401 Abnormal Psy	3		
PSYC 4402 Behavior Mod	3		
PSYC 4495 Theo/Res Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4418 Affirming Diversity in Psy	3		
PSYC 4422 Theo of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		

Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (13-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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

ADDITIONAL REQUIREMENTS
Minimum 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.

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 _____
 Earned at: _____
 Comments: _____
 Completed by: _____ Date: _____

B.S. in PSYCHOLOGY

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NEW

NAME _____
 ADVISOR _____

Effective Catalog Year: 2018-2017
 gawdf

CORE: 60 HOURS

Area A (9 hrs) (All of A-C required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1101, 1111, 1113, or 1120	3		
Select 4-5 hours from list below:			
LIBR 1101(1), CIS 1000(3), THEA 1110(3), SOSOC 1101(3), WGSS 2001(3), COMM 1110(3), POLS 2401(3), ENGL 2200(3), Foreign Lang (2000 or higher)(3)			
Area B (6 hrs)	Hrs	Term	Grade
ENGL 2110, 2120, or 2130	3		
Select one:	3		
ARTC 1100, MUSC 1100 or THEA 1100			
Area C (18 hrs) (All of D-E required)	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			
Area D (18 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, HIST 1111 OR 1112			
Area E (6 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
SOCI 1101, SOSOC 1101, SOCI 1180, SOCI 2293, WGSS 2001			
Select 9 lower level elective hours from:			
	3		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVY, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SOSOC, SPAN, THEA, WGSS			
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	_____	US HISTORY	_____
GA CONSTITUTION	_____	US CONSTITUTION	_____
UNIV 1000	_____	W2W Requirement	_____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
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):			
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 App 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	3		
PSYC 3360 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4450 Theoretical Research Caregiving	3		
PSYC 4401 Abnormal Psy	3		
PSYC 4402 Behavior Mod	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4422 Theo of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		
Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade
Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

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

ADDITIONAL REQUIREMENTS
 Minimum 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.

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 _____
 Hours earned to _____
 total _____

PSYCHOLOGY MINOR

OLD

NAME _____

gswhDf

ADVISOR _____

Effective Catalog Year: 2016-2017

18 Hours Minimum

Course	Hrs	Term	Grade
PSYC 3301 Psychological Statistics	3		
PSYC 3306 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 4395 Thry/Resrch Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Prin Behavior Modification	3		
PSYC 4403 Soc & Psych Asp of Add	3		
PSYC 4405 Theory & Tech Counselling	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 4416 Affirming Diversity in Psychology	3		
PSYC 4422 Theories of Personality	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 _____

PSYCHOLOGY MINOR

GED

NEW

NAME _____

gewID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017-2017-2018

18 Hours Minimum

Required Course #/Title	Hrs	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 Conac	3		
PSYC 3350 Health Psychology	3		
PSYC 3365 Biopsychology	3		
PSYC 3367 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	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 Personality	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 PSYC 2103.

Advisor Signature _____ Date _____

Psychology Department Signature _____ Date _____

PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

Date of Submission: 04/03/2017

Department Initiating Revision:
Psychology/Sociology

Faculty Member Requesting Revision:
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:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: PSYC 1101 or PSY 101.

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: PSYC 1101, PSYC 3301 or SOCI 3331

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
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.

Improving student learning outcomes.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

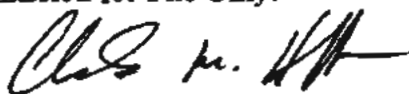
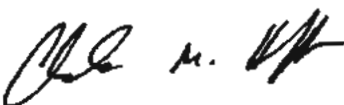
Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: 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 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:

- 1) 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:

- 1) *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			Sources of Points		
Grade	Percent	Points	Type of Activity	Points	%
A	90% to 100%	405-450	Exams (50 each)	200	44.5%
B	80% to 89%	360-404	Papers (100 each)	200	44.5%
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			
			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.

OLD

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:

- 1) 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:

- 1) *Basic responsibilities:* Students are responsible for reading the text, coming to the lectures, studying the material, completing course assignments, and logging into GeorgiaView regularly.
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- 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			Sources of Points		
Grade	Percent	Points	Type of Activity	Points	%
A	90% to 100%	405-450	Exams (50 each)	200	44.5%
B	80% to 89%	360-404	Papers (100 each)	200	44.5%
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			
			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.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 04/02/2017

Department Initiating Proposal:
Psychology/Sociology

Faculty Member Proposing:
Charles M. Huffman

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

PSYC 3390

Proposed New Course Title:
Cross-cultural Psychology

Proposed New Course Title Abbreviation:
PSYC 3390

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: The purpose of this course is to explore, examine, and better understand how culture influences our lives. We will look at how culture impacts our cognition, emotions, motivations, personality, and other facets of human lives.

Justification:

Adopting current best practice(s) in field: This course is taught in most credible psychology programs and replaces an antiquated course (Affirming Diversity in Psychology).

Other:

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.)

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

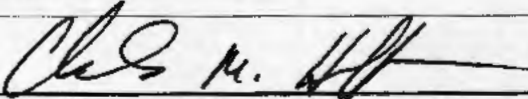
Data Sources:

Indirect measures: 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: 	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:

NAME _____
 ADVISOR _____

gs#ID# _____
 Effective Catalog Year: 2016-2017

CORE: 60 HOURS

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		
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), ENGL 2200(3), Foreign Lang. (2000 or higher)(3)			
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			
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, HIST 1111 OR 1112			
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:	3		
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, WGSS 2001			
Select 3 lower level elective hours from:			
	3		
	3		
	3		
ART, BIOL, CHEM, CHIN, COMM, CRJU, CSCI, ECON, ENGL, ENVS, FREN, GEOL, HIST, MATH, MUSC, PHYS, POLS, PSYC, SOCI, SCSC, SPAN, THEA, WGSS			
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 _____ US HISTORY _____			
GA CONSTITUTION _____ US CONSTITUTION _____			
UNIV 1000 _____ WZV Requirement _____			

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (27 hrs)	Hrs	Term	Grade
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):			
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 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	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-cultural Psychology	3		
PSYC 4395 Theo/Research Caregiving	3		
PSYC 4401 Abnormal Psy	3		
PSYC 4402 Behavior Mod	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4422 Theo of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4497 Senior Research I	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		

Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (15-18 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			

Minor, Certificate, and Elective Hours
 (minor, certificate, and/or certificate)

ADDITIONAL REQUIREMENTS
 Minimum 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.

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 _____
 hours earned to _____

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

B.A. Psychology (Minor or Certificate Required)

2016/2017

OLD

Name _____ GSW ID# _____

Advisor _____

CORE: 60 HOURS

Area A (3 hrs)	Hrs	Term	Grade
ENGL 1101 Composition I (min grade C)	3		
ENGL 1102 Composition II (min grade C)	3		
MATH 1111 or 1113 or Precalculus 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select course(s) from below:			
SOSC 1000, CIS 1000	2/3		
LIBR 1101	1		
COMM 1110, THEA 1110	3		
ENG 2200, WGSS 2001	3		
SOCI 2295	2		
Foreign Language (2000 or higher)	3		
Area C (3 hrs)	Hrs	Term	Grade
ENGL 2110 or ENGL 2120 or ENGL 2130	3		
Select one:			
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	Hrs	Term	Grade
Lab Science	4		
NonLab/Lab Science	3/4		
NonLab/Lab Science, Math or Technology	3/4		
Area E (2 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civilization I or II	3		
HIST 2111 or 2112 US History I or II	3		
Select one:			
ECON 2105 or 2106	3		
HIST 1111 or 1112, SOCI 1101	3		
Area F (13 hrs)	Hrs	Term	Grade
PSYC 1101 Introductory Psychology	3		
PSYC 2103 Human Growth & Development	2		
Select one:			
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2298, or WGSS 2001	3		
Select one:			
ART or BIOL or CSCI or ECON or HIST or HUMA or MATH or PFIL or SOCI	3		
Foreign Language I	3		
Foreign Language II	3		
Physical Education (4 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		
<i>(Activity must be swimming if swimming test not passed)</i>			
Additional Requirements			
GA HISTORY _____	UNIV 1000		
GA CONSTITUTION _____	US HISTORY _____		
REGENTS READING _____	US CONSTITUTION _____		
	REGENT'S WRITING _____		

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Courses (30 hrs)	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:			
PSYC 3365 Biopsychology			
PSYC 4407 Theories of Learning			
PSYC 4410 Cognitive Psychology			
Select 4 courses from below:			
*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 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 4395 Thy/Research Careg.	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
*PSYC 4403 Psy/Soc Addiction	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4418 Affirming Diversity in Psych	3		
PSYC 4422 Theor of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		
Electives (12 hours)			
Free Elective	3		
Free Elective	3		
Free Elective	3		
Free Elective	3		
Minor or certificate or minor (6 hrs)			
Minor			
	3		
	3		
	3		
	3		
	3		
ADDITIONAL REQUIREMENTS:			
Minimum grade of "C" required in Area F and in all major and minor courses.			
UNIVERSITY REQUIREMENTS:			
A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. Students entering			

B.A. Psychology (Minor or Certificate Required)

2016/2017

NEW

Name _____ GSW ID# _____

Advisor _____

CORE: 60 HOURS

Area A (9 hrs)	Hrs	Term	Grade
ENGL 1101 Composition I (min grade C)	3		
ENGL 1102 Composition II (min grade C)	3		
MATH 1111 or 1113 or Precalculus 1120	3		
Area B (4 hrs min)	Hrs	Term	Grade
Select course(s) from below:			
SOSC 1000, CIS 1000	2/3		
LIBR 1101	1		
COMM 1110, THEA 1110	3		
ENG 2200, WGSS 2001	3		
SOCI 2295	2		
Foreign Language (2000 or higher)	3		
Area C (6 hrs)	Hrs	Term	Grade
ENGL 2110 or ENGL 2120 or ENGL 2130	3		
Select one:			
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	Hrs	Term	Grade
Lab Science	4		
NonLab/Lab Science	3/4		
NonLab/Lab Science, Math or Technology	3/4		
Area E (12 hrs)	Hrs	Term	Grade
POLS 1101 American Government	3		
HIST 1111 or 1112 World Civilization I or II	3		
HIST 2111 or 2112 US History I or II	3		
Select one:			
ECON 2105 or 2106	3		
HIST 1111 or 1112, SOCI 1101	3		
Area F (18 hrs)	Hrs	Term	Grade
PSYC 1101 Introductory Psychology	3		
PSYC 2103 Human Growth & Development	3		
Select one:			
SOCI 1101, SOSC 1101, SOCI 1160, SOCI 2293, or WGSS 2001	3		
Select one:	3		
ART or BIOL or CSCI or ECON or HIST or HUMA or MATH or PHIL or SOCI			
Foreign Language I	3		
Foreign Language II	3		
Physical Education (8 hrs)	Hrs	Term	Grade
PEDS 1010 Lifetime Fitness	1		
PEDS 2000 CPR/First Aid	2		
PEDS _____ (Activity)	1		
(Activity must be swimming if swimming test not passed)			

Additional Requirements

GA HISTORY _____	UNIV 1000 _____
GA CONSTITUTION _____	US HISTORY _____
REGENTS READING _____	US CONSTITUTION _____
	REGENT'S WRITING _____

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Courses (30 hrs)	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		
PSYC 3365 Biopsychology			
PSYC 4407 Theories of Learning			
PSYC 4410 Cognitive Psychology			
Select 4 courses from below:	3		
*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 3365 Biopsychology	3		
PSYC 3380 Sensation & Perception	3		
PSYC 3390 Cross-Cultural Psychology	3		
PSYC 4395 Thy/Research Careg.	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Behavior Modification	3		
*PSYC 4403 Psy/Soc Addiction	3		
PSYC 4405 Theo/Tech Counseling	3		
PSYC 4414 Psy of Language	3		
PSYC 4422 Theor of Personality	3		
PSYC 4492 Psychology Internships	3		
PSYC 4498 Senior Research II	3		
PSYC 449A Special Topics	3		

Electives (12 hours)	Hrs	Term	Grade
Free Elective	3		
Free Elective	3		
Free Elective	3		
Free Elective	3		

Minor or certificate or major (18 hours)

Minor	Hrs	Term	Grade
	3		
	3		
	3		
	3		
	3		

ADDITIONAL REQUIREMENTS:

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

UNIVERSITY REQUIREMENTS:

A minimum of 120 semester hours must be completed for graduation. 39 semester hours must be upper division work at the 3000-4000 level. Students entering

PSYCHOLOGY MINOR

OLD

NAME _____

gsw/D# _____

ADVISOR _____

Effective Catalog Year: 2010-2017

18 Hours Minimum

Course	Hrs	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 4395 Thry/Resrch Caregiving	3		
PSYC 4401 Abnormal Psychology	3		
PSYC 4402 Pvn 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 Hlet & Syst of Psychology	3		
PSYC 4414 Psychology of Language	3		
PSYC 4418 Affirming Diversity in Psychology	3		
PSYC 4422 Theories of Personality	3		
PSYC 4434 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 _____

PSYCHOLOGY MINOR

OLD

NEW

NAME _____

gswID# _____

Effective Catalog Year: 2016-2017

ADVISOR _____

18 Hours Minimum

Required Courses (18 cr)	Hrs	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 3385 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 Personlity	3		
PSYC 4434 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:
Psychology/Sociology

Semester & Year to be Effective:
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

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

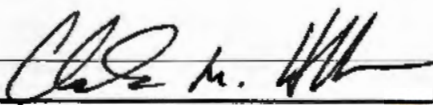
Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

Source of Data to Support Suggested Change:

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:	
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:

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum (minor, certificate, etc.) Specify: Area A,B,C,D,E Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): August 2017	Degree & Program Name: (e.g., BFA, Art): BA in English
Present Requirements: Professional Writing Option (15 hrs) ENGL 3240 Technical Writing ENGL 4040 Issues in Prof Writing ENGL 4025 Composition Studies ENGL 4035 Rhetoric: Theories/Hist/Pedagogies Choose either: ENGL 3230 Creative Writing OR ENGL 4050 Writing and Civic Engagement	Proposed Requirements (Underline changes after printing this form: Professional Writing Option (15 hrs) ENGL 3240 Technical Writing ENGL 4040 Issues in Prof Writing ENGL 4025 Composition Studies ENGL 4035 Rhetoric: Theories/Hist/Pedagogies Choose one: ENGL 3230 Creative Writing ENGL 4050 Writing and Civic Engagement <u>ENGL 4980 Internship in Professional Writing</u>
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. <input type="checkbox"/> Improve student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Provide Professional Writing Students with an internship option <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	

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.)

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.) Reflection assignment on connection between program learning outcomes and internship experience.

****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:
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.A. in ENGLISH

NAME _____

ADVISOR _____

CORE: 60 HOURS

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			
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)	Hrs	Term	Grade	
ENGL 2112, 2121, 2122, 2131, or 2132	3			
English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement in Area F.				
ARTC 1100, MUSC 1100 or THEA 1100	3			
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				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wld Civ I or II	3			
HIST 2111 or 2112 US Hist I or II	3			
Select one:				
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111 OR 1112	3			
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 Area F the literature classes not selected in Area C to complete the three course requirement.				
*Foreign Language 2001	3			
*Foreign Language 2002	3			
*Elective	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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

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

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswwD# _____

Effective Catalog Year: 2016-2017

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Major Core (20 hrs)	Hrs	Term	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:		Term	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	3		
ENGL 4025 Composition Studies	3		
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	Term	Grade
Free Electives (7-10 hrs)	Hrs	Term	Grade
Free Elective			
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. 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 <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 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. in ENGLISH

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

NAME _____
 ADVISOR _____

gswID# _____
 Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

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		

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)	Hrs	Term	Grade
ENGL 2112, 2121, 2122, 2131, or 2132	3		
English majors must select in Area F the literature courses not selected in Area C to complete the three course requirement in Area F.			
ARTC 1100, MUSC 1100 or THEA 1100	3		

Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
Non-Lab/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 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 (18 hrs)	Hrs	Term	Grade
ENGL 2111	3		
ENGL 2121 or 2122	3		
ENGL 2131 or 2132	3		
English majors must select in Area F the literature classes not selected in Area C to complete the three course requirement.			
*Foreign Language 2001	3		
*Foreign Language 2002	3		
*Elective	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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

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

Major Core (20 hrs)	Hrs	Term	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:	Term	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	3	
ENGL 4025 Composition Studies	3	
ENGL 4035 Rhetoric: Theories/Hist/Pedagogies	3	
Choose one:	3	
ENGL 3230 Creative Writing		
ENGL 4050 Writing and Civic Engagement		
ENGL 4980 Internship in Professional Writing		

**Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Free Electives (7-10 hrs)	Hrs	Term	Grade
Free Elective			
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. 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 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: 03/28/2017

Department Initiating Proposal:
English and Modern Languages

Faculty Member Proposing:
Lauren DiPaula

Proposed New Course Prefix & Number:
ENGL 4980

Proposed New Course Title:

Internship in Professional Writing

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
INTERN IN PRWR

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
Fall, Spring, Summer

Indicate if Course will be: Requirement for Major Elective Core

Lecture Hours: 0

Lab Hours: 10

Credit Hours: 3

Proposed Course Description: 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).

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: students would have the opportunity to connect SLOs to practical experience and through reflection, strengthen those outcomes

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: students will be able to gain practical knowledge and experience that have implications outside of the classroom, thus preparing them for work beyond GSW.

Source of Data to Support Suggested Change:

Indirect Measures: student requests for practical experience in writing and tutoring writing

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

Data Sources:

- Indirect measures: Student Opinionnaires, alumni surveys, supervisor evaluations.
- 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:	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 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.

Art & Science
Letter C

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum
(minor, certificate,
etc.)

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

Specify: History
Minor

**Proposed Effective Date for
Curriculum Change:**

(Month/Year): Fall 2017

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

Present Requirements:

History Minor is 18 credit hours

HIST 1111 or 1112 beyond Core Area E

HIST 2111 or 2112 beyond Core Area E

HIST 2500

US History Elective

European History Elective

Nonwestern History Elective

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

History Minor is 18 credit hours

HIST 1111 or 1112 beyond Core Area E

HIST 2111 or 2112 beyond Core Area E

US History Elective

European History Elective

Nonwestern History Elective

History Elective (3000-4000 level course)

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:

Adopting current best practice(s) in field:

A review of the History Minor at other USG institutions indicates that the introductory methods course is not a requirement.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

Students have indicated a desire for an additional history elective in place of the introductory methods course. And the elective gives students the option of taking courses that offer a global focus

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?).

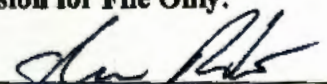
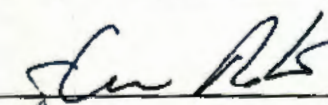
Data Sources:

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

The changes will be assessed through the History Minor exit survey and course surveys.

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: 3/27/2017
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	Date:
Approvals (unnecessary for file submissions):	
Unit Head: 	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:

HISTORY MINOR

NAME Present Requirement gswID# _____

ADVISOR _____ Effective Catalog Year: 2016-2017

18 Hours Minimum

HIST 1111 or 1112 World Civ I or II*	3		
HIST 2111 or 2112 US History I or II*	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:

 History Department Signature Date:

Degree/ Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

HISTORY MINOR

NAME Proposed Requirements

gaw/Daf

ADVISOR _____

Effective Catalog Year: 2017-2018

18 Hours Minimum

HIST 1111 or 1112 World Civ I or II*	3		
HIST 2111 or 2112 US History I or II*	3		
History Elective***	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. ***Any 3000-4000 History course
*History courses beyond Core Area E.
** U.S., European, and Nonwestern electives must be taken at the 3000-4000 level.

Advisor Signature Date

History Department Signature Date

Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

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:

Fall 2017

Degree/Program Name:

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.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: 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:

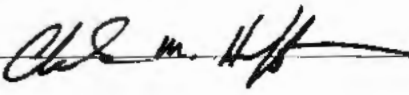
Data Sources:

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.)

Other:

****Attach a curriculum sheet for proposed program.****

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head: 	Date: 4/8/2017
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:

Social Justice Certificate

NAME _____

gwID# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

18 Hours Minimum

9 Hours must be at the 3000 level or above

Core (6 hrs)	Hrs	Term	Grade
SOCI 1160 Social Problems	3		
SOCI 1200 Global Social Justice	3		
Additional Courses	Hrs	Term	Grade
<i>Select Four from the list below:</i>			
POLS 2401 Intro to Global Issues	3		
SOCI 3311 Social Psychology	3		
*SOCI 3390 Cross-cultural Psychology	3		
SOCI 4411 Race and Minority Relations	3		
SOCI 4460 Environmental Sociology	3		
SOCI 4465 Sociology of Natural Resources	3		
SOCI 4492 Sociology Internship	3		
UNIV 4000 Study Abroad	3		

Additional Requirements:
 A grade of "C" or higher is required in all Social Justice Certificate coursework.

* Cross-listed, also PSYC 3390

Advisor Signature _____

Social Justice Coordinator Signature _____

Comments: _____

Completed by: _____
 Date: _____

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: 01/30/2017

Proposed Effective Date:

Fall, 2017

Degree/Program Name:

Pop Music Certificate (online)

Requirements: See attached curriculum sheet.

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:
- Adopting current best practice(s) in field: The certificate will offer additional flexibility for students outside the music program, and provide students with the only fully-online undergraduate certificate program at GSW.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The certificate will add more options for students, and the online flexibility will help facilitate graduation rates as mandated in the BOR Complete College Georgia Program.
- Other: Provide students with an online undergraduate certificate.

Source of Data to Support Suggested Change:

- Indirect Measures: Student-faculty dialog and requests from students over a 4 year time span to offer more upper division music electives, and to specifically offer more courses in the popular genre.
- 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:

- Indirect measures: Student and faculty surveys, and discussions.
- Direct measures: Enrollment and completion of the certificate program over a 4-year span.
- Other:

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head: <i>Julie Meggers</i>	Date: 1/30/17
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:

POP MUSIC CERTIFICATE

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

15-18 Hours

Required Course (2 hrs)	Hrs	Term	Grade
MUSC 3131 Pop Music and Culture	3		
Select 13 hrs	Hrs	Term	Grade
MUSC 1150 History of Rock and Roll	3		
MUSC 3020 Music in Film	3		
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		

Additional Requirements:
Minimum grade of "C" in all course work counted toward certificate. MUSC 4900 Special Topics in Music may be repeated for credit if the topics differ.

 Advisor Signature Date

 Music Department Signature Date

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

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: January 30, 2017

Department Initiating Proposal:
Music

Faculty Member Proposing:
Dr. Mark Laughlin

Proposed New Course Prefix & Number:

MUSC 3131

Proposed New Course Title:
Pop Music and Culture

Proposed New Course Title Abbreviation:
Pop Music and Culture

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
1-2 year rotation

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: 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. No Prerequisites. (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: The course will offer additional flexibility for the music program, and offer a unique upper level elective for the student-at-large.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Additional upper level electives will provide music majors, music minors, and the student-at-large more options. This flexibility will help facilitate graduation rates as mandated in the BOR Complete College Georgia program.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student-faculty dialog and requests from students over a 4 year time span to offer more upper division music electives, and to specifically offer more courses in the popular genre.

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

portfolios, specific assignments, etc.)

Data Sources:

Indirect measures: Student and faculty surveys, and discussions.

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: <i>Julie Meszynski</i>	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 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.

REQUIREMENTS 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%
- 1980s-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.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: January 30, 2017

Department Initiating Proposal:

Music

Faculty Member Proposing:

Dr. Mark Laughlin

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 Effective:

Fall 2017

Estimated Frequency of Course Offering:

1-2 year rotation

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: 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)

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: The course will offer additional flexibility for the music program, and offer a unique elective for the student body.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Additional upper level electives will provide music majors, music minors, and the student-at-large more elective options. This flexibility will help facilitate graduation rates as mandated in the BOR Complete College Georgia program.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: Student-faculty dialog and requests from students over a 4 year time span to offer more upper division music electives, and to specifically offer more courses in the popular genre.

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

portfolios, specific assignments, etc.)
<p>Data Sources:</p> <p>X Indirect measures: Student and faculty surveys, and discussions.</p> <p><input type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p> <p><input type="checkbox"/> Other:</p>

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

Approvals:	
Unit Head: <i>Julie Mazzonci</i>	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.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
Specify: Area A,B,C,D,E
- Major Curriculum
- Graduate Curriculum
- Other Curriculum
(minor, certificate, etc.)
Specify:
Bachelor of
Arts in Music (only)

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2017

Degree & Program Name: (e.g., BFA, Art): Bachelor of Arts in Music, Music

Present Requirements:

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.

Proposed Requirements (Underline changes after printing this form:

Major Core: 24 hours (choose any combination of courses)

Free Electives: 12-15 hours

Additional Requirements: Must present a 45 minute Senior Recital or equivalent Capstone.

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:
- Adopting current best practice(s) in field: The change will allow the music faculty to focus the degree towards the needs of the students, and to better accommodate individual interest and career goals (e.g. church music, music history, piano pedagogy, etc.).
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Provides more flexibility within the curriculum. Allows students the opportunity to pursue a more liberal arts curriculum within the music area. The change will improve retention and graduation rates, and decreases time between matriculation and graduation, especially for transfer students.

Source of Data to Support Suggested Change:

Indirect measures: Discussions with students, faculty, and evaluations of other B.A. in music programs throughout the United States.

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: Periodic student and faculty surveys to analyze the effectiveness of the change.

Direct measures: Evaluation of graduation and retention rates of the new curriculum verses the current curriculum over a 4-year span.

****Attach a current curriculum sheet and proposed curriculum sheet.****

Submission for File Only:	
Unit Head: <i>Julie Meyerson</i>	Date: 1-10-17
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	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:

B.A. in MUSIC

NAME _____

ADVISOR _____

CORE: 60 HOURS

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		
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)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1109 or THEA 1100	3		
Area D (10 - 11 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			
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)	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	3		
MUSC 1202 Elementary Harmony II	3		
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 2213 Sight Singing III	1		
MUSC 2214 Sight Singing IV	1		

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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Minor, Certificate, 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: _____

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gswid# _____

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 4900 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-Clm 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 Dicton for Singers	2		
MUSC 4900 Special Topics in Music	1 to 3		

Minor or Certificate Required (15-16 hrs)	Hrs	Term	Grade

Foreign Language Sequence (6 hrs)	Hrs	Term	Grade
Foreign Language I	3		
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 0890 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 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. in MUSIC

NAME _____
 ADVISOR _____

CORE: 60 HOURS

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			
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), 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			
Select one:	3			
ARTC 1100, MUSC 1100 or THEA 1100				
Area D (10 - 11 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				
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)	Hrs	Term	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 Piano I	2			
MUSC 1402 Group Piano II	2			
MUSC 2213 Sight Singing III	1			
MUSC 2214 Sight Singing IV	1			

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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Minor, Certificate, 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: _____

THIS MAJOR REQUIRES A MINOR OR CERTIFICATE.

gwid# _____
 Effective Catalog Year: 2017-2018

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Major Core (2 hrs)	Hrs	Term	Grade
MUSC 3000 Piano Proficiency	1		
MUSC 4800 Senior Capstone Project	1		
Major Core Electives (Select 22 hrs)	Hrs	Term	Term
MUSC 2203 Intermediate Harmony	3		
MUSC 2400 Intro to Conducting	1		
MUSC 3020 Music in Film	3		
*MUSC 3040 Chamber Singers	1		
*MUSC 3120 Small Ensemble	1		
MUSC 3155 Music Hist: Ancient to Baroque	3		
MUSC 3166 Music Hist: Classical to Modern	3		
MUSC 3180 Music History: Multi-Cultural	2		
MUSC 3190 Music History: Amer Music	2		
MUSC 3131 Pop Music and Culture	3		
MUSC 3200 Brass Techniques	1		
MUSC 3204 Advanced Harmony	3		
MUSC 3210 Woodwind Techniques	1		
MUSC 3220 String Techniques	1		
MUSC 3230 Percussion Techniques	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 3400 Junior Recital	1		
MUSC 451 Applied Music, Senior	1		
MUSC 452 Applied Music, Senior	1		
MUSC 4114 Video Game Music	3		
MUSC 4160 Diction for Singers	2		
MUSC 4242 History of Jazz	3		
*MUSC 4900 Special Topics in Music	1 to 3		

Minor or Certificate Required (15-18 hrs)	Hrs	Term	Grade

Foreign Language Sequence (6 hrs)	Hrs	Term	Grade
Foreign Language I	3		
Foreign Language II	3		

Free Electives (12-15 hrs)	Hrs	Term	Grade
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
Free Elective			
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 pass Senior Capstone 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.
 99 semester hours must be upper division work at the 3000-4000 level.

PROPOSAL TO REVISE A COURSE

Georgia Southwestern State University

Date of Submission: 01/30/2017

Department Initiating Revision:
Music

Faculty Member Requesting Revision:
Mark Laughlin

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)

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Senior Recital

Prerequisites:

Co-requisites:

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

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Senior Capstone Project

Prerequisites: Department Chair approval.

Co-requisites:

Course 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.

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
As needed.

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

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

Data Sources:

- Indirect measures:** Student and faculty surveys, and discussions.
 Direct measures: 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: <i>Julie Meyerson</i>	Date: 1-25-17
Approvals (unnecessary for file submissions):	
Unit Head: <i>Julie Meyerson</i>	Date: 1-25-17
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:

1. 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:

1. Synthesize the components of musical study into a public presentation that highlights the student's field of interest.
2. The ability to express music effectively through demonstrating musicianship, technical proficiency, interpretive understanding, artistic self-expression and breadth of repertoire or research.
3. Identify and apply elements of musical language and formal processes through musical analyzes of various musical styles, both past and present.
4. 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.

Arband Suenas
Ruva G

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input checked="" type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify: Minor Curriculum	
Proposed Effective Date for Curriculum Change: (Month/Year): 8/2017	Degree & Program Name: (e.g., BFA, Art): Music; minor
Present Requirements: See attached curriculum sheet.	Proposed Requirements (Underline changes after printing this form: Adding MUSC 3131 Pop Music and Culture, and MUSC 4242 History of Jazz.
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. <input checked="" type="checkbox"/> Improve student learning outcomes: The change will allow more flexibility and variety to the minor curriculum to better accommodate individual interest and career goals. <input type="checkbox"/> Adopting current best practice(s) in field: X <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	

Source of Data to Support Suggested Change:

- Indirect measures:** Discussions with students, faculty, and evaluations of other B.A. in music programs throughout the United States.
- 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:** Periodic student and faculty surveys to analyze the effectiveness of the change.
- Direct measures:** Evaluation of completion rates of the new curriculum verses the current curriculum over a 4-year span.

****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: <i>Julie Mazzoni</i>	Date: <i>1-24-17</i>
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:

MUSIC MINOR

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

18 Hours

Required Course (3 hrs)	Hrs	Term	Grade
MUSC 1201 Elementary Harmony I	3		
Lower Division (6 hrs)	Hrs	Term	Grade
MUSC 1150 History of Rock and Roll	3		
MUSC 1202 Elementary Harmony II	3		
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		
MUSC 2090 Concert Choir *	1		
MUSC 2090 Concert Choir *	1		
MUSC 2090 Concert Choir *	1		
MUSC 2400 Intro To Conducting	1		
Upper Division (9 hrs)	Hrs	Term	Grade
MUSC 3020 Music in Film	3		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
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		
MUSC 3190 Music History: American Music	2		
MUSC 3200 Brass Techniques	1		
MUSC 3210 Woodwind Techniques	1		
MUSC 3220 String Techniques	1		
MUSC 3230 Percussion Techniques	1		
MUSC3240 Perf and Teach Meth - Clrm Inst	1		
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	2		
MUSC 4900 Special Topics in Music	1-3		

Additional Requirements:
 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.
 *May be repeated for credit up to 4 times; maximum 4 hours total ensemble credit may be applied to the minor

Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Advisor Signature _____ Date _____

Music Department Signature _____ Date _____

MUSIC MINOR

NAME _____

gswlD# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

18 Hours

Required Course (3 hrs)	Hrs	Term	Grade
MUSC 1201 Elementary Harmony I	3		
Lower Division (6 hrs)	Hrs	Term	Grade
MUSC 1150 History of Rock and Roll	3		
MUSC 1202 Elementary Harmony II	3		
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		
MUSC 2090 Concert Choir *	1		
MUSC 2090 Concert Choir *	1		
MUSC 2090 Concert Choir *	1		
MUSC 2400 Intro To Conducting	1		
Upper Division (9 hrs)	Hrs	Term	Grade
MUSC 3020 Music in Film	3		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
MUSC 3040 Adv. Chamber Singers*	1		
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 3131 Pop Music and Culture	3		
MUSC 3155 Mus Hist: Anct-Baroque	3		
MUSC 3185 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	1		
MUSC 3230 Percussion Techniques	1		
MUSC3240 Perf and Teach Meth - Clrm Inst	1		
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	2		
MUSC 4242 History of Jazz	3		
MUSC 4900 Special Topics in Music	1-3		

Additional Requirements:
 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.
 *May be repeated for credit up to 4 times; maximum 4 hours total ensemble credit may be applied to the minor

Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Advisor Signature _____ Date _____

AS
Level II

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

Proposed Effective Date:
Fall, 2017

Degree/Program Name:
Master of Music in Musicology

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 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 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:

- 1. 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:

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:

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 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.

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:

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

Direct measures: Comprehensive exam. The Comprehensive Exam will consist 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 consist 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 Hours

Core Courses 9 hrs	Hrs	Term	Grade
MUSC 5100: Bibliography and Research	3		
MUSC 5200: Music Teaching Practicum	3		
MUSC 5999: Comprehensive Exam	3		
Select 24 hrs	Hrs	Term	Grade
MUSC 5150 History of Rock and Roll	3		
MUSC 5080 Ethnomusicology	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		

Additional Requirements:

Minimum grade of "C" in all course work counted toward degree.
 MUSC 5000 Special Topics in Music may be repeated for credit if the topics differ.

 Advisor Signature Date

 Music Department Signature Date

Degree/
 Major: _____

Earned at: _____

Comments: _____

Completed
 by: _____ Date: _____

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 placed under academic review at the end of the semester in which their status falls below the required standards.



AS
Level I - 1

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University		
Date of Submission: 03/20/2017		
Department Initiating Proposal: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5000 (1-3)-0-(1-3)	Proposed New Course Title: Special Topics Proposed New Course Title Abbreviation: Special Topics	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: 1-2 a year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Core		
Lecture Hours: 1-3	Lab Hours: 0	Credit Hours: 1-3
Proposed Course 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.		
<p>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.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> 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.</p> <p>Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: This course will be part of the new Master of Music in Musicology degree program.</p>		
Source of Data to Support Suggested Change:		
<p><input checked="" type="checkbox"/> Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession.</p> <p>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</p>		

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 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: <i>Julie Mezzano</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	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 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 be able to:

1. 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.

REQUIREMENTS 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 Required Materials: Varies depending on topic and dynamic of the course.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University		
Date of Submission: 03/20/2017		
Department Initiating Proposal: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5020	Proposed New Course Title: Music in Film Proposed New Course Title Abbreviation: Music in Film	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be : X Requirement for Major Elective <input type="checkbox"/> Core		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course 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.		
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. <input type="checkbox"/> 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:

Indirect measures: Student and faculty surveys, and discussions.

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

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: <i>Julie Morrison</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	Date: 4/19/17

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

COURSE OUTLINE
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 be 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.

REQUIREMENTS 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 Required Materials: *Film Music: A History*, James Wierzbicki, Routledge, 2009. ISBN10: 0-415-99199-4

COURSE OUTLINE
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 in-service 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 be able to:

1. Effectively develop college level syllabi and lesson 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.

REQUIREMENTS 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 Required Materials: Not Applicable.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University		
Date of Submission: 03/20/2017		
Department Initiating Proposal: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5080	Proposed New Course Title: Ethnomusicology Proposed New Course Title Abbreviation: Ethnomusicology	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective <input type="checkbox"/> 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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> 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: <input checked="" type="checkbox"/> Other: This course will be part of the new Master of Music in Musicology degree program.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> 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 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: <i>Julie Mazzoni</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Elliott</i>	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 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 be 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.

REQUIREMENTS 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 Required 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: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5100	Proposed New Course Title: Bibliography and Research Proposed New Course Title Abbreviation: Bibliography and Research	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective <input type="checkbox"/> Core		
Lecture Hours: 3	Lab Hours: 0	Credit 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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> 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: <input checked="" type="checkbox"/> Other: This course will be part of the new Master of Music in Musicology degree program.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> 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 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: <i>Julie Magnusson</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Elaine En</i>	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 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:

1. Effectively use research databases for researching music literature, compositions, and treatises.
2. 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.

V.

PROPOSAL FOR A NEW COURSE Georgia Southwestern State University		
Date of Submission: 03/20/2017		
Department Initiating Proposal: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5114	Proposed New Course Title: Video Game Music Proposed New Course Title Abbreviation: Video Game Music	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective <input type="checkbox"/> 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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> 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: <input checked="" type="checkbox"/> Other: This course will be part of the new Master of Music in Musicology degree program.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> 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 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: <i>Julie Magnusson</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	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 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

Learning Objectives and Outcome: 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, in-game 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:

Core Area Learning Outcome: 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.

Grading: 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

Textbooks, and other required materials: 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: Music	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5131	Proposed New Course Title: Pop Music and Culture Proposed New Course Title Abbreviation: Pop Music and Culture	
Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective <input type="checkbox"/> 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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> 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: <input checked="" type="checkbox"/> Other: This course will be part of the new Master of Music in Musicology degree program.		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> 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:

Indirect measures: Student and faculty surveys, and discussions.

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

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: <i>Julie Mezzanese</i>	Date: <i>4-7-17</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	Date: <i>4/17/17</i>

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

COURSE OUTLINE
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.

REQUIREMENTS 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	Faculty Member Proposing: Dr. Mark Laughlin	
Proposed New Course Prefix & Number: MUSC 5150	Proposed New Course Title: History of Rock and Roll 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 for Major Elective <input type="checkbox"/> Core		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: MUSC 5150 History of Rock and Roll is an in-depth study of the origins of Rock and Roll in the 20 th 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.		
<p>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.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p>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.</p> <p style="padding-left: 20px;">Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p>X Other: This course will be part of the new Master of Music in Musicology degree program.</p>		
Source of Data to Support Suggested Change:		
<p>X Indirect Measures: Alumni-Student-Faculty dialog and requests, as well as demands within the profession.</p> <p>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</p>		

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:

Indirect measures: Student and faculty surveys, and discussions.

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

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:	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 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 be 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 role society played in creating the genre.
4. Identify and explain the basic elements from which rock and roll is created.

REQUIREMENTS 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 Required 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

0115

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 03/20/2017

Department Initiating Proposal:
Music

Faculty Member Proposing:
Dr. Mark Laughlin

Proposed New Course Prefix & Number:
MUSC 5190

Proposed New Course Title:
American Music
Proposed New Course Title Abbreviation:
American Music

Semester/Year to be Effective:
Fall, 2017

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course 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.

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: 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:

Other: This course will be part of the new Master of Music in Musicology degree program.

Source of Data to Support Suggested Change:

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:

Indirect measures: Student and faculty surveys, and discussions.

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

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: <i>Juli Magnusson</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	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 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 be able to:

1. 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.
4. Identify a number of specific pieces of American music and musical styles, genres, and influences.

REQUIREMENTS 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 Required 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

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PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 03/20/2017

Department Initiating Proposal:
Music

Faculty Member Proposing:
Dr. Mark Laughlin

Proposed New Course Prefix & Number:

MUSC 5200

Proposed New Course Title:
College Music Teaching Practicum

Proposed New Course Title Abbreviation:
College Music Teaching Practicum

Semester/Year to be Effective:
Fall, 2017

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

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.)

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:

Indirect measures: Student and faculty surveys, and discussions.

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

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

Approvals:	
Unit Head: <i>Julie Magnusson</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:

Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellinger</i>	Date: <i>4/17/17</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE
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 in-service 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 be able to:

1. Effectively develop college level syllabi and lesson 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.

REQUIREMENTS 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 Required Materials: Not Applicable.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 03/20/2017

Department Initiating Proposal:
Music

Faculty Member Proposing:
Dr. Mark Laughlin

Proposed New Course Prefix & Number:

MUSC 5242

Proposed New Course Title:
History of Jazz

Proposed New Course Title Abbreviation:
History of Jazz

Semester/Year to be Effective:
Fall, 2017

Estimated Frequency of Course Offering:
Once a year

Indicate if Course will be : Requirement for Major Elective Core

Lecture Hours: 3

Lab Hours: 0

Credit 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:

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:

Other: This course will be part of the new Master of Music in Musicology degree program.

Source of Data to Support Suggested Change:

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:

Indirect measures: Student and faculty surveys, and discussions.

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

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: <i>Julie Meyerson</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	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 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.

REQUIREMENTS 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.

4.

PROPOSAL FOR A NEW COURSE
Georgia Southwestern State University

Date of Submission: 03/20/2017

Department Initiating Proposal: Music	Faculty Member Proposing: Dr. Mark Laughlin
Proposed New Course Prefix & Number: MUSC 5999	Proposed New Course Title: Comprehensive Exam Proposed New Course Title Abbreviation: Comprehensive Exam

Semester/Year to be Effective: Fall, 2017	Estimated Frequency of Course Offering: Once a year
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Indicate if Course will be : X Requirement for Major Elective Core

Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
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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.

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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:

Indirect measures: Student and faculty surveys, and discussions.

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

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: <i>Julie Mazzonso</i>	Date: 4-7-17
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:

Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	Date: <i>4/17/17</i>
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):

1. 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.
3. effectively teach musicology courses in a variety of formats including face-to-face, hybrid, and online.
4. 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;
5. 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.;
6. 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.

REQUIREMENTS 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.

A95
Social 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 be deactivated: M.A. in English, Critical Literacy	
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. <input type="checkbox"/> Improving Student Learning Outcomes <input type="checkbox"/> Adopting Current Best Practice(s) in Field <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies <input checked="" type="checkbox"/> Other: Low enrollment, lack of student demand for program.	
Source of Data to Support Suggested Change: <input type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Data on student enrollment and number of graduates from program.	

Reviewed By:	
GSW SACSCOC Liaison <i>Bryan P Davis</i>	Date: <i>2/12/17</i>
Approvals:	
Unit Head: <i>H. Bryan</i>	Date: <i>2/15/17</i>
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair: <i>Margaret Ellington</i>	Date: <i>2/27/17</i>
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

SABA
Letter A

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

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):

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

Present Requirements: See attached Management Minor curriculum sheet with one three hour option listed.

Proposed Requirements (Underline changes after printing this form: See attached revised Management Minor curriculum sheet with required 18 hour course track listed; no course options.

Present Minor Requirements:

Required Courses (18 cr)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
BUSA 2106 Legal Environment of Business	3		
MGNT 3800 Principles of Management	3		
MKTG 3800 Principles of Marketing	3		
Select one:			
BUSA 3050 Business Statistics			
MGNT 3670 Introduction to HR Management			
MGNT 3680 Org Theory & Behavior			
MGNT 4280 Small Business Entrepreneurship			
MGNT 4640 Purchasing Management			
MGNT 4690 Labor Management Relations			
MKTG 4830 Marketing Communication			
MKTG 4850 Marketing Channels			
MKTG 4890 Marketing Management			

Revised Required Courses:

Required Courses (18 cr)	Hrs
ACCT 2101 Accounting Principles I	3
ACCT 2102 Accounting Principles II	3
BUSA 2106 Legal Environment of Business	3
MGNT 3600 Principles of Management	3
MKTG 3800 Principles of Marketing	3
MGNT 3670 Introduction to HR Management	3

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:

The inclusion of MGNT 3670 - Introduction to HR Management as a required course for the Management Minor better represents the profession's functions and provides the non-business major student a balanced curriculum for the Management Minor.

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.)

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: <i>Liz Wilson</i>	Date: <i>9/13/17</i>
Reviewed By (necessary even for file submissions):	
GSW SACSCOC Liaison	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:

MANAGEMENT MINOR

NAME _____
 ADVISOR _____

gsw/D# _____

Effective Catalog Year: 2016-2017

18 Hours Minimum

Required Courses (18 cr.)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
BUSA 2106 Legal Environment of Business	3		
MGNT 3600 Principles of Management	3		
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		
MGNT 4260 Small Business Entrepreneurship	3		
MGNT 4640 Purchasing Management	3		
MGNT 4990 Labor Management Relations	3		
MKTG 4830 Marketing Communication	3		
MKTG 4850 Marketing Channels	3		
MKTG 4890 Marketing Management	3		

Additional Requirements:
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.

Effective Fall 2014, BUSA 2106 is equivalent to BUSA 3106.

 Advisor Signature Date

 Business School Signature Date

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

MANAGEMENT MINOR

NAME _____

gs# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

18 Hours Minimum

Required Courses (18 cr)	Hrs	Term	Grade
ACCT 2101 Accounting Principles I	3		
ACCT 2102 Accounting Principles II	3		
BUSA 2106 Legal Environment of Business	3		
MGNT 3600 Principles of Management	3		
MKTG 3800 Principles of Marketing	3		
MGNT 3670 Introduction to HR Management	3		

Additional Requirements
Minimum grade of "C" in all course work counted toward minor. No 300-4000 level course can be used to satisfy requirements in both a major and a minor program.

Effective Fall 2014, BUSA 2106 is equivalent to BUSA 310

Prior Degree/ Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Advisor Signature _____ Date _____

Business School Signature _____ Date _____

CIS
Section A

PROPOSAL FOR A CURRICULUM CHANGE Georgia Southwestern State University	
Select Area of Change: <input type="checkbox"/> Core Curriculum <input checked="" type="checkbox"/> Major Curriculum <input type="checkbox"/> Graduate Curriculum <input type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,E (minor, certificate, etc.) Specify:	
Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2018	Degree & Program Name: (e.g., BFA, Art): Bachelor of Science in Computer Science
Present Requirements: <i>Major electives Course:</i> CSCI 4210: Data Communication and Computer Networks (3hrs)	Proposed Requirements (Underline changes after printing this form): <i>Change the <u>Curriculum</u>:</i> <i>For the Major Electives Courses:</i> <i>Changing:</i> CSCI 4210: Computer Networks (3 hrs)
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. <input checked="" type="checkbox"/> Improve student learning outcomes: Computer Networks is one of the fundamental courses in computer science, which provides preliminary knowledge for other CS courses. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input type="checkbox"/> Other:	
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.)

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: <i>Boris Feltzveger</i>	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

OLD

NAME _____

gewID# _____

ADVISOR _____

Effective Catalog Year: _____

2016-2017

CORE: 61 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 59 HOURS

Area A (6 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)	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			
Lab (if CHEM or BIOL)			
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 Wld Civ I or II	3		
HIST 2111 or 2112 US Hist I or II	3		
Select one:			
ECON 2105, SOCI 1101, PSYC 1101,	3		
HIST 1111 OR 1112			
Area F (16 hrs)	Hrs	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		

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

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

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Required Courses (41 hrs)	Hrs	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		
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 Systems Project Mgmt	3		
CIS 4400 Info Storage & Retrieval	3		
CSCI 4210 Data Comm & 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 (5-7 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 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

NEW

NAME _____

gsWD# _____

ADVISOR _____

Effective Catalog Year: **2016-2017**

CORE: 61 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 69 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 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) <i>Area D Lists</i>	Hrs	Term	Grade
Choose two lab science courses:			
Lab Science-List A			
Lab (if CHEM or BIOL)			
Lab Science-List B			
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 Wld 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)	Hrs	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		

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

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

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

Required Courses (41 hrs)	Hrs	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		
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 Systems 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 II	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 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.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum

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

(minor, certificate,
etc.)

Specify:

**Proposed Effective Date for
Curriculum Change:**
(Month/Year): Spring 2018

Degree & Program Name: (e.g., BFA, Art): Bachelor of Science
in Information Technology- Business Option

Present Requirements:

Major electives Course:

*CSCI 4210: Data Communication and Computer
Networks (3hrs)*

Proposed Requirements (Underline changes after printing this form:

Change the Curriculum:

For the Major Electives Courses:

Changing:

CSCI 4210: Computer Networks (3 hrs)

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: Computer Networks is one of the fundamental courses in computer science, which provides preliminary knowledge for other CS courses.

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, 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: <i>Boris Peltawer</i>	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)

OLD

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 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 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 Data	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		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111, HIST 1112			
Area F (15 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		
CSCI 2100 Assembly Language Prog	3		
CSCI 2920 Ethics in Comp Profession	1		

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		
CIS 3300 Syst Anal Design & Implem 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 Data Communication & Computer Netwo	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

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	_____ US HISTORY		
_____ GA CONSTITUTION	_____ US CONSTITUTION		
_____ UNIV 1000	_____ W2W Requirement		

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" must be earned in Business Core, Required 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.
 99 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:	_____
Earned at	_____
Comments:	_____ _____ _____
Completed by:	_____ Date: _____

B.S. In Information Technology (Business Option)

NEW

NAME _____

gsW/D# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 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 2000(1-3), ENGL 2200(3), Foreign Lang (2000 level)(3)			
Area C (8 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)	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		
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		
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		
PEDS (Activity)	1		

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

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		
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

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" must be earned in Business Core, Required 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: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum

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

(minor, certificate,
etc.)

Specify:

**Proposed Effective Date for
Curriculum Change:**
(Month/Year): Spring 2018

Degree & Program Name: (e.g., BFA, Art): Bachelor of Science
in Information Technology- Multi-Media Option

Present Requirements:

Major electives Course:

*CSCI 4210: Data Communication and Computer
Networks (3hrs)*

Proposed Requirements (Underline changes after printing this form:

Change the Curriculum:

For the Major Electives Courses:

Changing:

CSCI 4210: Computer Networks (3 hrs)

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: Computer Networks is one of the fundamental courses in computer science, which provides preliminary knowledge for other CS courses.

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:

<input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
<p>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?).</p> <p>Data Sources:</p> <input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires; student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> 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: <i>Boris Peltavger</i>	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 (Multi-Media Option)

OLD

NAME _____ gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 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 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) <u>Area D List</u>	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		
Select one:	3		
ECON 2105, SOCI 1101, PSYC 1101, HIST 1111, HIST 1112			
Area F (10 hrs)	Hrs	Term	Grade
ARTF 1020 2D Design Concepts and Color	3		
CIS 2010 Audio-Video Production Tech. I	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)	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 CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Multi-Media Core (15 hours)	Hrs	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		
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 & Implem 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 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		
Free Electives (5 hours)	Hrs	Term	Grade

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.

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.
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/	_____
Earned at:	_____
Comments:	_____ _____ _____
by:	_____ Date: _____

B.S. in Information Technology (Multi-Media Option)

NEW

NAME _____

gs/wD# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (6 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)	Hrs	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		
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, HIST 1112			
Area F (18 hrs)	Hrs	Term	Grade
ARTF 1020 2D Design Concepts and Color	3		
CIS 2010 Audio-Video Production Tech. I	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)	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 CONSTITUTION	_____
_____ UNIV 1000	_____	_____ W2W Requirement	_____

Multi-Media Core (15 hours)	Hrs	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		
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 (6 hours)	Hrs	Term	Grade

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.

UNIVERSITY POLICIES AND PRACTICES
 Minimum grade of "C" required in Area A, Area F and all major courses.
 99 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/ _____
 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:

Computer Science

Faculty Member Requesting Revision:

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:

Course Prefix and Number:

Credit Hours:

Course Title: Data Communication and
Computer Networks

Prerequisites: CSCI 4200 Design of
Operating Systems

Co-requisites:

Course Description: This course covers elementary communications theory, fundamental communication concepts, layered protocols, network switching, distributed processing, error detection and correction, routing algorithms, network security, topology, and management.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Computer Networks

Prerequisites:

Co-requisites: CSCI 3200 UNIX

Course Description: This course covers layered protocols, network switching, error detection and correction, routing algorithms, transport services

Semester/Year to be Effective:

Spring 2018

Estimated Frequency of Course Offering:

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, employer, or alumni surveys, etc.

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

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

Data Sources:

Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. end semester course evaluation, feedback from Scholl's Advisory Council

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: <i>Boris Peltzberger</i>	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:

CIS
Lower B

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum

Major Curriculum

Graduate Curriculum

Other Curriculum

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

(minor, certificate, etc.)

Specify: Certificate

Proposed Effective Date for Curriculum Change:

(Month/Year): August 2017

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

Undergraduate Certificate in Digital Media Technology

Present Requirements:

Proposed Requirements (Underline changes after printing this form:

*Change the existing Name of Certificate to
Undergraduate Certificate in Digital Media Technology.*

Change the Curriculum:

For the Required Courses

*adding CIS 3020 (3 hrs), PSYC 3340 (3 hrs),
MKTG 3800 (3 hrs), CSCI 4320 (3 hrs), and
COMM 4080 (3hrs);*

*removing CIS 2020 (3 hrs), CIS 2000 (3 hrs),
CSCI 2100 (3 hrs), and CSCI 2820 (1 hrs).*

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:

Undergraduate Certificate in Information Technology will better prepare students for the job market.

Adopting current best practice(s) in field:

Undergraduate Certificate in Information Technology is beneficial for students taking undergraduate degrees in other fields who want to demonstrate their competence in IT

Meeting mandates of state/federal/outside accrediting agencies:

Other: *Undergraduate Certificate in Information Technology fulfill the requirements of General Baccalaureate Requirements and can be substituted for a Minor*

Source of Data to Support Suggested Change:

Indirect measures: *Students 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: <i>Boris Peltsverger</i> <i>Boris Peltsverger</i>	Date: <i>01/27/2017</i>
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:

UNDERGRADUATE CERTIFICATE IN INFORMATION TECHNOLOGY

Old

NAME _____ gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

16 Hours

Required Courses (16 hrs)	Hrs	Term	Grade
CIS 2000 Desktop Pub & Mult Presentation	3		
CIS 2010 Audio-Video Production Tech. I	3		
CIS 2020 Audio-Video Production Tech. II	3		
CSCI 2100 Assembly Language Prog	3		
CIS 2100 Computer Interfacing & Config	3		
CSCI 2920 Ethics in Computer Profession	1		

Admissions Requirements:

Must be admitted to the university as an undergraduate student as outlined by the admission policies in the University Bulletin. Must be approved by the Coordinator of the Information Technology Certificate Program.

Additional Requirements:

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 Free Elective.

Advisor Signature Date

Computing and Mathematics School Signature
Date

Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

UNDERGRADUATE CERTIFICATE IN DIGITAL MEDIA TECHNOLOGY

New

NAME _____ gswID# _____
 ADVISOR _____

Effective Catalog Year: 2017-2018

18 Hours

Select 18 hours	Hrs	Term	Grade
CIS 2010 Audio-Video Production Tech. I	3		
CIS 3020 Audio-Video Production Tech. II	3		
CIS 2100 Computer Interfacing & Config	3		
PSYC 3340 Mass Media Influences	3		
MKTG 3800 Principles of Marketing	3		
COMM 4080 Studies in New Media	3		
CSCI 4320 Human Computer Interaction	3		

Admissions Requirements:
 Must be admitted to the university as an undergraduate student as outlined by the admission policies in the University Bulletin. Must be approved by the Coordinator of the Digital Media Technology Certificate Program.

Additional Requirements:
 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 Free Elective.

 Advisor Signature Date

 Certificate Program Coordinator Signature Date

Degree/
 Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

CFS
LeurC

PROPOSAL TO DEACTIVATE A COURSE/PROGRAM

Georgia Southwestern 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 Tech

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
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- X Other Georgia notified GSW in writing of its intention to withdraw from the agreement.

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.)

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

SOE
Letter A

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select

Area of Change: Major Curriculum Graduate Curriculum Other Curriculum (minor, certificate, etc.)
 Specify: PE Service Course Requirement

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

Proposed Effective Date for Curriculum Change:
 (Month/Year): August/2017

Degree & Program Name: (e.g., BFA, Art): BSED with Concentration in Exercise Science and Wellness

Present Requirements:

Service Courses (4 hrs) to meet GSW Physical Education			
Requirements	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
PEDS 1700 Fundamentals of Dance	1		
Advisor approved PEDS course	1		

Proposed Requirements (Underline changes after printing this form):

Service Courses (4 hrs) to meet GSW Physical Education			
Requirements	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
<u>PEDS 1230 Racquetball</u>	1		
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
<u>PEDS 1330 Weight Training</u>	1		
PEDS 1700 Fundamentals of Dance	1		
<u>PEDS 1910 Beginning Yoga</u>	1		
Advisor approved PEDS course	1		
Advisor approved PEDS course	1		

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

Source of Data to Support Suggested Change:

- Indirect measures: 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: <i>Rachel Allett</i>	Date: <i>3/24/17</i>
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 EDUCATION with Concentration in Exercise Science/Wellness

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 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 (8 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	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			
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 (10 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
HPER 2170 Intro to Physical Education	1		
MATH 2204 Elementary Statistics	3		
HPER 2500 Computer Applications HHP	3		
PSYC 2103 Human Growth & Development	3		

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

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

Required Courses (57 hrs)	Hrs	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		
HPER 3450 Exercise and Aging	3		
HPER 3700 Contemporary Issues Health	3		
HPER 3900 Clinical Exercise Physiology	3		
HPER 4100/4110/4120 ESW Internship	12		
Advisor Approved Upper Level ESW Related Elective Course 3000-4000 level (3hrs)	3		
Service Courses (4 hrs) to meet GW Physical Education Requirements	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
PEDS 1700 Fundamentals of Dance	1		
Advisor approved PEDS course	1		

ADDITIONAL REQUIREMENTS
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 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.S. in EDUCATION with Concentration in Exercise Science/Wellness

NAME _____ gewD# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (3 hrs) (All Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 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 (3 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		
Area D (10 hrs min)	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			
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 (14 hrs)	Hrs	Term	Grade
BIOL 2030 Anatomy & Physiology I	4		
BIOL 2040 Anatomy & Physiology II	4		
HPER 2170 Intro to Physical Education	1		
MATH 2204 Elementary Statistics	3		
HPER 2500 Computer Applications HHP	3		
PSYC 2103 Human Growth & Development	3		

Required Courses (57 hrs)	Hrs	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		
HPER 3450 Exercise and Aging	3		
HPER 3700 Contemporary Issues Health	3		
HPER 3900 Clinical Exercise Physiology	3		
HPER 4100/4110/4120 ESW Internship	12		
Advisor Approved Upper Level ESW Related Elective Course 3000-4000 level (3hrs)			
	3		
Service Courses (4 hrs) to meet GEW Physical Education Requirements	Hrs	Term	Grade
PEDS 1100 Swimming	1		
Select three (3 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1230 Racquetball	1		
PEDS 1250 Tennis	1		
PEDS 1280 Golf	1		
PEDS 1330 Weight Training	1		
PEDS 1700 Fundamentals of Dance	1		
PEDS 1910 Beginning Yoga	1		
Advisor approved PEDS course	1		
Advisor approved PEDS course	1		

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

ADDITIONAL REQUIREMENTS
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.

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

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 Elective Hours from Area B plus hours from Area D must equal 18 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 CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum
 (minor, certificate, etc.)
 Specify: Area A,B,C,D,E
 Area A
Specify:

Proposed Effective Date for Curriculum Change:
 (Month/Year): August/2017

Degree & Program Name: (e.g., BFA, Art): BSED in Health and Physical Education

Present Requirements:

Area A (3 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1111, 1113, or 1120	3		

Proposed Requirements (Underline changes after printing this form:

Area A (3 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, OR 1120	3		

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

Source of Data to Support Suggested Change:

- Indirect measures:** 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: <i>Rachel Ablett</i>	Date: <i>3/24/17</i>
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 EDUCATION in Health and Physical Education

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (3 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 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 (4 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Hrs	Term	Grade	
Lab Science-List A				
Lab (if CHEM or BIOL)				
Non-Lab/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 Wld 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)	Hrs	Term	Grade	PE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

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

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Required Courses (34 hrs)	Hrs	Term	Grade	PE
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 (16 hrs)	Hrs	Term	Grade	PE
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	PE
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
Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	
Select four (4 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1100 Swimming	1			
PEDS 1230 Racquetball	1			
PEDS 1250 Beginning Tennis	1			
PEDS 1280 Beginning Golf	1			
PEDS 1700 Fundamentals of Dance	1			
PEDS 1910 Beginning Yoga	1			
Advisor approved PEDS course	1			

Professional Checklist:

_____ 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 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.

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:	_____
Earned at:	_____
Comments:	_____ _____ _____
Completed by:	Date: _____

B.S. in EDUCATION in Health and Physical Education

NAME _____

gswid# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

Area A (6 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 1001, 1101, 1111, 1113, or 1120	3			
Area B (4-6 hrs)	Hrs	Term	Grade	
Select 4-6 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 (10 hrs min)	Area D Lab	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				
Area E (12 hrs)	Hrs	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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112				
Area F (14 hrs)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

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			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)	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

Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade
Select four (4 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1100 Swimming	1		
PEDS 1230 Racquetball	1		
PEDS 1250 Beginning Tennis	1		
PEDS 1280 Beginning Golf	1		
PEDS 1700 Fundamentals of Dance	1		
PEDS 1910 Beginning Yoga	1		
Advisor approved PEDS course	1		

Professional Checklist:
<input type="checkbox"/> Application to Teacher Education
<input type="checkbox"/> 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 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 .

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

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.
99 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.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of

Change:

Core

Curriculum

Specify: Area

A,B,C,D,E

Area A

Major Curriculum

Graduate Curriculum

Other Curriculum (minor, certificate, etc.)

Specify:

Proposed Effective Date for Curriculum Change:

(Month/Year): August/2017

Degree & Program Name: (e.g., BFA, Art): BSED in Middle Grades Education

Present Requirements:

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1111, 1113, OR 1120	3		

Proposed Requirements (Underline changes after printing this form:

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, OR 1120	3		

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.

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.
For Mathematics and Science Concentrations only: MATH 1001 and MATH 1101 will not satisfy the area A requirement.

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

Source of Data to Support Suggested Change:

- Indirect measures:** 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: <i>Rachel Abbott</i>	Date: <i>3/24/17</i>
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 EDUCATION with a Major in Middle Grades Education

NAME _____

gewID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (3 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1111, 1113, OR 1120	3		

Area B (4-6 hrs) Hrs Term Grade
 Select 4-6 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 (3 hrs)	Hrs	Term	Grade
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3		
ARTC 1100, MUSC 1100 or THEA 1100	3		

Area D (16 hrs min)	Area D List	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				

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 (15 hrs)	Hrs	Term	Grade	PE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
*Core Concentration I	3			0
*Core Concentration II	3			0
*Major Elective	3			0

Physical Education (3 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 CONSTITUTION
UNIV 1000	W2W Requirement

Major Courses (24 hrs)	Hrs	Term	Grade	FE
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

Select Two of the following (10 hrs):
 EDMG 3030 MG Lang Arts, Assess & App 5 75
 EDMG 3060 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 hrs)	Hrs	Term	Grade
Must complete minimum of 12 hours in selected middle grades primary concentration field. Middle Grades Concentrations Link			
	3		
	3		
	3		
	3		

Concentration II (12 hrs)	Hrs	Term	Grade
Must complete minimum of 12 hours in selected middle grades secondary concentration field. Middle Grades Concentrations Link			
	3		
	3		
	3		
	3		

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4620 Classroom/Behavior Mgmt	3			15
EDMG 4950 Opening School Experience	0			105
EDMG 4970 Student Teaching	3			450
EDMG 4980 Student Teaching	3			
EDMG 4990 Student Teaching	3			

Professional Checklist:
 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 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 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.

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: _____
 Earned at: _____
 Comments: _____

 Completed by: _____ Date: _____

B.S. in EDUCATION with a Major in Middle Grades Education

NAME _____

ADVISOR _____

gswid# _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (6 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 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(1)			
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 (18 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			

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 (15 hrs)	Hrs	Term	Grade	FE
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
*Core Concentration I	3			0
*Core Concentration II	3			0
*Major Elective	3			0

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

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

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

Major Courses (24hrs)	Hrs	Term	Grade	FE
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

Select Two of the following (10 hrs):	Hrs	Term	Grade	FE
EDMG 3030 MG Lang Arts, Assess & App	5			75
EDMG 3060 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 hrs)	Hrs	Term	Grade
Must complete minimum of 12 hours in selected middle grades primary concentration field. Middle Grades Concentrations Link			
	3		
	3		
	3		
	3		

Concentration II (12 hrs)	Hrs	Term	Grade
Must complete minimum of 12 hours in selected middle grades secondary concentration field. Middle Grades Concentrations Link			
	3		
	3		
	3		
	3		

Student Teaching (12 hrs)	Hrs	Term	Grade	FE
EDUC 4820 Classroom/Behavior Mgmt	3			15
EDMG 4950 Opening School Experience	0			105
EDMG 4970 Student Teaching	3			450
EDMG 4980 Student Teaching	3			
EDMG 4990 Student Teaching	3			

Professional Checklist:
<input type="checkbox"/> Application to Teacher Education
<input type="checkbox"/> 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 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 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.
 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.
 30 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.

SOE
Letter B

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum (minor, certificate, etc.)
 Specify: Area A,B,C,D,E
 Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): August/2017

Degree & Program Name: (e.g., BFA, Art): BSED in Health and Physical Education

Present Requirements

Required Courses (38 hrs)	Hrs
HPER 2100 First Aid & Safety	2
HPER 2240 Nutrition	3
HPER 3010 Mat & Meth/Health Educ	3
HPER 3050 Early Childhood PE	3
HPER 3100 Community Health	3
HPER 3240 Kinesiology	3
HPER 3250 Test & Measurements In PE	3
HPER 3260 Exercise Physiology	3
HPER 3550 Special Populations	3
HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health	3
HPER 3800 Family Health	3
HPER 3850 Motor Development	3

Proposed Requirements (Underline changes after printing this form:

Required Courses (38 hrs)	Hrs
HPER 2100 First Aid & Safety	2
HPER 2240 Nutrition	3
HPER 3010 Mat & Meth/Health Educ	3
HPER 3050 Early Childhood PE	3
HPER 3100 Community Health	3
<u>HPER 3230 Assessment in HPE</u>	3
HPER 3240 Kinesiology	3
HPER 3260 Exercise Physiology	3
HPER 3550 Special Populations	3
HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health	3
HPER 3800 Family Health	3
HPER 3850 Motor Development	3

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:
- 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. The new course (HPER 3230) has a current name change and course description to align with current practice.

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.)

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: <i>Rachel Allott</i>	Date: <i>10/23/16</i>
Teacher Education Committee Chair: <i>Rachel Allott</i>	Date: <i>2/27/17</i>
Committee on Academic Affairs Chair: <i>Lyndee Davis</i>	Date: <i>3/10/17</i>
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

B.S. in EDUCATION in Health and Physical Education

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 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)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
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				
Area E (12 hrs)	Hrs	Term	Grade	
POLS 1101 American Government	3			
HIST 1111 or 1112 Wrid 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)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocitrl Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

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			0
HPER 3240 Kinesiology	3			0
HPER 3250 Test & Measurements in PE	3			0
HPER 3280 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

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

Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade
Select four (4 hrs):			
PEDS 1020 Walk/Jog Aerobics	1		
PEDS 1030 Step Aerobics	1		
PEDS 1100 Swimming	1		
PEDS 1230 Racquetball	1		
PEDS 1250 Beginning Tennis	1		
PEDS 1280 Beginning Golf	1		
PEDS 1700 Fundamentals of Dance	1		
PEDS 1910 Beginning Yoga	1		
Advisor approved PEDS course	1		

Professional Checklist:
_____ 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 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.

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

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.S. in EDUCATION in Health and Physical Education

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 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 (5 hrs)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
Non-Lab/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)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

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

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

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			0
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
Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	
Select four (4 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1100 Swimming	1			
PEDS 1230 Racquetball	1			
PEDS 1250 Beginning Tennis	1			
PEDS 1280 Beginning Golf	1			
PEDS 1700 Fundamentals of Dance	1			
PEDS 1910 Beginning Yoga	1			
Advisor approved PEDS course	1			

Professional Checklist:
_____ 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 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 .

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

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 hours are earned, the extra hours will count in Free Electives.
Hours earned to fulfill FE 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:
Health and Physical Education/SOE

Faculty Member Proposing:
Rachel Abbott and Jason Cribbs

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
HPER 3230

Proposed New Course Title:
Assessment in Health and Physical Education

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Assessment in HPE

Semester/Year to be Effective:
Fall/2017

Estimated Frequency of Course Offering:
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.)

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

Data Sources:

- Indirect measures: 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:	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 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:

- 1) Identify the characteristics of good assessments and know how to determine the extent to which it is valid, reliable, objective, and practical;
- 2) Discuss key concerns regarding the benefits and limitations of different forms of quantitative and qualitative assessment strategies;
- 3) 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.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

- Core Curriculum
 Major Curriculum
 Graduate Curriculum
 Other Curriculum
 (minor, certificate, etc.)
 Specify:

Proposed Effective Date for Curriculum Change:
 (Month/Year): August/2017

Degree & Program Name: (e.g., BFA, Art): BSED in Health and Physical Education

Present Requirements

Required Courses (38 hrs)	Hrs
HPER 2100 First Aid & Safety	2
HPER 2240 Nutrition	3
HPER 3010 Mat & Meth/Health Educ	3
HPER 3050 Early Childhood PE	3
HPER 3100 Community Health	3
HPER 3240 Kinesiology	3
HPER 3250 Test & Measurements in PE	3
HPER 3260 Exercise Physiology	3
HPER 3550 Special Populations	3
HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health	3
HPER 3800 Family Health	3
HPER 3850 Motor Development	3

Proposed Requirements (Underline changes after printing this form:

Required Courses (38 hrs)	Hrs
HPER 2100 First Aid & Safety	2
HPER 2240 Nutrition	3
HPER 3010 Mat & Meth/Health Educ	3
HPER 3050 Early Childhood PE	3
HPER 3100 Community Health	3
HPER 3230 Assessment in HPE	3
HPER 3240 Kinesiology	3
HPER 3260 Exercise Physiology	3
HPER 3550 Special Populations	3
HPER 3600 Sport Skills	3
HPER 3700 Contemporary Health	3
HPER 3800 Family Health	3
HPER 3850 Motor Development	3

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:
 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. The new course (HPER 3230) has a current name change and course description to align with current practice.

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.)

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:
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 EDUCATION in Health and Physical Education

NAME _____

gsW/D# _____ **CURRENT**

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition II	3			
MATH 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)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
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 _____				
Area E (12 hrs)	Hrs	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, SOCI 1101, PSYC 1101, HIST 1111 OR 1112				
Area F (18 hrs)	Hrs	Term	Grade	FE
BIOL 2030 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

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

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			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)	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
Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	FE
Select four (4 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1100 Swimming	1			
PEDS 1230 Racquetball	1			
PEDS 1250 Beginning Tennis	1			
PEDS 1280 Beginning Golf	1			
PEDS 1700 Fundamentals of Dance	1			
PEDS 1910 Beginning Yoga	1			
Advisor approved PEDS course	1			

Professional Checklist:
_____ 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 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.

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: _____
Earned at: _____
Comments: _____
Completed by: _____ Date: _____

B.S. in EDUCATION in Health and Physical Education

NAME _____
 ADVISOR _____

gsuID# _____
 Effective Catalog Year: 2017-2018

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade	
ENGL 1101 Composition I	3			
ENGL 1102 Composition B	3			
MATH 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)	Hrs	Term	Grade	
ENGL 2111, 2112, 2121, 2122, 2131, or 2132	3			
ARTC 1100, MUSC 1100 or THEA 1100	3			
Area D (10 hrs min)	Area D Lists	Hrs	Term	Grade
Lab Science-List A				
Lab (if CHEM or BIOL)				
Non-Lab/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)	Hrs	Term	Grade	FE
BIOL 2000 Anatomy & Physiology I	4			
BIOL 2040 Anatomy & Physiology II	4			
EDUC 2110 Invest Crit and Cont Issues in Edu	3			15
EDUC 2120 Exp Sociocult Persp on Diversity	3			15
EDUC 2130 Exploring Learning & Teaching	3			15
HPER 2170 Intro to Physical Education	1			

Required Courses (38 hrs)	Hrs	Term	Grade	FE
HPER 2100 First Aid & Safety	2			0
HPER 2240 Nutrition	3			9
HPER 3010 Mat & Meth/Health Educ	3			30
HPER 3050 Early Childhood PE	3			30
HPER 3100 Community Health	3			0
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
Service Courses (4 hrs) to meet GSW Physical Education Requirements	Hrs	Term	Grade	
Select four (4 hrs):				
PEDS 1020 Walk/Jog Aerobics	1			
PEDS 1030 Step Aerobics	1			
PEDS 1100 Swimming	1			
PEDS 1230 Racquetball	1			
PEDS 1250 Beginning Tennis	1			
PEDS 1280 Beginning Golf	1			
PEDS 1700 Fundamentals of Dance	1			
PEDS 1910 Beginning Yoga	1			
Advisor approved PEDS course	1			

Additional Requirements	
<input type="checkbox"/> GA HISTORY	<input type="checkbox"/> US HISTORY
<input type="checkbox"/> GA CONSTITUTION	<input type="checkbox"/> US CONSTITUTION
<input type="checkbox"/> UNIV 1000	<input type="checkbox"/> W2W Requirement

Professional Checklist:
<input type="checkbox"/> Application to Teacher Education
<input type="checkbox"/> 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 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.gsu.edu.

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

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.

SOE
Letter C

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: 02/23/2017 (mm/dd/yyyy)	
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 following to indicate why the proposed program will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: Endorsement approved by GaPSC. This will help teach how students with ASD learn. The latest numbers from the CDC indicate one in 68 children has some form of autism. Teachers are likely to have at least one child with ASD in their class. This class/endorsement will help equip teachers to help children with ASD. <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other: Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) <input type="checkbox"/> Other:	

****Attach a curriculum sheet for proposed program.****

Reviewed By:	
GSW SACSCOC Liaison	Date:
Approvals:	
Unit Head: <i>Rachel Abbott</i>	Date: <i>2/24/17</i>
Teacher Education Committee Chair: <i>Rachel Abbott</i>	Date: <i>2/27/17</i>
Committee on Academic Affairs Chair: <i>Raymond Davis</i>	Date: <i>3/10/17</i>
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#: _____

Address: _____

Telephone Number: _____

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.

ADMISSION 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

COURSE REQUIREMENTS:

Nine semester hours of credit are required. All course work must be taken at Georgia Southwestern State University. No transfer credit is allowed in this program. Completion of the three course sequence with a minimum 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 _____

PROGRAM POLICIES

1. Certification forms are to be filed when program requirements are complete.
2. No transfer or transient credit is allowed.
3. Students must meet grade point average requirements.

AUTISM EDUCATION ENDORSEMENT

NAME _____

gswID# _____

ADVISOR: _____

Effective Catalog Year: 2017-2018

9 Hours

Required Courses (9 semester hours)	Hrs	Term	Grade
EDSP 4410 Identification & Assessment for ASD	3		
EDSP 4420 Classroom & Behav Strat for ASD	3		
EDSP 4430 Planning & Teaching for ASD	3		

Autism Endorsement

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 higher teaching certificate or a certificate of eligibility.
 2. A minimum of 2.75 grade point average as reported on the official final transcripts from all accredited institutions attended.
 3. Successful completion of the three course sequence with a GPA of at least 3.0 and with no grade below C.

Advisor **Signature** _____ **Date** _____

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 2/23/2017 (mm/dd/yyyy)

Department Initiating Proposal:
School of Education

Faculty Member Proposing:
Rachel Abbott, Gavin Bernstein

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
EDSP 4410

Proposed New Course Title:
Identification and Assessment for Autism Spectrum Disorders

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
ID and Assess for ASD

Semester/Year to be Effective:
Spring/2017

Estimated Frequency of Course Offering:
Every Spring

Indicate if Course will be : Requirement for Major; Endorsement 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.) 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 (ASD). 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 ASD. (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: Endorsement approved by GaPSC. This will help teach how students with ASD learn. The latest numbers from the CDC indicate one in 68 children has some form of autism. Teachers are likely to have at least one child with ASD in their class. This class/endorsement will help equip teachers to help children with ASD.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

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.)

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

Data Sources:

Indirect measures: 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: <i>Rachel Abbott</i>	Date: <i>2/24/17</i>
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 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.
- 3) 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

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 2/23/2017 (mm/dd/yyyy)

Department Initiating Proposal:
School of Education

Faculty Member Proposing:
Rachel Abbott, Gavin Bernstein

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
EDSP 4420

Proposed New Course Title:
Classroom and Behavioral Strategies for Autism Spectrum Disorders

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Class/Behavioral Strategies for ASD

Semester/Year to be Effective:
Spring/2017

Estimated Frequency of Course Offering:
Once a Year

Indicate if Course will be : Requirement for Major; Endorsement 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.) 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)

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: Endorsement approved by GaPSC. This will help teach how students with ASD learn. The latest numbers from the CDC indicate one in 68 children has some form of autism. Teachers are likely to have at least one child with ASD in their class. This class/endorsement will help equip teachers to help children with ASD.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

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.)

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

Data Sources:

Indirect measures: 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:	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 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:

- 1) 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.
- 2) 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.
- 3) Plan and implement interventions based on the learners' behavioral characteristics, interests and functional behavior assessment to increase more desired behaviors.
- 4) 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 A NEW COURSE

Georgia Southwestern State University

Date of Submission: 2/23/2017 (mm/dd/yyyy)

Department Initiating Proposal:
School of Education

Faculty Member Proposing:
Rachel Abbott, Gavin Bernstein

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
EDSP 4430

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

Semester/Year to be Effective:
Spring/2017

Estimated Frequency of Course Offering:
Once a Year

Indicate if Course will be : Requirement for Major; Endorsement 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.) 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)

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: Endorsement approved by GaPSC. This will help teach how students with ASD learn. The latest numbers from the CDC indicate one in 68 children has some form of autism. Teachers are likely to have at least one child with ASD in their class. This class/endorsement will help equip teachers to help children with ASD.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

<input checked="" type="checkbox"/> Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc. <input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) <input type="checkbox"/> Other:

****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 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:

- 1) 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.
- 2) 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.
- 3) 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
Letter 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	
Proposed Effective Date: Fall 2018 (semester/year)	Degree/Program Name: Long Term Care Management
Requirements: (Attach new or revised course proposal(s) separately.) See attached	
<p>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.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p>X <input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p>X <input type="checkbox"/> 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.</p> <p>Source of Data to Support Suggested Change:</p> <p>X Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.</p> <p>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.</p> <p>X <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)</p>	
Assessment Plan for the proposed program:	
Student Learning Outcomes for the proposed program:	
<ul style="list-style-type: none">• 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

NAME _____

gswID# _____

ADVISOR _____

Effective Catalog Year: 2018-2019

CORE: 60 HOURS

MAJOR/ELECTIVE REQUIREMENTS: 60 HOURS

Area A (9 hrs) (Min Grade of C Required)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 1101, 1111, 1113, or 1120	3		
Area B (4-5 hrs)	Hrs	Term	Grade
Select 4-5 hours from list below:			
LIBR 1101(1), CS 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 (2000level)(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 hrs min) Area D Lists	Hrs	Term	Grade
Lab Science-List A			
Lab (if CHEM or BIOL)			
NonLab/Lab Science-List A or B			
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, HIST 1111, or HIST 1112			
Area F (18 hrs)	Hrs	Term	Grade
MATH 2204 Elementary Statistics	3		
PSYC 1101 Introduction to Psychology	3		
PSYC 2103 Human Growth and Development	3		
SOCI 1101, Introduction to Sociology	3		
Select 6 hours from courses listed below:			
ACCT 2101, ACCT 2102, BIOL 2030, BIOL 2040, BIOL 2050, BUSA 2106, ECON 2105, ECON 2106,			

Core (39 hrs)	Hrs	Term	Grade
PSYC 2001 Introduction to Caregiving	3		
PSYC 3350 Health Psychology	3		
PSYC 3308 Psychological Aspects of Aging	3		
SOCI 4230 Sociology of Health and Medicine	3		
LIBR 3202 Information Literacy for Health Care Prof	3		
MGNT 3600 Principles of Management	3		
MGKT 3800 Principles of Marketing	3		
BUSA 2010 Microcomputers Apps in Business	3		
NURS 2002 The Caregiving Journey	3		
NURS 2003 Best Prac in Supporting Caregiving	3		
NURS 3001 Special Populations Req Care	3		
NURS 3004 Cross Cultural/National Issues	3		
NURS 3006 Advanced Practice Issues	3		
Major (21 hrs)	Hrs	Term	Grade
MGNT 3670 Human Resource Management	3		
PSYC 4395 Theory/Research of Caregiving	3		
LTCM 3001 Principles of Long Term Care	3		
LTCM 3002 Ethical/Legal Issues Long Term Care	3		
LTCM 4001 Long Term Care Mgmt Internship	6		
LTCM 4001 Long Term Care Mgmt Capstone	3		

ADDITIONAL REQUIREMENTS
 Minimum grade of "C" required in Area A, Area F, Major Core and Major courses.
 ECON 2105 may be counted in Area E or Area F but not both.

UNIVERSITY POLICIES AND PRACTICES
 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.

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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Prior Degree/ Major:	_____
Earned at:	_____
Comments:	_____
TRANS EVAL Completed by:	_____ Date: _____

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 2/21/2017

Department Initiating Proposal:
Library

Faculty Member Proposing:
Ru Story Huffman

Proposed New Course Prefix & Number:

LIBR3202

Proposed New Course Title:
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 : Requirement for Major Elective Core (Area F)

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: This online course will emphasize Information Literacy theory and its importance for the Healthcare Professional. The knowledge, analytical skills, and competencies gained through successful completion of the course provides healthcare professionals with the skills to effectively identify, locate, use, and evaluate information in a professional healthcare situation.
(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.

X Improving student learning outcomes:

X Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: online course

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

Data Sources:

Indirect measures: 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:	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

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
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 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

Department Initiating Proposal:

Nursing

Faculty Member Proposing:

Dr. Sandra Daniel/Dr. Leisa Easom

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

LTCM 3001

Proposed New Course Title:

Principles of Long Term Care

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Principles of Long Term Care

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

At least annually

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.) 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:

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:

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:

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

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

Other:

****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:

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 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.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 03/31/2017

Department Initiating Proposal:
Nursing

Faculty Member Proposing:
Dr. Sandra Daniel/Dr. Leisa Easom

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
LTCM 3002

Proposed New Course Title:
Practice Issues of Long Term Care

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Practice Iss of Long Term Care

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
At least annually

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.) 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:

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:

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:

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

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

Other:

****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:

- 1) 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.
- 4) 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	<u>30%</u>
	100%

Grading Scale:

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 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.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 03/31/2017

Department Initiating Proposal:

Nursing

Faculty Member Proposing:

Dr. Sandra Daniel/Dr. Leisa Easom

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

LTCM 4001

Proposed New Course Title:

Long Term Care Mgmt Capstone and Internship

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

LTC Capstone and Internship

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

At least annually

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.) 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:

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:

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:	
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. Pre-requisite: 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.
- 2) 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	<u>30%</u>
	100%

Grading Scale:	90 –100 = A
	80 – 89 = B
	70 – 79 = C
	60 – 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.

SON
Letter B

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

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): 08/2017

Degree & Program Name: (e.g., BFA, Art): Master of Science in Nursing for the Education, Leadership, & Informatics Tracks

Present Requirements: NURS 6999

Focused Project/Thesis in Nursing

This the capstone course for the following tracks:

Education

Leadership

Informatics

Currently requires a focused project or thesis.

Proposed Requirements (Underline changes after printing this form: NURS 6999

Focused Project in Nursing

This remains the capstone course for the following tracks:

Education

Leadership

Informatics

Removes the option of thesis in this capstone course.

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:

Adopting current best practice(s) in field: Trend in Master of Nursing Programs to develop and/or implement projects.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

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.)

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:	<i>[Signature]</i>	2-20-17
Unit Head:	<i>Dr. Bonnie Simmons</i>	Date: 2-20-17
Reviewed By (necessary even for file submissions):		
GSW SACSCOC Liaison	<i>[Signature]</i>	Date: 2/27/17
Approvals (unnecessary for file submissions):		
Unit Head:	<i>[Signature]</i>	2-20-17
	<i>Dr. Bonnie Simmons</i>	Date: 2-20-17
Teacher Education Committee Chair:		Date:
Committee on Academic Affairs Chair:		Date:
Committee on Graduate Affairs Chair:	<i>[Signature]</i>	Date: 22 Feb 2017
Secretary of the Faculty Senate:		Date:
Dean of the Faculty:		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)	Hrs	Term	Grade
NURS 6800 Independent Study (1-2 optional hrs.)	1		

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 _____

gswID# _____

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		

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

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		

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.

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

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

MASTER OF SCIENCE IN NURSING (MSN) Leadership 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		

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/Thesis in Nursing	3		

Optional Independent Study (1-2 hrs)	Hrs	Term	Grade
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: 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		

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

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		

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.

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

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

**MASTER OF SCIENCE IN NURSING (MSN)
Nurse Educator 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		

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 6330 Evaluation of Learning	3		
NURS 6440 Curriculum Development	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)	Hrs	Term	Grade
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)

Nurse Educator Track

NAME _____

gswID# _____

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		

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 6330 Evaluation of Learning	3		
NURS 6440 Curriculum Development	3		

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

Optional Independent Study (1-2 hrs)	Hrs	Term	Grade
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.

Core Curriculum
A.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

Core Curriculum Major Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,E (minor, certificate, etc.)
Area A2 Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year):) 08/2017

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

Present Requirements:

MATH 1101, 1111, 1113, or 1120

Proposed Requirements (Underline changes after printing this form: MATH 1001, 1101, 1111, 1113, or 1120

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:

Adopting current best practice(s) in field: Course Recommended by USG RAC on Mathematical Subjects for Non-STEM Majors

Meeting mandates of state/federal/outside accrediting agencies:

Other: Hope to improve pass rates in Area A2 of the Core by offering a more appropriate course for non-STEM 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.)

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.) The course will be added to the targeted courses in the existing General Education Attainment plan.

****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 <i>Bryan P Davis</i>	Date: <i>3/6/17</i>
Approvals (unnecessary for file submissions):	
Unit Head: <i>[Signature]</i>	Date: <i>3/6/17</i>
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:

GENERAL CORE

NAME _____

ADVISOR _____

gswID# _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	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), ENGL 2200(3), INTL 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)	Hrs	Term	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				
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			
SOCI 1101, PSYC 1101, ECON 2105,				
HIST 1111 OR 1112				
Area F	Hours:	Hrs	Term	Grade

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	_____ US HISTORY		
_____ GA CONSTITUTION	_____ US CONSTITUTION		
_____ UNIV 1000	_____ W2W Requirement		
Courses Not Listed Above:			

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 or more needed for a degree.

(Non-Science Majors Only)	Hrs
Lab Science (List A)	4
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:	Hrs
Lab Science (List A)	8
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
BIOL 2107 Principles of Biology I with Lab	4
BIOL 2108 Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
IGEOL 1121 Earth Materials, Processes, & Environ	4
IGEOL 1122 Earth History and Global Change	4
PHYS 1111 introductory Physics I with Lab	4
PHYS 1112 Introductory Physics II with Lab	4
PHYS 2211 Principles of Physics I with Lab	4
PHYS 2212 Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	Hrs
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1152L Survey of Chemistry II/Lab	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
ENVS 1100 Introduction to Environmental Science	3
IGEOL 1142 Geology of Georgia	3
IGEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
ICIS 2000 Desktop Publishing & Multimedia Presentation	3
ICIS 2100 Computer Interfacing & Configuration	3
ICSCI 2100 Assembly Language Programming	3
ICSCI 2500 Discrete Structures	3
IMATH 1113 Precalculus	3
IMATH 1120 Calculus	4
IMATH 2204 Elementary Statistics	3
IPSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:

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

Prior Degree/ Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

GENERAL CORE

NAME _____

ADVISOR _____

gswd# _____

Effective Catalog Year: 2017-2018

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	Hrs	Term	Grade
ENGL 1101 Composition I	3		
ENGL 1102 Composition II	3		
MATH 1001, 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), ENGL 2200(3), INTL 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)	Hrs	Term	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			
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		
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Area F	Hrs	Term	Grade

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	_____ US HISTORY
_____ GA CONSTITUTION	_____ US CONSTITUTION
_____ UNIV 1000	_____ W2W Requirement

Courses Not Listed Above:	Hrs	Term	Grade

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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
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
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
BIOL 2107 Principles of Biology I with Lab	4
BIOL 2108 Principles of Biology II with Lab	4
CHEM 1211/1211L Principles of Chemistry I/Lab	4
CHEM 1212/1212L Principles of Chemistry II/Lab	4
GEOG 1121 Earth Materials, Processes, & Environ	4
GEOG 1122 Earth History and Global Change	4
PHYS 1111 Introductory Physics I with Lab	4
PHYS 1112 Introductory Physics II with Lab	4
PHYS 2211 Principles of Physics I with Lab	4
PHYS 2212 Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1152L Survey of Chemistry II/Lab	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
CHEM 1211 Principles of Chemistry I	3
CHEM 1212 Principles of Chemistry II	3
ENVS 1100 Introduction to Environmental Science	3
GEOG 1142 Geology of Georgia	3
GEOG 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
CIS 2000 Desktop Publishing & Multimedia Presentation	3
CIS 2100 Computer Interfacing & Configuration	3
CSCI 2100 Assembly Language Programming	3
CSCI 2500 Discrete Structures	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 2204 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:

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

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

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 04/03/2017 (mm/dd/yyyy)

Department Initiating Proposal:

Mathematics

Faculty Member Proposing:

Kailash Ghimire

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

MATH 1001

Proposed New Course Title:

Quantitative Reasoning

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Quantitative Reasoning

Semester/Year to be Effective:

Fall 2017

Estimated Frequency of Course Offering:

Every Semester

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.) This course emphasizes quantitative reasoning skills needed for informed citizens to understand the world around them. Topics include logic, basic probability, data analysis and modeling from data.

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: Course Recommended by USG RAC on Mathematical Subjects for Non-STEM Majors

Other: Hope to improve pass rates in Area A2 of the Core by offering a more appropriate course for non-STEM 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.)

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

Data Sources:

- Indirect measures: 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: 	Date: 03/06/2017
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:

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:

- 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 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:

1. *Topics in Contemporary Mathematics*, 10th Edition (with WebAssign code) by Bello, Kaul, and Britton ISBN-10: 1133107427 | ISBN-13: 9781133107422
2. *Mathematics Around us*, 5th Edition by Pirnot, Pearson, ISBN ISBN-13: 978-0321836991 ISBN-10: 0321836995
3. *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:

1. *Topics in Contemporary Mathematics*, 10th Edition (with WebAssign code) by Bello, Kaul, and Britton ISBN-10: 1133107427 | ISBN-13: 9781133107422
2. *Mathematics Around us*, 5th Edition by Pirnot, Pearson, ISBN ISBN-13: 978-0321836991 ISBN-10: 0321836995
3. *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:
Mathematics

Faculty Member Proposing:
Kailash Ghimire

Proposed New Course Prefix & Number:
(See USG Academic Affairs Manual for Common Course prefixes and numbers.)
MATH 0997

Proposed New Course Title:

Support for Quantitative Reasoning

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Support-Quant Reasoning

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
Every Semester

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.) 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:
- Other: Adding MATH 1001.

Source of Data to Support Suggested Change:

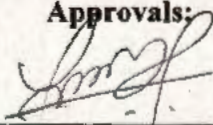
- Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures: 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: 	Date: 03/26/2017
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:

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 co-requisite 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 Curriculum
B.

PROPOSAL FOR A CURRICULUM CHANGE

Georgia Southwestern State University

Select Area of Change:

X Core Curriculum Major Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,E (minor, certificate, etc.)
B Specify:

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2017

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

Present Requirements: 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)

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

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:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- X Other: The proposed increase in credit hours for this course fills a need for 2 hour courses in Area B of the Core.

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.)

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.) This course is targeted in the GSW General Education Attainment Plan.

****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:
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:

GENERAL CORE

NAME _____
 ADVISOR _____

gswid# _____
 Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	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), ENGL 2200(3), INTL 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)	Hrs	Term	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				
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			
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112				
Area F	Hours	Hrs	Term	Grade

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			_____ US HISTORY
_____ GA CONSTITUTION			_____ US CONSTITUTION
_____ UNIV 1000			_____ W2W Requirement
Courses Not Listed Above:	Hrs	Term	Grade

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.

89 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 or more needed for a degree.

Non-Science Majors Only:	Hrs
Lab Science (List A)	4
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
NonLab/Lab Sci, Math or Tech (List A, B or C)	3/4
List A	Hrs
BIOL 1107/1107L Essentials of Biology I/Lab	4
BIOL 1108/1108L Essentials of Biology II/Lab	4
BIOL 2107 Principles of Biology I with Lab	4
BIOL 2108 Principles of Biology II with Lab	4
ICHEM 1211/1211L Principles of Chemistry I/Lab	4
ICHEM 1212/1212L Principles of Chemistry II/Lab	4
IGEOL 1121 Earth Materials, Processes, & Environ	4
IGEOL 1122 Earth History and Global Change	4
PHYS 1111 Introductory Physics I with Lab	4
PHYS 1112 Introductory Physics II with Lab	4
PHYS 2211 Principles of Physics I with Lab	4
PHYS 2212 Principles of Physics II with Lab	4
Nursing and Non-Science Majors:	
CHEM 1151/1151L Survey of Chemistry I/Lab	4
CHEM 1152/1152L Survey of Chemistry II/Lab	4
List B	Hrs
BIOL 1107 Essentials of Biology I	3
BIOL 1108 Essentials of Biology II	3
BIOL 1500 Applied Botany	3
CHEM 1020 Everyday Chemistry	3
ICHEM 1211 Principles of Chemistry I	3
ICHEM 1212 Principles of Chemistry II	3
ENVS 1100 Introduction to Environmental Science	3
IGEOL 1142 Geology of Georgia	3
IGEOL 1221 Solar System Exploration	3
PHYS 1222 Stellar Astronomy	3
List C	Hrs
CIS 2000 Desktop Publishing & Multimedia Presentation	3
CIS 2100 Computer Interfacing & Configuration	3
CSCI 2100 Assembly Language Programming	3
CSCI 2500 Discrete Structures	3
MATH 1113 Precalculus	3
MATH 1120 Calculus	4
MATH 2204 Elementary Statistics	3
PSYC 1102 Psychology as a Natural Science	3

AREA D LISTS

AREA D Notes:

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

Prior Degree/
 Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

GENERAL CORE

NAME _____

gs#ID# _____

ADVISOR _____

Effective Catalog Year: 2016-2017

CORE: 60 HOURS

Area A (9 hrs) (min grade of C)	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(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 (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)	Hrs	Term	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			
Sciences 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			
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		
SOCI 1101, PSYC 1101, ECON 2105, HIST 1111 OR 1112			
Area F	Hours	Hrs	Term

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		_____ US HISTORY	
_____ GA CONSTITUTION		_____ US CONSTITUTION	
_____ UNIV 1000		_____ W2W Requirement	
Courses Not Listed Above:			

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 16 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 or more needed for a degree.

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

AREA D LISTS

AREA D Notes:

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

Prior Degree/
Major: _____

Earned at: _____

Comments: _____

Completed by: _____ Date: _____

PROPOSAL TO REVISE A COURSE

Georgia Southwestern 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 Common Course prefixes and numbers.)

LIBR1101 Fundamentals of Information Literacy

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

Current:

Course Prefix and Number:

Credit Hours: 1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2018

Estimated Frequency of Course Offering:

2 sections each Spring

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:

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 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:
Library

Faculty Member Requesting Revision:
Ru Story Huffman

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:

Course Prefix and Number:

Credit Hours: 1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Spring 2018

Estimated Frequency of Course Offering:

1 sections each Spring

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:

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. 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, 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
Level A

FACULTY INSTRUCTIONAL GRANT PROPOSAL COVER PAGE

NAME: _____

DEPARTMENT: _____

TITLE OF PROPOSAL: _____

TOTAL AMOUNT REQUESTED: _____

DATE OF LAST FACULTY INSTRUCTIONAL GRANT: _____

SUMMARY OF LAST FACULTY INSTRUCTIONAL GRANT ON FILE _____ YES _____ 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:

1. 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]

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 Committee.

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".

Letter 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 discipline? [checked] Yes [] No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

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...

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

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...

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

[Signature]
Dean

2-14-17
Date

Vice President for Academic Affairs Date

Nominated by Graduate Affairs on 2/22/17

[Signature]
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 for 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 Health 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)

Macon, Georgia

Physician's Extender (one-two weekends a month)

Oconee Regional Medical Center

Milledgeville, Georgia

PRN resource Pool RN (June 2008 – October 2008)

Macon State College

Macon, Georgia

Assistant Professor of Nursing (August 2006 – June 2008)

Clinical Placement Coordinator (January 2008 – June 2008)

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 post-test 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

Macon, Georgia

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**
 - Planning Committee Chair: 2009 – 2016

- 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
 - Theta Tau Chapter: Member 2005 -2012
 - Mu Pi Chapter: Vice President, GSW, Americus, Georgia (2012 -2013)
 - Mu Pi Chapter: President, GSW, Americus, Georgia (2013 – 2016)
- Phoebe Sumter Men’s Health Fair: Georgia Southwestern State University
 - 2011
 - 2012
 - 2013
 - 2014
- First Aid Day for Girl Scouts: Sponsored by GSWANS (February 2013)
- “Making Blankets” for Study Aboard Trip to Jamaica: Sponsored by GSWANS
 - 2012
 - 2014
- Skills Day: Designed, developed and implemented annual “Skills Day” for all nursing students. Skills day is offered every August.
 - 2011
 - 2012
 - 2013
 - 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**
 - **Secretary/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

JUL 26 2016

Name: Ramona Mulleins-Foreman

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 discipline? Yes No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

How have you demonstrated exemplary competence in teaching and mentoring of students?

In addition to my terminal degree, I have a Master's degree in Nursing Education with a focus on curriculum development. I have been teaching and mentoring students x 15 years. Hold a skill identifier in the armed forces designated for instructors and been an instructor with the armed forces for 26 years. *Have been employed to teach full time in OSU's graduate degree program (ENP track)*

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

Am a member of the Nurse Practitioner National and State Organizations. Presented a poster presentation at the National Convention, *Maintain active clinical practice as an advanced practice RN (ENP) and certification.*

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

[Signature] 7-25-16
Dean Date

*Provisional Membership granted
JULY 2016 through JULY 20
BV Adler*

Vice President for Academic Affairs Date

Nominated by Graduate Affairs on April 17, 2017 Margaret Ellington
Chair, Graduate Affairs

Elected by General Faculty on _____

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.

Aug 2014 – March 2015– Zoe Pediatric and Adolescent Health Center

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- Jul1996 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

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APPLICATION FOR GRADUATE FACULTY MEMBERSHIP
Received

Academic Affairs

AUG 17 2016

Name: Dr. Kim Hasbani

Office of Academic Affairs
Georgia Southwestern State University

Department: School of Nursing

Campus phone: 229-931-2030 Campus email: Kimberly.hasbani@gsu.edu

Highest degree held: Doctorate of Nursing Practice

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.

See Attached. N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

See Attached

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

See Attached

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

[Signature] 8-15-16
Dean Date

Provisional membership grants
Aug. 2016 - Aug 2017
BU Allen
8/17/16

Vice President for Academic Affairs Date

Nominated by Graduate Affairs on 4/19/2017 Margaret Ellington
Chair, Graduate Affairs

Elected by General Faculty on _____

* provisional status for 1 year
will need to formally apply Spring 2017 for Fall 2017.

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

Attend 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 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

<u>Institution</u>	<u>Degree Conferred/Major</u>	<u>Year</u>
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 teaching.
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 life-threatening 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.

PROFESSIONAL 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 = $\frac{4}{3}$ 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

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.

3.1.3 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.