

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 14, 2013**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
January 14, 2013

1. Minutes of the December 3, 2012 meeting. (pages 1-3) were approved by email December 6, 2012.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. Change effective date for changes to CS 1301 and 1302 (page 4)
 - b. New course CRJU 4680 (pages 5-10)
 - c. New course NAS 4100 (pages 11-16)
 - d. New course ENGR 2001 (pages 17-20)
 - e. Revised Area F for the BS in Environmental Geosciences – Geography Track (pages 21-22)
 - f. Revised senior college curriculum for the BS in Environmental Geosciences – Geography Track (pages 23-25)
 - g. Revised Area F for the BS in Environmental Geosciences – Geology Track (pages 26-27)
 - h. Revised senior college curriculum for the BS in Environmental Geosciences – Geology Track (pages 28-30)
 - i. Revised credit hours GEOG 1100 (pages 31-36)
 - j. New course GEOG 2011 (pages 37-42)
 - k. Revised prerequisites for GEOG 3020 (pages 43-45)
 - l. New course GEOG 3054 (pages 46-51)
 - m. Revised prerequisites GEOG 3150 (pages 52-54)
 - n. Revised credit hours GEOG 4861 (pages 55-57)
 - o. Revised credit hours GEOG 4862 (pages 58-60)
 - p. Revised prerequisites GEOL 3020 (pages 61-63)
 - q. Revised prerequisites GEOL 3101 (pages 64-66)
 - r. Revised credit hours GEOL 3102 (pages 67-69)
 - s. Revised credit hours and prerequisites GEOL 3500 (pages 70-72)
 - t. Revised credit hours GEOL 4861 (pages 73-75)
 - u. Revised credit hours GEOL 4862 (pages 76-78)
3. **MISCELLANEOUS**
 - a. Determination of Credit Hours Policy (pages 79-82)
4. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
 - d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
 - f. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
 - h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
December 3, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, December 3, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Dr. Vivianne Foyou, Dr. Dawn Lambeth, Dr. Frank Flaherty (Proxy for Ms Catherine Schaeffer), Dr. Jimmy Bickerstaff, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Nicole Gibson, Dr. Gidget Ryskamp, Dr. Michelle Dykes, Dr. Kathe Lowney (Proxy for Dr. Carol Rossiter), and Dr. Colette Drouillard.

Members Absent: Dr. Michael Sanger, Dr. Nathan Moates, Ms Catherine Schaeffer, Dr. Frank Barnas, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Selen Lauterbach, and Dr. Carol Rossiter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mike Griffin, Mr. Chuck Conner, Dr. Danielle Alsandor, Ms. Teresa Williams, Dr. Doug Farwell, and Dr. Don Leach.

The Minutes of the November 12, 2012 meeting were approved by email on November 20. (pages 1-5).

A. College of the Arts

1. Revised catalogue copy – Department of Music narrative was approved effective Fall Semester 2013. (pages 6-8).

B. Division of Library Science

1. Revised curriculum for the MLIS degree was approved effective Fall Semester 2013 with the following change ..be discusses with and approved... . (pages 9-10).

C. College of Nursing

1. Revised catalogue copy for the BSN – Pre-Licensure Program was approved effective Fall Semester 2014 with the effective date changed from “2013” to “2014”. (pages 11-14).
2. Revised course objectives for NURS 7220 were noted as an information item. (pages 15-20).

D. College of Education

1. Revised curriculum for the MED in Educational Leadership – Option – Higher Education Leadership was approved effective Fall Semester 2013. (pages 21-23).
2. Revised course prefix and title, Student Affairs Higher Education (SAHE) 7860, “Student Development Theory”, (STUDENT DEVELOPMENT THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 24-26). Deactivation PSYC 7860.
3. Revised course prefix and description, Student Affairs Higher Education (SAHE) 7870, “Student Personnel Service in Higher Education”, (STU PERS SERV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...methods, and techniques... . (pages 27-29). Deactivation SCHC 7870.
4. Revised course prefix, Student Affairs Higher Education (SAHE) 7880, “Counseling in Student Affairs”, (COUNSELING IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 30-32). Deactivation LEAD 7880.
5. Revised course prefix, Student Affairs Higher Education (SAHE) 7890, “Technology in Student Affairs”, (TECHNOLOGY IN STUDENT AFFAIRS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 33-35). Deactivation LEAD 7890.
6. Revised catalogue copy for the BSAT degree was approved effective Fall Semester 2013 with the following changes:
 - a. Under Outcomes: The athletic training students will possess...

- b. Outcome #9. Clinical...enrolling freshmen...fall semester of their freshman year....
 - c. Under Admissions #12 "Able" was changed to "Ability"
 - d. Under Disclaimer #1a ...one semester, meaning... (pages 36-43).
7. Revised Area F and Senior College Curriculum for the BSAT degree was approved effective Fall Semester 2013 with "CSD" corrected to "CS" in the Area F requirements section. (pages 44-46).
 8. Revised credit hours, Kinesiology/Physical Education (KSPE) 2050, "Introduction to Athletic Training", (INTRO TO ATHLETIC TRAINING – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2013. (pages 47-49).
 9. New course, Kinesiology/Physical Education (KSPE) 3500, "Athletic Training Special Topics", (AT SPECIAL TOPICS – 2 credit hours, 1 lecture hours, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with "Prerequisites" changed to "Prerequisite" in the description. (pages 50-56).
 10. New course, Kinesiology/Physical Education (KSPE) 4442, "Athletic Training Clinical Competencies V", (AT CLINICAL V – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Prerequisites:....also requires a semester-long..... (pages 57-67).
 11. New course, Kinesiology/Physical Education (KSPE) 4443, "Athletic Training Clinical Competencies VI", (AT CLINICAL VI – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2013 with the description changed to read – Prerequisites:....also requires a semester-long..... (pages 68-78).
 12. Revised credit hours, Kinesiology/Physical Education (KSPE) 4700, "Athletic Training Professional Practice Seminar", (ATH TRNG PRO PRACTICE SEMINAR – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved effective Fall Semester 2013. (pages 79-81).
 13. Reactivation of KSPE 7110, 7120, 7130, and 7150 was noted – see items 5Q-5T. (page 82).
 14. Revised curriculum for the MED in Health and Physical Education was approved effective Fall Semester 2013. (pages 83-84).
 15. Revised catalogue copy for the Department of Kinesiology and Physical Education was approved effective Fall Semester 2013. (pages 85-90).
 16. Revised catalogue copy (web) for the Department of Kinesiology and Physical Education was approved effective Fall Semester 2013. (pages 91-98).
 17. Reactivation of course and revised course title and description, Kinesiology/Physical Education (KSPE) 7110, "Physical Education for Exceptional Learners", (PHYS EDUC FOR EXCEPTIONAL LRNR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 99-101).
 18. Reactivation of course and revised course description, Kinesiology/Physical Education (KSPE) 7120, "Physical Education Pedagogy", (PHYSICAL EDUCATION PEDAGOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 102-104).
 19. Reactivation of course and revised course description, Kinesiology/Physical Education (KSPE) 7130, "Curriculum in Physical Education", (CURRICULUM PHYSICAL EDUCATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 105-107).
 20. Reactivation of course and revised course title and description, Kinesiology/Physical Education (KSPE) 7150, "Assessment and Technology in Physical Education", (ASSESSMENT & TECHNOLOGY PHY ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with the spelling of "Physical" corrected in the title. (pages 108-110).
 21. Revised course title and description, Kinesiology/Physical Education (KSPE) 7140, "Program and Content Development I", (PROGRAM/CONTENT DEVELOPMENT I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 111-121).
 22. Revised course title, credit hours, and description, Kinesiology/Physical Education (KSPE) 7170, "Program and Content Development II", (PROGRAM/CONTENT DEVEL II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact

hours), was approved effective Summer Semester 2013. (pages 122-131).

23. New course, Kinesiology/Physical Education (KSPE) 7180, "Interdisciplinary Physical Education", (INTERDISCIPLINARY PHYS ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 132-145).
24. Revised course description, and credit hours, Kinesiology/Physical Education (KSPE) 7260, "Professional Practices", (PROFESIONAL PRACTICES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 146-148).
25. Revised curriculum for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2013. (pages 149-150).
26. Revised catalogue copy for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2013. (pages 151-155).
27. Revised catalogue copy (web) for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2013. (pages 156-162).
28. Revised credit hours, Kinesiology/Physical Education (KSPE) 8100, "Studying Sports Coaching", (STUDYING SPORTS COACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 163-165).
29. New course, Kinesiology/Physical Education (KSPE) 8110, "History, Sociology and Psychology of Sport", (HIST, SOC, PSYCH, OF SPORT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 166-177).
30. New course, Kinesiology/Physical Education (KSPE) 8410, "Coaching Pedagogy: Evaluating Research", (COACH PEDAGOGY: EVAL RESEAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 178-189).
31. Revised credit hours, Kinesiology/Physical Education (KSPE) 8200, "Coaching Sciences", (COACH SCI: SPT MED & PHY TR– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 190-192).
32. Revised credit hours and description, Kinesiology/Physical Education (KSPE) 8300, "Applied Sports Sciences", (APPL SPT SCI– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 193-195).
33. Revised credit hours, Kinesiology/Physical Education (KSPE) 8500, "Coaching Pedagogy Research Methods", (COACHING PED RES METH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 196-198).
34. Revised credit hours, Kinesiology/Physical Education (KSPE) 8600, "Professional Coaching Development", (PROF COACHING DEV – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 199-201).
35. Revised credit hours, Kinesiology/Physical Education (KSPE) 8700, "Communication Skills for Coaches", (COMM SKILLS FOR COACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013. (pages 202-204).
36. Revised credit hours, title, and description, Kinesiology/Physical Education (KSPE) 8900, "Coaching Pedagogy Capstone: Data Analysis Research Project", (COACHING PEDAGOGY CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2013 with the description changed to read ...research. Students...an on-line presentation that... (pages 105-207).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University

Department of Mathematics & Computer Science

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MEMORANDUM

TO: Academic Committee
c/o Dr. Sharon Gravett, Chair

FROM: Dr. Greg Harrell, Head
Department of Mathematics & Computer Science

DATE: December 14, 2012

RE: Delay CS1301 and CS1302 Curriculum Change

At the October 1, 2012 meeting, the Academic Committee approved the following curriculum changes for CS1301 and CS1302:

1. Revised credit hours, Computer Science (CS) 1301, "Principles of Programming I", (PRINCIPLES OF PROGRAMMING I – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013. (pages 109-111).
2. Revised credit hours, Computer Science (CS) 1302, "Principles of Programming II", (PRINCIPLES OF PROGRAMMING II – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013. (pages 112-114).

The department's Computer Science Program Committee believes that the change from 4-0-4 courses to 3-2-4 courses will improve student success; however, the committee voted unanimously (6-0 with one member absent) at their November, 15, 2012 meeting to delay the implementation of this change until Fall 2014. The committee felt that more time is needed to develop and implement the changes than there is time to accomplish it. In particular, the committee needs to determine how to deliver the course. The committee also needs to develop the curriculum/activities for the two hours of lab each week.

The committee was also concerned that investing time into this curriculum change now may cause a delay in the ABET accreditation process. ABET accreditation is the major initiative of the Computer Science Program Committee and the application is due January, 2014. By delaying the curriculum change until Fall 2014, the committee can continue its focus on ABET accreditation, then design the new CS1301/1302 during Spring 2014.

Lastly, while we hope to hire two new computer science faculty for the upcoming year, we cannot be assured of success. We are currently very short-staffed and having our three CS1301/1302 courses go from 12 contact hours to 15 contact hours will cause us to lose the ability to cover a course section.

cc: Dr. Connie Richards, Dean of the College of Arts & Sciences
Dr. Chunlei Liu, Chair of the Computer Science Program Committee

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/19/2012 (mm/dd/yyyy)

Department Initiating Request:
Sociology, Anthropology and Criminal Justice

Faculty Member Requesting:
F. E. Knowles, Jr., Ph.D.

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
CRJU 4680

Proposed New Course Title:
Native Americans and Criminal Justice

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Native Americans and CJ

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as NAS 4100. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

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

- Improving student learning outcomes: see targeted outcomes in syllabus
- Adopting current best practice(s) in field: advances the premise of diversity in Criminal Justice
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. This course has been taught several times as a "Special Topics" or CRJU4700. It always results in classes at capacity, a high level of interest, and generally excellent student remarks and assessment.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Papers and other assignments from the course have shown a marked increase in awareness and appreciation for this niche in criminal justice practice.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI and dialog with students.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) papers and assignments/portfolio and dossier.
- Other:

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

Approvals:	
Dept. Head: <i>Danell L. Ross</i>	Date: <i>11/29/12</i>
College/Division Exec. Comm.: <i>Lonnie Richard</i>	Date: <i>12/13/12</i>
Dean/Director: <i>Lonnie Richard</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Department of Sociology, Anthropology and Criminal Justice
Valdosta State University
Valdosta, Georgia 31698-0060
(229) 333-5943

CRJU4680- Native Americans and Criminal Justice

Instructor: F. E. Knowles, Jr., Ph. D.
Phone: (229) 333-5494
Office: University Center 1136
E-mail: feknowles@valdosta.edu
Office Hours: by appointment

Credit Hours: 3
Semester: Summer, 2013
Classroom:

Course Description

An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

Course Objectives

1. To assist the student in perceiving the Native American as a present and legitimate minority population that is, as such, subject to the same capricious treatment by the dominant society as are other minority populations. Further, to frame the discussion in terms of autonomy and sovereignty as many tribal structures are defined as sovereign nations, by treaty.
2. To assist the student in understanding the function of law and criminal justice as societal institutions and therefore as instruments of social control and compliance assurance.
3. To ensure an understanding of the function of social institutions in imposing social control, and how this impacts non-dominant cultures and ethnicities.
4. To provide the student with an understanding of the social problems and issues within the Native American community that are similar to those in other ethnic segments, and also to those that are dissimilar and exclusive to the Native American experience.

Required Text

Native Americans and the Criminal Justice System. J.I. Ross & L. Gould (Eds.).
Paradigm Publishers: Boulder, Colorado (2006).

Additional Course Needs

- Internet Access and a functioning web browser
- Knowledge of how to conduct Internet Searches
- Knowledge of how to use Blazeview

Class Format

This class will consist of reading and discussion. Notes and supplemental material may be provided in addition to the material in the two texts. Students MUST keep up with the material and should feel free to comment and ask questions regarding the material. I will establish a threaded discussion specifically for this purpose.

Course Requirements

1. Examinations: There will be two major papers. These papers will involve an analysis of some question suggested by the text and/or handout materials. These papers will be worth a possible 100 points each. All papers are due by the dates indicated on the schedule. If the mid-term paper has not been submitted by the third class meeting after the due date, it WILL NOT be graded. The final paper cannot be late at all. Any delay in submitted assignments MUST be discussed with the professor.
2. Chapter Assignments: There will be fourteen chapter assignments. These assignments are scheduled as they are indicated on the published class schedule. The exams will expire and you will not be able to access them if you are late. If you are late without a very good reason that has been communicated to me and approved, the missed exam will result in a zero for the assignment. The exams are worth a potential of 20 points each.
3. Participation: Keeping current on readings and completing assignments on time are absolutely essential to successful completion of this course. In a summer session there is very little latitude for late assignments and, if you miss the readings, you will only get further and further behind. I will establish threaded discussions to give you a forum for any questions you have. Please ask them.

Grading System

The grading for this class will be fairly straightforward.

Participation.....	20 pts
Mid-term and Final papers- 100 pts each.....	200 pts
Chapter Assignments- 14@ 20 pts each.....	280 pts
Total	500 pts

Cumulative grades are as follows:

450-500	A	400-449	B
350-399	C	300-349	D

Make-up Exams

Given the format of the weekly exams and papers, there must be very little tolerance for late submissions. In short, papers which are marginally late will be docked appropriate points. The mid-term papers, if it is more than three class meetings late, will not be graded. The final paper cannot be late. Chapter Assignments exams must be completed on time or the system will lock you out. Make-up assignments will be available only if the student has missed the original assignment for legitimate reason. Valid excuses will be those that are acceptable to the University, i.e., illness, religious observation, participation in a University function at the request of the University, or compelling circumstances beyond a student's control. These excuses must be communicated to me immediately, not at the end of the semester for work missed previously.

Rules on Disruptive Conduct

Academia is based on the free exchange of ideas and with that comes the requirement for mutual respect among academics. No disrespect, for either a person or an idea, will be tolerated. These rules must be adhered to in every aspect of my class, whether in a written paper or in threaded discussion.

Policy on Academic Student Conduct Code

Plagiarism or otherwise unethical behavior will not be tolerated. If you are unsure what constitutes plagiarism, consult the student handbook, or ask your professor. Violations of policy on academic honesty and integrity will be dealt with as per established University procedure. See, for reference:

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

I will also post, on Blazeview, a paper from Dr. Cecilia Barnbaum which will provide excellent guidance. Further, cheating of any sort on the weekly exams will not be tolerated. There are devices built into the assessments which will detect dishonesty. Violations will result in an immediate "F" in the course and referral for disciplinary action or expulsion.

Special Needs

Please do not hesitate to make your professor aware of any special needs you may have. Any good faith request will be accommodated and without undue attention being brought to bear on the request. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Note

Obviously, this syllabus is subject to change as the semester unfolds and new needs make themselves known. You will be advised of any changes.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/19/2012 (mm/dd/yyyy)

Department Initiating Request:
Native American Studies

Faculty Member Requesting:
F. E. Knowles, Jr., Ph.D.

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NAS 4100

Proposed New Course Title:
Native Americans and Criminal Justice

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Native Americans and CJ

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as CRJU 4680. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

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

- Improving student learning outcomes: see targeted outcomes in syllabus
- Adopting current best practice(s) in field: advances the premise of diversity in Criminal Justice
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. This course has been taught several times as a "Special Topics" or CRJU4700. It always results in classes at capacity, a high level of interest, and generally excellent student remarks and assessment.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Papers and other assignments from the course have shown a marked increase in awareness and appreciation for this niche in criminal justice practice.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI and dialog with students.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) papers and assignments/portfolio and dossier.
- Other:

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

Approvals:	<i>Janell L. Ross</i>	<i>11/29/12</i>
Dept. Head:	<i>J. K. [unclear]</i>	Date: <i>11/29/12</i>
College/Division Exec. Comm.:	<i>Lorrie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lorrie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

Department of Sociology, Anthropology and Criminal Justice
Valdosta State University
Valdosta, Georgia 31698-0060
(229) 333-5943

NAS 4100- Native Americans and Criminal Justice

Instructor: F. E. Knowles, Jr., Ph. D.
Phone: (229) 333-5494
Office: University Center 1136
E-mail: feknowles@valdosta.edu
Office Hours: by appointment

Credit Hours: 3
Semester: Summer, 2013
Classroom:

Course Description

An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

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1. To assist the student in perceiving the Native American as a present and legitimate minority population that is, as such, subject to the same capricious treatment by the dominant society as are other minority populations. Further, to frame the discussion in terms of autonomy and sovereignty as many tribal structures are defined as sovereign nations, by treaty.
2. To assist the student in understanding the function of law and criminal justice as societal institutions and therefore as instruments of social control and compliance assurance.
3. To ensure an understanding of the function of social institutions in imposing social control, and how this impacts non-dominant cultures and ethnicities.
4. To provide the student with an understanding of the social problems and issues within the Native American community that are similar to those in other ethnic segments, and also to those that are dissimilar and exclusive to the Native American experience.

Required Text

Native Americans and the Criminal Justice System. J.I. Ross & L. Gould (Eds.).
Paradigm Publishers: Boulder, Colorado (2006).

Additional Course Needs

- Internet Access and a functioning web browser
- Knowledge of how to conduct Internet Searches
- Knowledge of how to use Blazeview

Class Format

This class will consist of reading and discussion. Notes and supplemental material may be provided in addition to the material in the two texts. Students MUST keep up with the material and should feel free to comment and ask questions regarding the material. I will establish a threaded discussion specifically for this purpose.

Course Requirements

1. Examinations: There will be two major papers. These papers will involve an analysis of some question suggested by the text and/or handout materials. These papers will be worth a possible 100 points each. All papers are due by the dates indicated on the schedule. If the mid-term paper has not been submitted by the third class meeting after the due date, it WILL NOT be graded. The final paper cannot be late at all. Any delay in submitted assignments MUST be discussed with the professor.
2. Chapter Assignments: There will be fourteen chapter assignments. These assignments are scheduled as they are indicated on the published class schedule. The exams will expire and you will not be able to access them if you are late. If you are late without a very good reason that has been communicated to me and approved, the missed exam will result in a zero for the assignment. The exams are worth a potential of 20 points each.
3. Participation: Keeping current on readings and completing assignments on time are absolutely essential to successful completion of this course. In a summer session there is very little latitude for late assignments and, if you miss the readings, you will only get further and further behind. I will establish threaded discussions to give you a forum for any questions you have. Please ask them.

Grading System

The grading for this class will be fairly straightforward.

Participation.....	20 pts
Mid-term and Final papers- 100 pts each.....	200 pts
Chapter Assignments- 14@ 20 pts each.....	280 pts
Total	500 pts

Cumulative grades are as follows:

450-500	A	400-449	B
350-399	C	300-349	D

Make-up Exams

Given the format of the weekly exams and papers, there must be very little tolerance for late submissions. In short, papers which are marginally late will be docked appropriate points. The mid-term papers, if it is more than three class meetings late, will not be graded. The final paper cannot be late. Chapter Assignments exams must be completed on time or the system will lock you out. Make-up assignments will be available only if the student has missed the original assignment for legitimate reason. Valid excuses will be those that are acceptable to the University, i.e., illness, religious observation, participation in a University function at the request of the University, or compelling circumstances beyond a student's control. These excuses must be communicated to me immediately, not at the end of the semester for work missed previously.

Rules on Disruptive Conduct

Academia is based on the free exchange of ideas and with that comes the requirement for mutual respect among academics. No disrespect, for either a person or an idea, will be tolerated. These rules must be adhered to in every aspect of my class, whether in a written paper or in threaded discussion.

Policy on Academic Student Conduct Code

Plagiarism or otherwise unethical behavior will not be tolerated. If you are unsure what constitutes plagiarism, consult the student handbook, or ask your professor. Violations of policy on academic honesty and integrity will be dealt with as per established University procedure. See, for reference:

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

I will also post, on Blazeview, a paper from Dr. Cecilia Barnbaum which will provide excellent guidance. Further, cheating of any sort on the weekly exams will not be tolerated. There are devices built into the assessments which will detect dishonesty. Violations will result in an immediate "F" in the course and referral for disciplinary action or expulsion.

Special Needs

Please do not hesitate to make your professor aware of any special needs you may have. Any good faith request will be accommodated and without undue attention being brought to bear on the request. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Note

Obviously, this syllabus is subject to change as the semester unfolds and new needs make themselves known. You will be advised of any changes.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: September 25, 2012 (mm/dd/yyyy)

Department Initiating Request:
PAGE, Engineering Studies Program

Faculty Member Requesting:
Barry Hojjatie

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ENGR 2001

Proposed New Course Title:
Principles and Applications of Engineering Materials
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Engineering Materials

Semester/Year to be Effective:
FALL 2013

Estimated Frequency of Course Offering:
Every Semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours:

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: CHEM 1211. A treatment of structures, properties, processing and performance of engineering materials and their relationships. The course introduces the molecular and microstructural basis for electrical, optical, thermal, and mechanical properties of engineering materials including metals, ceramics, polymers, semiconductors and composites.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Materials Science is an introductory engineering course that is required for all engineering majors. This course is developed in response to a significant growth of the engineering studies program to meet the needs of the students. Considering that the only prerequisite for this course is chemistry (CHEM 1211), we expect that several students will register for this class. Since the course will be transferred to Georgia Tech by the VSU students from the Regents' Engineering Transfer Program (RETP), a course number and a course syllabus similar to the course taught at Georgia Tech has been selected. In other words, the course will be compatible with the Materials Science and Engineering, MSE 2001 offered at Georgia Tech. Several RETP institutions smaller than VSU already offer such a course.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment through a potfolio of student materials/homework/tests.
- Other:

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

Approvals:	
Dept. Head: <i>Edward E. Chaddain</i>	Date: <i>10/8/12</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>11/28/12</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>11/28/12</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ENGR 2001- Principles and Applications of Engineering Materials, Fall 2013

Catalog Description: A treatment of structures, properties, processing and performance of engineering materials and their relationships. The course introduces the molecular and microstructural basis for electrical, optical, thermal, and mechanical properties of engineering materials including metals, ceramics, polymers, semiconductors and composites.

Pre-requisite: CHEM 1211

Text: *The Science and Design of Engineering Materials*, 2nd Edition, 1999, by James P. Schaffer, Ashok Saxena, Stephen D. Antolovich, Thomas H. Sanders, Jr. and Steven B. Warner

Class time, Instructor: TBA

Outcomes: The students will be able to apply scientific and mathematical principles to solve engineering problems related to the subject (item 4 in the catalog related to Education Outcome in Engineering). Upon successful completion of this course, the student should be able to understand the fundamental principles of materials science and engineering (e.g., topics listed at the end of this syllabus).

Tentative Course Outline and Schedule

<u>Week no.</u>	<u>Lecture Topic(s)</u>	<u>chapters</u>
Week 1	Introduction/Materials Science & Engineering	1
Week 2	Mechanical Properties	9
Week 3	Atomic Structure and Bonding	2
Week 4	<i>Review and Examination 1</i>	
Week 5	Crystal Structures	3
Week 6	Point Defects and Diffusion	4
Week 7	Linear, Planar and Volume Defects	5
Week 8	Non-crystalline and Semi-crystalline Materials	6
Week 9	<i>Review and Examination 2</i>	
Week 10	Phase Diagrams and Phase Equilibria	7
Week 11	Kinetics and Structural Transformation	8
Week 12	Electrical Properties	10
Week 13	Other topics	
Week 14	<i>Review and preparation for Final exam</i>	

Grading:	Examination 1	25%
	Examination 2	25%
	Final exam	25%
	Weekly Quizzes	25%

Course Policies:

No make-up exams will be given. If you must miss an exam because of a valid, documented reason, you must re-schedule the exam prior to the examination day. Students are expected to be familiar with, and to comply fully with, the VSU Academic Honesty Policies and Procedures (<http://ww2.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>). Failure to adhere to these guidelines will be reported to the office of the Dean of Students. Students with disability that are not registered with the Access Office should contact that office in Farber Hall (245-2498).

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

F

Current Catalog Page Number:
183

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2013

Degree & Program Name:
(e.g., BFA, Art): BS,
Environmental Geosciences,
Geography Track

Present Requirements:

Core Curriculum Area F*.....18 hours
MATH 2261 (1 hour left over from Area D)
1 hour
MATH 26203 hours
BIOL 2010 or CHEM 1212, if not taken in Area DII.....4 hours
CHEM 1211 & CHEM 1211L, if not taken in Area DII4 hours
PHSC 1100 or PHYS 11114 hours
GEOG 1112 or GEOL 11224 hours
GEOG 1113 or GEOL 11214 hours
GEOG 2010 or GEOL 20103 hours

* All core classes with prefixes GEOL and GEOG must be completed with a grade of "C" or better.

Proposed Requirements (Underline changes after printing this form:

Core Curriculum Area F—Geography Track
 18 hours*
GEOG 1112..... 4 hours
GEOG 1113.....4 hours
GEOG 2010.....3 hours
BIOL 1107 (if not taken in Area DII).....
0-4 hours
 CHEM 1211 & CHEM 1211L (if not taken in Area DII).....0-4 hours
 MATH 2261 (1 hour left over from Area D)...
1 hour
 MATH 2620.....3 hours
PHSC 1100.....3 hours

* All core classes with prefixes GEOL and GEOG must be completed with a grade of "C" or better.

Justification:

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

Improve student learning outcomes: The current course listings for Area F of the Geosciences major is confusing to students. These proposed changes are to clarify and distinguish the requirements for the Geography Track of the Geosciences major. The courses listed contain content that is more appropriate in preparing students for the upper-level classes of the Geography Track.

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

Source of Data to Support Suggested Change:

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) With a more specific list of courses in Area F, geography track students should perform better on tests and projects given in the upper-level classes.

Approvals:

Department Head:	<i>Edward E Chatelain</i>	Date: <i>12/10/12</i>
College/Division Exec. Committee:	<i>Cornie Richards</i>	Date: <i>12/13/12</i>
Dean(s)/Director(s):	<i>Cornie Richards</i>	Date: <i>12/13/12</i>
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:
183

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2013

Degree & Program Name:
(e.g., BFA, Art): BS,
Environmental Geosciences,
Geography Track

Present Requirements:

Required Departmental Courses.....21 hours

GEOG 3050, GEOG 3051, GEOG 3210,
GEOG 3300, GEOG 3410,
GEOL 4860, GEOL 4861, and GEOL 4862

Geology Electives above 3000..... 9 hours

Other Supporting Courses.....30 hours

Foreign Language.....6-9 hours
(3 hours may be taken in Area C)

Geography Electives.....9 hours

GEOG 3020, GEO 3052, GEOG 3053,
GEOG 3120, GEOG 3150, GEOG 3240,
GEOG 3320, GEOG 3330, GEOG 3710,
GEOG 3810, GEOG 3910, GEOG 3920,
GEOG 4700, GEOG 4710, GEOG 4900,
or GEOG 4990

Other guided electives.....8-15 hours

GEOL 1121 (if not taken in Area D) 0-4 hours

Students wishing to concentrate in biology are advised to take BIOL 2230, BIOL 2270, BIOL 3300, or any taxonomy courses.

Students wishing to concentrate in chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.

Total hours of senior curriculum: 60

Proposed Requirements (Underline changes after printing this form:

Required upper-level Geography Courses

..... 22 hours
GEOG 3050, GEOG 3052, GEOG 3210,
GEOG 3410, GEOG 4710, GEOG 4860,
GEOG 4861, GEOG 4862

Upper-level Geology Electives..... 6 hours

Additional Geoscience Electives11 hours

Other Supporting Courses.....21 hours

GEOG 2011.....3 hours

GEOL 1121.....0-4 hours

Modern Foreign language....3-6 hours

Other guided electives.....8-15 hours

TOTAL—60 hours

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field: In order to keep up with current trends in the field of geography, we feel it is necessary to make some adjustments to the geography curriculum. There are four

ways this is being accomplished on this form:

1. Two of the required courses have been changed and the number of credit hours for two other courses have been changed so there is an increase in the required hours.
2. The list of specific supporting geography courses has been removed. Some of those courses have not been offered in many years and other courses are being regularly offered that are not on this list. Removing the specific list of courses allows the department greater flexibility in course offerings that are aligned with current trends in the discipline of geography.
3. The foreign language requirement has been reduced by three credit hours. However, students are still required to take a total of 6 hours of a modern foreign language. This allows students to take a three-hour class on the application of geographic information science (GIS). GIS is a technical computer class that is more helpful for our students in their post-graduate pursuits. This class is listed specifically under the Other Supporting Courses (GEOG 2011). Many graduate programs and job listings now require the ability to understand GIS and its application in the geosciences. Adding this course will help address that need.
4. The option to concentrate in Biology or Chemistry has been removed. The Biology and Chemistry programs have changed and a concentration is no longer viable.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Observation of trends in the discipline of geography.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All of our graduates are required to complete a senior thesis project. These projects will be used to assess the major. Students are also given a test when they begin the program and as they finish the program. Results from this test will also be used to assess the major.

Approvals:

Department Head:

Edward E Chatelani

Date:

12/10/12

College/Division Exec. Committee:

Conni Pickard

12/13/12

	Date:
Dean(s)/Director(s): <i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

F

Current Catalog Page Number:
183

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2013

Degree & Program Name:
(e.g., BFA, Art): BS,
Environmental Geosciences,
Geology Track

Present Requirements:

Core Curriculum Area F*.....18 hours
MATH 2261 (1 hour left over from Area D)
1 hour
MATH 26203 hours
BIOL 2010 or CHEM 1212, if not taken in Area DII.....4 hours
CHEM 1211 & CHEM 1211L, if not taken in Area DII4 hours
PHSC 1100 or PHYS 11114 hours
GEOG 1112 or GEOL 11224 hours
GEOG 1113 or GEOL 11214 hours
GEOG 2010 or GEOL 20103 hours

* All core classes with prefixes GEOL and GEOG must be completed with a grade of "C" or better.

Proposed Requirements (Underline changes after printing this form:

Core Curriculum Area F—Geology Track
18 hours*
GEOL 1121 4 hours
GEOL 1122.....4 hours
GEOG 2010.....3 hours
 CHEM 1211 & CHEM 1211L (if not taken in Area DII).....0-4 hours
CHEM 1212 & CHEM 1212L (if not taken in Area DII).....0-4 hours
 MATH 2261 (1 hour left over from Area D)...
1 hour
 MATH 2620.....3 hours
PHYS 1111.....3 hours (the 4th hour will count in Other Supporting Courses in the senior curriculum).

* All core classes with prefixes GEOL and GEOG must be completed with a grade of "C" or better.

Justification:

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

Improve student learning outcomes: The current course listings for Area F of the Geosciences major is confusing to students. These proposed changes are to clarify and distinguish the requirements for the Geology Track of the Geosciences major. The courses listed contain content that is more appropriate in preparing students for the upper-level classes of the Geology Track.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) With a more specific list of courses in Area F, geology track students should perform better on tests and projects given in the upper-level classes.

Approvals:

Department Head: *Edward E. Chateau* Date: *12/10/12*

College/Division Exec. Committee: *Connie Richards* Date: *12/13/12*

Dean(s)/Director(s): *Connie Richards* Date: *12/13/12*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:
183

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2013

Degree & Program Name:
(e.g., BFA, Art): BS,
Environmental Geosciences,
Geology Track

Present Requirements:

Required Departmental

Courses.....26 hours

GEOG 3051, GEOL 3100,
GEOL 3200 or GEOL 3220,
GEOL 3300, GEOL 3410, GEOL 4110,
GEOL 4860, GEOL 4861, and GEOL 4862

Supporting Geology Courses.....12 hours

GEOL 3200, GEOL 3050, GEOL 3120,
GEOL 3210, GEOL 3240, GEOL 3320,
GEOL 3500, GEOL 3510, GEOL 3710,
GEOL 4900, GEOL 4950, An approved summer
field methods course (4-6 hrs)

GEOG Electives above 3000..... 6 hours

Other Supporting Courses.....16 hours

Foreign Language.....6-9 hours
(3 hours may be taken in Area C)

PHYS 1112K.....4 hours

Guided Electives.....3-6 hours

Students wishing to concentrate in biology are
advised to take BIOL 2230, BIOL 2270, BIOL
3300, or any taxonomy courses.

Students wishing to concentrate in chemistry
are advised to take CHEM 1212, CHEM 1212L,
CHEM 3401, and CHEM 2310.

Total hours of senior curriculum: 60

Proposed Requirements (Underline changes after printing this form:

Required Departmental Courses

.....35 hours

GEOL 3101, GEOL 3102, GEOL 3200,
GEOL 3410, GEOL 3500, GEOL 4110,
GEOL 4860, GEOL 4861, GEOL 4862,
GEOG 3210, GEOG 3710

Additional Geoscience Electives..... 4 hours

Other supporting courses.....21 hours

GEOG 1113K.....0-4 hours

GEOG 2011.....3 hours

MATH 2262.....4 hours

PHYS 1111.....1 hour

(left over from Area F)

Foreign language.....3-6 hours

Other guided electives.....3-10 hours)

TOTAL—60 hours

Justification:

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

Improve student learning outcomes: Replacing PHYS 1112 with MATH 2262 will improve the students' quantitative ability which is necessary for some of the upper-level geology classes. It also will help prepare students who wish to take the Professional Geologist Exam.

Adopting current best practice(s) in field: In order to keep up with current trends in the field of geology, and help students who wish to sit for the Professional Geologist Exam, we want to the courses the students are required to take in the geology track of the environmental geosciences program. There are five ways this is being accomplished on this form:

1. The class Mineralogy and Petrology (GEOL 3100) has been replaced with the individual courses of Mineralogy (GEOL 3101) and Petrology (GEOL 3102). The courses Geochemistry (GEOL 3500), Hydrology (GEOG 3210) and Environmental Soil Science (GEOL 3710) have been added to the list of required courses.

2. GEOL 3300 has been removed from the list of required courses because it is not a course traditionally taught in a geology curriculum. Those hours have been replaced with GEOG 1113K in the category of Other Supporting Courses. Adding GEOG 1113K will broaden the geology-track students' background in physical geography. It is also a prerequisite course for upper-level geography courses that have been added to the list of required courses.

3. The list of specific supporting geology courses has been removed. Some of these courses have not been offered in many years and other courses are being regularly offered that are not on this list. Removing the specific list of courses allow the department greater flexibility in course offerings that are aligned with current trends in the discipline of geology.

4. The foreign language requirement has been reduced by three credit hours. However, students are still required to take a total of 6 hours of a modern foreign language. This allows students to take a three-hour class on the application of geographic information science (GIS). GIS is a technical computer class that is more helpful for our students in their post-graduate pursuits. This class is listed specifically under the Other Supporting Courses (GEOG 2011). Many graduate programs and job listings now require the ability to understand GIS and its application in the geosciences. Adding this course will help address that need.

5. The option to concentrate in Biology or Chemistry has been removed. The Biology and Chemistry programs have changed and a concentration is no longer viable.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) All of our graduates are required to complete a senior thesis project. These projects will be used to assess the major. Students are also given a test when they begin the program and as they finish the program. Results from this test will also be used to assess the major.

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Approvals:

Department Head: *Edward E Chatelain* Date: *12/10/12*

College/Division Exec. Committee: *Lannie Richards* Date: *12/13/12*

Dean(s)/Director(s): *Lannie Richards* Date: *12/13/12*

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/01/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, & Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

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

GEOG 1100 Introduction to Geography

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

Current:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Every semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Many of the topics and concepts covered in this course would be better understood if the students could get a hands-on practical experience. Students have complained that they do not score as well on tests or cannot grasp particular concepts because of how quickly material was covered or because they were not able to see a connection between the concept and its real-world application. Offering a two-hour lab to accompany this class would provide a means by which to broaden the students' understanding of a range of concepts covered in the class.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

complained because they do not score as well on tests, have not been able to grasp particular concepts, or fail to see the connection between a concept and its real-world application.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with lab assignments, map reading activities, and projects conducted in the laboratory. Students will also be tested in lecture portion on subject matter covered during the lab.

Approvals:	
Dept. Head: <i>Edward E Chatelain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

INTRODUCTION TO GEOGRAPHY

GEOG 1100

COURSE INFORMATION

Prerequisite(s): None

Course description: A broad introduction to the field of geography, with its various traditions, subfields, and associated technologies. Topic areas covered include the multiple aspects of cultural and physical geography and tools used in the discipline, such as Geographic Information systems (GIS) and Global Positioning Systems (GPS).

Credit hours: 3

TEXTBOOKS:

Introduction to Geography: People, Places, & Environment, 5th Edition
Dahlman, Renwick & Bergman (or Bergman & Renwick)
Prentice Hall 2011

COURSE POLICIES

Attendance: Regular attendance is expected. Repeatedly missing class will certainly have a negative effect on your grade and the University takes a strong stance on excessive absences. The undergraduate catalog clearly states the regulations for absences: "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

Withdrawal: You can officially withdraw from the class by completing the appropriate form on Banner. If done before mid-term day there is no penalty to your grade. It is the responsibility of the student to complete this process. If you stop attending class after mid-term day without officially withdrawing you will likely receive a failing grade because of the University's attendance policy described above.

Scholastic Dishonesty: Students are expected to abide by the Code of Ethics found in the student handbook.

Basically, this includes cheating and plagiarism. If you have any questions about what that means, see me or consult with the Student Handbook. If you are caught cheating or plagiarizing then you will receive a zero on that test or assignment. If you are caught a second time you will receive an "F" in the class. With each incident, I will complete and submit a Report of Academic Dishonesty to the Dean of Students. For more information, see the following website:
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

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

LEARNING OUTCOMES:

VSU Area E states that: *Students will demonstrate knowledge of diversity in individual and social behavior, the structure and processes of the United States government, and the importance of historical change over time.* Upon completion of this class, students will have an understanding of:

- The components in the study of geography;
- The basic characteristics of Earth representation (maps & globes);
- The size and shape of the Earth and its position relative to the Sun;
- Elements of Earth's natural environment;
- Ways in which humans interact with the natural environment;
- The geography of agriculture and the human food supply;
- Human population distributions and how they change;
- Factors that influence cultures and cultural groups;
- The geography of languages;
- The geography of religions;
- The relationship between geography and economic development;
- The inter-relationship between politics and geography.

STUDENT ASSESSMENT

Student grades will be determined as follows:

- **Six periodic quizzes (15%)**—Questions on the quizzes are multiple choice and will come from material covered during class time and the textbook.
- **Two hour-long exams (30%)**—These exams will be non-comprehensive and similar in structure and content to the quizzes. Anything covered in class and supplemental materials provided during the semester are fair game for questions.
- **One final exam (20%)**—The final exam is comprehensive and will test on topics that have been covered throughout the entire semester. It will be similar in structure to the hour-long exams but will be much broader in its scope.
- **12 lab activities (25%)**—There will be lab activities to complement concepts taught in the class. Lab attendance is required and because of setup requirement, labs cannot be made up. Missing 3 labs will result in a failing grade for the course.
- **Position paper on a geographic issue (10%)**—You will choose a current event (natural, political, or social) and write a 500 word paper describing how geography influenced that event and the human response to that event.

Final grades will be based on the following breakdown:

- A if your final average is 90+%
- B if your final average is 80-89%
- C if your final average is 70-79%
- D if your final average is 60-69%
- F if your final average is 0-59%

TENTATIVE SCHEDULE

Week #:	Topics to be covered:
1	Geography as the study of place
2	Maps and mapping technologies
3	Planet Earth
4	Earth in space
5	Earth's natural environment
6	Human populations on Earth
7	Demographic transition
8	Earth's cultural landscape
9	Cities and urbanization
10	Human-environmental interactions
11	Agricultural activities
12	Food supply and distribution
13	Culture and ethnicity
14	Geography of languages
15	Geography of religions
16	Political geography

LAB SCHEDULE

1. Compasses, maps, and Goode's World Atlas
2. The Earth's movements through space
3. Environmental perceptions through Google Earth images
4. The power of place names
5. Maps and political persuasion
6. The costs of resource re-distribution
7. Mapping population indicators
8. Diffusion and differentiation in agricultural regions
9. Linguistic distributions
10. Paths for pilgrims
11. Urban sprawl through Google Earth images
12. Political boundaries and balkanization

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/01/2012 (mm/dd/yyyy)

Department Initiating Request:
Physics, Astronomy, & Geosciences

Faculty Member Requesting:
Paul C. Vincent

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
GEOG 2011

Proposed New Course Title:
Introduction to Geographic Information Science

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Intro to GISci

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Every other year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 2

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: GEOG 2010 or permission of instructor. Introduction to principles and applications of Geographic Information Science (GIS). This course will examine spatial data acquisition, management, retrieval, analysis, and output. Instruction will involve computer examples and exercises that emphasize real-world problem solving.

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

Improving student learning outcomes:

Adopting current best practice(s) in field: As geospatial data becomes easier to obtain and is being more widely used in industry, the students need to learn GIS skills earlier in order to help them be successful in upper-level geoscience courses. As the capabilities of GIS continue to expand, it is helpful that students have the ability to utilize the functionality of GIS in order to complete projects in their senior level curriculum.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests, lab assignments, and projects while the course is being taught.
- Other:

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

Approvals:		
Dept. Head:	<i>Edward E. Chatelein</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Lorrie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lorrie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCE

COURSE INFORMATION

Prerequisite(s): GEOG 2010 or Permission of the Instructor
Course description: Prerequisite: GEOG 2010 or permission of instructor. Introduction to principles and applications of Geographic Information Science (GIS). This course will examine spatial data acquisition, management, retrieval, analysis, and output. Instruction will involve computer examples and exercises that emphasize real-world problem solving.
Credit hours: 3
Class locations: NH 2020
Meeting time: MW 1:00-1:50
F 1:00-3:50

CONTACT INFORMATION

	Instructor	Department
Name:	Dr. Paul Vincent	Physics, Astronomy, & Geoscience
Office location:	Nevins Hall 2001	Nevins Hall 2006
Office phone:	229-249-4847	229-333-5752
E-mail:	pvincent@valdosta.edu	
Office hours:	MW 10:00-11:00 WTh 12:00-1:00 Other times by appointment	M-R 8:00-5:30 F 8:00-3:00

REQUIRED MATERIALS

Required Texts: *Getting Started with Geographic Information Systems* Fifth Edition.
K.C. Clarke, Prentice Hall, 2011 **AND**
GIS Tutorial: Basic Workbook 1 for ArcGIS 10
Gorr and Kurland, ESRI Press 2011

COURSE POLICIES

Attendance: Regular attendance is expected. Repeatedly missing class will certainly have a negative effect on your grade and the University takes a strong stance on excessive absences. The undergraduate catalog clearly states the regulations for absences: **"A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."**

Withdrawal: You can officially withdraw from the class by completing the appropriate form on Banner. If done before mid-term day there is no penalty to your grade. It is the responsibility of the student to complete this process. If you stop attending class after mid-term day without officially withdrawing you will likely receive a failing grade because of the University's attendance policy described above.

Scholastic Dishonesty: Students are expected to abide by the Code of Ethics found in the student handbook. Basically, this includes cheating and plagiarism. If you have any questions about what that means, see me or consult with the Student Handbook. If you are caught cheating or plagiarizing then you will receive a zero on that test or assignment. If you are caught a second time you will receive an "F" in the class. With each incident, I will complete and submit a Report of Academic Dishonesty to the Dean of Students. For more information, see the following website:
<http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtm>

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

LEARNING OUTCOMES:

By the end of the semester, students should be able to

- Define what is meant by GIS and GISci;
- Understand the operation of ArcGIS 10 software as a GIS product;
- Distinguish between the different types of data models utilized in a GIS;
- Identify types of data and sources from which that data can be obtained;
- Manage data utilized and created in GIS;
- Utilize appropriate techniques to analyze GIS data;
- Generate meaningful output (maps and reports) from the GIS;

Each of these objectives will partially fulfill the Selected Educational Outcomes for majors in the Environmental Geosciences (as found in the 2011-2012 VSU Undergraduate Catalog pg 173)

STUDENT ASSESSMENT

Student grades will be determined as follows:

- **Five on-line tutorials (15%)**—These tutorials are found on the ESRI on-line (www.esri.com). These tutorials provide an introduction to the different topics that are covered in the class.
- **Two hour-long exams (30%)**—These exams will be non-comprehensive. Anything covered in class, tutorials, lab assignments, and supplemental materials provided during the semester are fair game for questions.
- **One final exam (20%)**—The final exam is comprehensive and will test on topics that have been covered throughout the entire semester. It will be similar in structure to the hour-long exams but will be much broader in its scope.
- **10 lab activities (25%)**—There will be lab activities to complement concepts taught in the class. In addition, concepts will be applied through the use of ArcGIS software.
- **Term paper (10%)**—You will search GIS trade journals for three similar examples of GIS in action. You will identify in what ways these projects are similar in the approach to using GIS and geospatial data and you will also identify ways that each project is unique. Finally, you will explain how a similar GIS could be deployed locally and the impact it would have in the South Georgia/Valdosta region.

Final grades will be based on the following breakdown:

- A if your final average is 90+%
- B if your final average is 80-89%
- C if your final average is 70-79%
- D if your final average is 60-69%
- F if your final average is 0-59%

TENTATIVE SCHEDULE

Week #:	Topics to be covered:
1	Overview of GIS and GISci
2	GIS and cartography
3	Raster data models
4	Vector data models
5	Object-oriented data models
6	Acquiring geospatial data
7	Creating a geographic database
8	Attributes of geospatial data
9	Managing geospatial databases
10	Data display
11	Data output
12	Using data to represent terrain
13	Raster data analysis
14	Vector data analysis
15	GIS in action
16	The future of GIS

LAB SCHEDULE

1. Creating ArcGIS documents
2. Map design with ArcGIS
3. Creating ArcGIS layouts
4. Building geodatabases
5. Spatial data and metadata
6. Digitizing data
7. Geocoding spatial data
8. Geoprocessing
9. GIS model builder
10. ArcGIS spatial analyst

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/1/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Jason Allard

Current Course Prefix, Title, & Number:

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

GEOG 3020 Global Climate Change

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K or GEOL 1121K
or GEOG 1113K

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K, and either
GEOG 1113K or GEOL 1121K

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students need to have an introductory weather and climate course (GEOG 112K), as well as a course related to landforms (GEOG 1113K or GEOL 1121K)

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests, term papers, and other projects assigned while the course is being taught.

Approvals:		
Dept. Head:	<i>Edward E Chatelein</i>	Date: <i>12/12/12</i>
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lennie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/01/2012 (mm/dd/yyyy)

Department Initiating Request:
Physics, Astronomy, & Geosciences

Faculty Member Requesting:
Paul Vincent

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
GEOG 3054

Proposed New Course Title:
Introduction to GPS

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

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Every other spring semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 3

Credit Hours: 2

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Junior standing or permission of the instructor. An introduction to global positioning systems (GPS) including reference systems, mapping, positioning methods, sources of error, data collection methodologies, and field procedures. Hands-on exercises will provide experience with typical GPS operation and application.

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

Improving student learning outcomes: The students will be required to use skills learned in the class to collect and interpret geographic data as well as analyze that data to solve spatial problems. Skills taught in this class will be used by students to complete their senior thesis project and projects in other upper-level classes including GEOG 3050 and GEOG 3051.

Adopting current best practice(s) in field: The use of GPS has become a standard tool for data collection in the geosciences. It is widely used by governmental agencies and environmental management professionals. Employers expect graduates to be familiar with this technology and the ways that it is integrated into contemporary mapping programs.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Provides a supporting course for students seeking GIS (computer mapping) and surveying professional certification.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The skills taught in this course are useful for student employment after graduation.

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

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with lab assignments, field activities, ability to use the GPS equipment, and independent projects.

Other:

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

Approvals:		
Dept. Head:	<i>Edward E Chatelein</i>	Date: <i>11/13/12</i>
College/Division Exec. Comm.:	<i>Louise Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Louise Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

INTRODUCTION TO GLOBAL POSITIONING SYSTEMS

COURSE INFORMATION

Prerequisite(s): None (except that you are at least a junior)
Course description: An introduction to global positioning systems including reference systems, mapping, positioning methods, sources of error, data collection methodologies, and field procedures. Hands-on exercises will provide experience with typical GPS operation and application.
Credit hours: 2
Class locations: NH 2020
Meeting time: M 1:00-1:50
W 1:00-3:50

CONTACT INFORMATION

	Instructor	Department
Name:	Dr. Paul Vincent	Physics, Astronomy, & Geoscience
Office location:	Nevins Hall 2001	Nevins Hall 2006
Office phone:	229-249-4847	229-333-5752
E-mail:	pvincent@valdosta.edu	
Office hours:	MW 10:00-11:00 WTh 12:00-1:00 Other times by appointment	M-R 8:00-5:30 F 8:00-3:00

REQUIRED MATERIALS

Required Texts: *GPS for Land Surveyors*, 3rd Edition by Jan Van Sickle
CRC Press 2008

COURSE POLICIES

Attendance: Regular attendance is expected. Repeatedly missing class will certainly have a negative effect on your grade and the University takes a strong stance on excessive absences. The undergraduate catalog clearly states the regulations for absences: "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

Withdrawal: You can officially withdraw from the class by completing the appropriate form on Banner. If done before mid-term day there is no penalty to your grade. It is the responsibility of the student to complete this process. If you stop attending class after mid-term day without officially withdrawing you will likely receive a failing grade because of the University's attendance policy described above.

Scholastic Dishonesty: Students are expected to abide by the Code of Ethics found in the student handbook. Basically, this includes cheating and plagiarism. If you have any questions about what that means, see me or consult with the Student Handbook. If you are caught cheating or plagiarizing then you will receive a zero on that test or assignment. If you are caught a second time you will receive an "F" in the class. With each incident, I will complete and submit a Report of Academic Dishonesty to the Dean of Students. For more information, see the following website: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtm>

Special services: Students requesting classroom accommodations or modifications due to a documented

disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

LEARNING OUTCOMES:

By the end of the semester, students should be able to

- Define what is meant by GPS;
- Understand the components that comprise a GPS;
- Utilize different types of GPS units to collect geographic data on the VSU campus;
- Understand techniques of data collection software;
- Understand how to transfer data from the GPS unit to a computer;
- Understand how to convert data into meaningful map information.

Each of these objectives will partially fulfill the Selected Educational Outcomes for majors in the Environmental Geosciences (as found in the 2011-2012 VSU Undergraduate Catalog pg 173)

STUDENT ASSESSMENT

Student grades will be determined as follows:

- **Six on-line tutorials (15%)**—These tutorials are found on the Trimble Learning Network website. These tutorials provide an introduction to the different topics that are covered in the class.
- **Two hour-long exams (30%)**—These exams will be non-comprehensive. Anything covered in class, tutorials, lab assignments, and supplemental materials provided during the semester are fair game for questions.
- **One final exam (20%)**—The final exam is comprehensive and will test on topics that have been covered throughout the entire semester. It will be similar in structure to the hour-long exams but will be much broader in its scope.
- **11 lab activities (25%)**—There will be lab activities to complement concepts taught in the class. Lab attendance is required and because of setup requirements, labs cannot be made up. Missing 2 labs will result in a failing grade for the course.
- **Course project (10%)**—During the last month of the semester, you will use the skills you have learned in lecture and the lab to develop and complete a project. The last three lab meetings will be devoted to this project. This project will be done on campus and should offer some utility to the Plant Ops department. Potential projects include mapping utility features (fire hydrants, water valves, manhole covers, etc.) creating a catalog of tree species, or surveying the area of turf that is mowed.

Final grades will be based on the following breakdown:

- A if your final average is 90+%
- B if your final average is 80-89%
- C if your final average is 70-79%
- D if your final average is 60-69%
- F if your final average is 0-59%

TENTATIVE SCHEDULE

Week #:	Topics to be covered:
1	Overview of GPS
2	GPS satellites and signals
3	GPS Mission Planning
4	GPS error measurement
5	Differential corrections
6	Terrestrial positioning
7	Geographic Coordinate systems
8	GPS surveying techniques
9	GPS with Garmin units
10	GPS with Trimble units
11	Using PathFinder Office
12	Creation of data dictionaries
13	Data collection with TerraSync
14	Data processing
15	Real-time corrections
16	Location-based services and the future of GPS

LAB SCHEDULE

1. Pre-cursors of GPS: compasses
2. Basic GPS operation
3. Satellite positions and signals
4. GPS mission planning module
5. Positional error of Garmin units
6. Field techniques for data collection of points, lines, and areas
7. Building a data dictionary
8. Introduction to data collection with TerraSync
9. Data collection field project
10. Differential correction
11. From data collection to building a map
12. Final project
13. Final project
14. Final project

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/1/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Jason Allard

Current Course Prefix, Title, & Number:

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

GEOG 3150: Meteorology and Climatology

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K and GEOG 1113K

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students need an introductory weather and climate course (GEOG 112K), but the previously required landforms (GEOG 1113K) is not needed

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests, term papers, and other projects assigned while the course is being taught.

Approvals:		
Dept. Head:	<i>Edward E. Chatelein</i>	Date: <i>12/12/12</i>
College/Division Exec. Comm.:	<i>Jonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Jonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/5/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, & Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

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

GEOG 4861 Thesis II

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

Current:

Course Prefix and Number:

Credit Hours: 2-0-2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: After running the Senior Thesis classes over the last five years the faculty have decided that students are not allocating enough time to do a thorough job on their thesis projects. As such, increasing the credit hours to the senior thesis courses will help the students increase the priority of their senior thesis project.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of senior thesis projects are used to evaluate the program. A standardized rubric has been developed to assess these projects.

Approvals:		
Dept. Head:	<i>Edward E Chatterain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/5/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, & Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
GEOG 4862 Thesis Presentation

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

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-0-2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: After running the Senior Thesis classes over the last five years the faculty have decided that students are not allocating enough time to do a thorough job on their thesis projects. As such, increasing the credit hours to the senior thesis courses will help the students increase the priority of their senior thesis project.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of senior thesis projects are used to evaluate the program. A standardized rubric has been developed to assess these projects.

Approvals:		
Dept. Head:	<i>Edward E Chatelain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.:		Date:
(for graduate course)		
Graduate Dean:		Date:
(for graduate course)		
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/1/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Jason Allard

Current Course Prefix, Title, & Number:

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

GEOL 3020 Global Climate Change

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K or GEOL 1121K
or GEOG 1113K

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: GEOG 1112K, and either
GEOG 1113K or GEOL 1121K

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Students need to have an introductory weather and climate course (GEOG 112K), as well as a course related to landforms (GEOG 1113K or GEOL 1121K)

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests, term papers, and other projects assigned while the course is being taught.

Approvals:	
Dept. Head: Edward E. Chatterin	Date: 12/12/12
College/Division Exec. Comm.: Lonnie Richards	Date: 12/13/12
Dean/Director: Lonnie Richards	Date: 12/13/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/15/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Weimin Feng

Current Course Prefix, Title, & Number:

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

GEOL 3101 Mineralogy

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

Current:

Course Prefix and Number:

Credit Hours: 3-3-4

Course Title:

Prerequisites: GEOL1121, CHEM 1151

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-3-3

Course Title:

Prerequisites: GEOL 1121, CHEM 1211 &
CHEM 1211L

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Mineralogy is an important field of study within the discipline of geology. The subject had been taught in a combined Mineralogy & Petrology class, but the geology faculty now wish to offer it as a stand alone class. This class will be included as part of the geology track of the environmental geosciences curriculum. The credit hours are being modified to fit the course in with changes to the geoscience curriculum.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests and projects conducted while the course is being taught.

Approvals:		
Dept. Head:	<i>Edward E Chatelain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Lennie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lennie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.:		
(for graduate course)		Date:
Graduate Dean:		
(for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/15/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

Current Course Prefix, Title, & Number:

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

GEOL 3102 Petrology and Petrography

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

Current:

Course Prefix and Number:

Credit Hours: 3-3-4

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-3-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Petrology is an important field of study within the discipline of geology. The subject had been taught in a combined Mineralogy & Petrology class, but the geology faculty now wish to offer it as a stand alone class. This class will be included as part of the geology track of the environmental geosciences curriculum. The credit hours are being modified to fit the course in with changes to the geoscience curriculum.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

portfolios, specific assignments, etc.)

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests and projects conducted while the course is being taught.

Approvals:	
Dept. Head: <i>Edward E. Chatelein</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.: <i>Lennie Richards</i>	Date: <i>12/13/12</i>
Dean/Director: <i>Lennie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/15/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, Geosciences

Faculty Member Requesting Revision:
Weimin Feng

Current Course Prefix, Title, & Number:

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

GEOL 3500 Principles of Geochemistry

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

Current:

Course Prefix and Number:

Credit Hours: 3-2-4

Course Title:

Prerequisites: GEOL1121, CHEM 1151

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites: GEOL 1121, CHEM 1211,
CHEM 1211L, & MATH 2261

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

every other year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: Geochemistry has become an important field of study within the discipline of geology. This class is now being included as part of the geology track of the environmental geosciences curriculum to reflect changes in the field of geology. The credit hours are being modified to fit the course in with changes to the geoscience curriculum.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Observation of trends in the discipline of geology.

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

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will be assessed with tests and projects conducted while the course is being taught.

Approvals:		
Dept. Head:	<i>Edward E Chatelein</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Lenno Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Lenno Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/5/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, & Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

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

GEOL 4861 Thesis II

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

Current:

Course Prefix and Number:

Credit Hours: 2-0-2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: After running the Senior Thesis classes over the last five years the faculty have decided that students are not allocating enough time to do a thorough job on their thesis projects. As such, increasing the credit hours to the senior thesis courses will help the students increase the priority of their senior thesis project.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of senior thesis projects are used to evaluate the program. A standardized rubric has been developed to assess these projects.

Approvals:	
Dept. Head: <i>Edward E Chatelain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/5/2012 (mm/dd/yyyy)

Department Initiating Revision:
Physics, Astronomy, & Geosciences

Faculty Member Requesting Revision:
Paul C. Vincent

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
GEOL 4862 Thesis Presentation

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

Current:

Course Prefix and Number:

Credit Hours: 1-0-1

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 2-0-2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Once per academic year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: After running the Senior Thesis classes over the last five years the faculty have decided that students are not allocating enough time to do a thorough job on their thesis projects. As such, increasing the credit hours to the senior thesis courses will help the students increase the priority of their senior thesis project.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Evaluation of senior thesis projects are used to evaluate the program. A standardized rubric has been developed to assess these projects.

Approvals:		
Dept. Head:	<i>Edward E Chablain</i>	Date: <i>12/10/12</i>
College/Division Exec. Comm.:	<i>Bonnie Richards</i>	Date: <i>12/13/12</i>
Dean/Director:	<i>Bonnie Richards</i>	Date: <i>12/13/12</i>
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

MEMORANDUM

TO: Members of the VSU Academic Committee

FROM: Michael M. Black, Ed.D., Institutional Effectiveness

DATE: January 14, 2013

RE: Determination of Credit Hours Policy

I am writing regarding changes enacted by Federal Regulations effective July 1, 2011. To ensure compliance with Federal Regulations and our regional accreditor, the Commission on Colleges of the Southern Association of Colleges and Schools, VSU must demonstrate that it has appropriate policies and procedures in place for the determination of the credit hour in accordance with federal standard 4.9.

4.9) The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy.

We have drafted the attached policy which reflects VSU's current practices and aligns with commonly accepted practices in higher education. This is not a procedural change; it is documentation of a policy for compliance purposes. Members of the Deans' Council and Department Heads' Council have reviewed it. I ask that you review the policy, suggest any corrections/amendments, and approve. I will also ask the Catalog Editor to include an abbreviated policy statement for next year's catalog.

I am available to answer any questions by email mblack@valdosta.edu or telephone 245-6517.

Determination of Credit Hours for Courses Policy



Valdosta State University's Determination of Credit Hours for Courses Policy:

- 1) defines a credit hour,
- 2) provides direction for determining credit hours for courses, and
- 3) ensures credit hours are properly applied and assigned to courses to conform with commonly accepted practices in higher education.

VSU's academic operations continuously demonstrate compliance with Federal Regulation Program Integrity Rules,¹ University System of Georgia (USG) Policy 3.4, SACS Federal Requirement 4.9, and the guidance in SACS Policy Statement on Credit Hours.

FEDERAL DEFINITION OF THE CREDIT HOUR:

Part 600, Institutional Eligibility under the Higher Education Act of 1965, as amended, provides the following definition:

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than--

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." (34 CFR Part 600.2).

The U.S. Department of Education National Center for Education Statistics (NCES) defines a credit hour as "A unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term. It is applied toward the total number of credit hours needed for completing the requirements of a degree, diploma, certificate, or other formal award."

UNIVERSITY SYSTEM OF GEORGIA DEFINITION OF THE CREDIT HOUR:

"The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length excluding registration...A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour." (USG Policy Manual Section 3.4)

POLICY:

This credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

¹ Program Integrity Rules, Federal Register Vol. 75 Number 209, page 66831 (October 29, 2010, effective July 1, 2011).

Valdosta State University will utilize the federal definition of the credit hour as a basis for determining the amount of credit assigned for student work. The VSU Academic Committee of the Faculty Senate is responsible for ensuring that credit hours are appropriately approved for course work, and the VSU Registrar's Office will ensure that credit hours are accurately attached to courses in the student information system. The Registrar's Office will also ensure that the number of class minutes for lecture- and laboratory-based courses have been accounted for during the scheduling of courses. The following methodology guides credit hours assignments.

Lecture Courses:

Traditional lecture-based courses that meet only in a face-to-face format must meet for 750 minutes for each semester credit hour, whether offered in a full-semester, half-semester, or 5-week format. In addition, it is expected that students will spend two hours in out-of-class preparation for every hour spent in class. Therefore, a one credit hour course must require a minimum of 750 class meeting minutes and 1500 out-of-class preparation minutes. All courses will require a **minimum** of 2250 engaged minutes per semester hour.

When courses are offered in hybrid or fully online format, 2250 engaged minutes are still required and expected for each hour of credit. Because it is difficult to measure engaged minutes for courses offered in hybrid or online formats, course content and learning outcomes should be matched to those established in face-to-face sections of the same courses. Face-to-face courses may be conducted through in-person delivery or through electronic delivery whether synchronous or asynchronous.

Laboratory/Studio/Clinical Courses:

Standard academic practice specifies that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. Students may also be expected to spend out-of-class time preparing for laboratory, studio, or clinical exercises. In all cases, class time plus expected out-of-class preparation time must add up to a **minimum** of 2250 engaged minutes per semester credit hour for the specified course.

Courses that blend activity/laboratory/studio/clinical and lecture components:

Courses that blend lecture components with laboratory, studio, or clinical components pose challenges in making the correct credit hour determination. The standard remains that a **minimum** of 2250 engaged minutes must be required for each semester credit hour. There are four components in this type of course:

- Lecture component
- Out-of-class preparation for the lecture component
- Activity/laboratory/studio/clinical component
- Out-of-class preparation for the activity/laboratory/studio/clinical component

In general, it is appropriate to expect that students will spend at least two hours in out-of-class preparation for every one hour spent in a the lecture component of the class. The activity/laboratory/studio/clinical component may exist with or without an expectation of out-of-class preparation. In determining whether the requirement for a minimum of 2250 engaged minutes per

Determination of Credit Hours for Courses Policy



semester hour of credit has been met, minutes expected to be spent in class lectures, out-of-class preparation for the lecture component, the activity/laboratory/studio/clinical component, and out-of-class preparation for the activity/laboratory/studio/clinical component should be summed.

Although infrequent, deviations may exist from the prescribed formulas; however, the institution must still account for the expectation that a **minimum** of 2250 engaged minutes will be required for every semester hour of credit assigned to the course.

The hour designation, X-Y-Z, is located in the VSU *Undergraduate Catalog* or *Graduate Catalog*, Courses of Instruction section. X is the number of lecture contact hours (or equivalent) per week; Y is the number of laboratory or studio contact hours per week; Z is the number of semester hours credit.

POLICY REVISIONS:

Proposed revisions to this policy should be submitted in writing to the Chairperson of the Academic Committee of the Faculty Senate by way of the Office of Academic Affairs or Office of the Registrar.

APPROVAL DATE:

Prepared by Institutional Effectiveness:	November 6, 2012
Graduate Executive Committee Review:	November 29, 2012
Deans' Council Endorsement:	December 12, 2012
Department Heads' Council Endorsement:	_____
Academic Committee Endorsement:	_____
Provost and VPAA Approval:	_____
Forwarded to Catalog Editor:	_____

Sources: Federal Register; USG Policy Manual; SACS Credit Hours Policy; Dr. Barbara L. Brown, GPC.