

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 12, 2020**

2:30 p.m.

Microsoft Teams

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

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 14, 2020

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, September 14, 2020. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Anurag Dasgupta, Dr. Candace Witherspoon, Dr. Kristy Litsler, Mr. Joe Maso, Dr. Ray Elson, Dr. Ellis Heath, Dr. Yunseon Choi, Dr. Colette Drouillard, Dr. Ray Elson (Proxy for Mr. Chuck Conner), Dr. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Mr. Ken Smith, Ms. Gabrielle Stellmacher, Dr. Brian Sowa, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Fleming Bell, Dr. Ben Wescoatt, Mr. Chuck Conner, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mike Savoie, Dr. James Archibald, Dr. Joseph Robbins, Dr. Deborah Hall, and Dr. Thomas Aiello.

The Minutes of the April 13, 2020 meeting were approved by email on April 24, 2020. (pages 1-3).

A. College of Science and Mathematics

1. Reactivation, Mathematics (MATH) 6085, “Applied Modern Algebra”, (APPLIED MODERN ALGEBRA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2020 was given administrative approval May 9, 2020. (pages 4-11).

B. Honors College

1. Revised prerequisites, Honors (HONS) 3990, “Honors Capstone Seminar”, (HONORS CAPSTONE SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021. (pages 12-13).
2. Revised prerequisites, Honors (HONS) 4990, “Honors Senior Portfolio”, (HONORS SENIOR PORTFOLIO – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2021. (pages 14-15).

C. College of Education and Human Services

1. New certificate in Community and Technical College Leadership was approved effective Summer Semester 2021. (pages 16-19). Requires BOR notification.
2. New course, Higher Education Leadership (HEDL) 7700, “The Community and Technical College”, (COMMUNITY & TECHNICAL COLLEGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2021 with the description changed to read - A study or survey of the philosophy, history, and development of community and technical colleges in America, including the social, economic, and political forces affecting these institutions. The course also explores... . (pages 20-29).

D. College of Business Administration

1. Revised Learning Goals and Objectives for all BBA’s was approved effective Fall Semester 2021 with the effective changed from Fall 2020 to Fall 2021. (pages 30-32).
2. Revised Learning Goals and Objectives for the BBA in Accounting was approved effective Fall Semester 2021 with the effective date changed from Fall 2020 to Fall 2021. (pages 33-35).
3. Revised prerequisites, Marketing (MKTG) 4010, “Digital Marketing”, (DIGITAL MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 36-37).
4. Revised prerequisites, Marketing (MKTG) 4020, “Social Media Marketing”, (SOCIAL MEDIA MARKETING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 38-39).

5. Revised prerequisites, Marketing (MKTG) 4030, “Advertising Culture and Ethnography”, (ADVERTISING CULT & ETHNOGRAPHY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 40-41).
6. Revised prerequisites, Marketing (MKTG) 4040, “Advertising and Society”, (ADVERTISING AND SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 42-43).
7. Revised prerequisites, Marketing (MKTG) 4050, “Creative Advertising Strategy”, (CREATIVE ADVERTISING STRATEGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 44-45).


E. College of Humanities and Social Science

1. Deactivation of the BA in Legal Assistant Studies was noted. (pages 46-47).
2. Revised credit hours, Journalism (JOUR) 2510, “Journalism Magazine Seminar”, (JOURNALISM MAGAZINE SEMINAR – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2021 with the effective date changed from Fall 2020 to Spring 2021. (pages 48-49).
3. New course, Native American and Indigenous Studies (NAIS) 3640, “Alternative Religions of the World”, (ALT RELIGIONS OF THE WORLD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021. (pages 50-52).
4. New course, African American Studies (AFAM) 4235, “Nazi Germany and the Jim Crow South”, (NAZI GERMANY & JIM CROW SOUTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective term changed from Summer 2020 to Spring 2021. (pages 53-54).
5. New course, History (HIST) 4227, “History of American Sport”, (HISTORY OF AMERICAN SPORT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2021 with the second sentence of the description deleted. (pages 55-62).
6. New course, History (HIST) 6235, “Nazi Germany and the Jim Crow South”, (NAZI GERMANY & JIM CROW SOUTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2021. (pages 63-66).
7. New course, History (HIST) 4235, “Nazi Germany and the Jim Crow South”, (NAZI GERMANY & JIM CROW SOUTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the effective term changed from Summer 2020 to Spring 2021. (pages 67-68).
8. Revised requirements for the BA in Political Science – Pre-Law Track was approved effective Fall Semester 2021 with the removal of BUSA 3110, HCAD 4000 and MGNT 3500 as possible electives. (pages 69-72).
9. New course, Political Science (POLS) 4861, “Public Economic Development”, (PUBLIC ECONOMIC DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 73-84).
10. New course, Political Science (POLS) 4862, “Effective Writing in Public Administration”, (EFFECTIVE WRITING IN PADM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 85-98).
11. New course, Political Science (POLS) 4863, “Writing and Managing Grants in the Public Sector”, (WRIT AND MAN GRANTS IN PUB SEC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read ...organization and consult... . (pages 99-116).
12. New course, Political Science (POLS) 4864, “Information Management in the Public Sector”, (INFO MGNT IN PUB SECTOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – An examination....levels. Information...development will be addressed. (pages 117-130).

13. New course, Political Science (POLS) 4865, “Nonprofit Organization Management”, (NONPROFIT ORG MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 131-142).
14. New course, Political Science (POLS) 4866, “Project Management in the Public Sector”, (PROJECT MGNT IN PUB SECTOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the last sentence of the course description deleted. (pages 143-148).
15. New course, Political Science (POLS) 4867, “Public Relations in Public Administration”, Public Relations in PADM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – An exploration of... . (pages 149-160).
16. New course, Political Science (POLS) 4868, “Creating and Publishing Public Sector Websites”, (CREATING & PUBLISH PUB WEBSITE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – An examination – and the second sentence deleted. (pages 161-166).

Respectfully submitted,

Stanley Jones
Registrar

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 06/19/2020	
<i>*Course/curriculum change or additional program(s) with a faculty member or curriculum committee in the Academic Program</i>			
College: College of Humanities and Social Sciences		Dept. Initiating Request: History	
Requester's Name: Tom Aiello		Requestor's Role: Faculty	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		NEW Course Number: <i>(Consult #s in the catalog)</i>	
HIST		6227	
Proposed NEW Course Title: History of American Sport			
NEW Course Title Abbreviation: <i>(Limit to 30 characters)</i> History of American Sport			
Prerequisite(s):			
Lecture Hours: 3		Lab/Contact Hours:	
		Credit Hours: 3	
Proposed NEW Course Description: <i>(Limit to 50 words include requisites, cross listings, special requirements, etc.)*</i>			
An examination of the history of American sports, their cultural context, and how culture and sport have acted on each other. By demonstrating the vital reciprocal relationship between sport and society, this course will argue that historians cannot understand the past without knowing what sports people were watching and playing.			
Program Level:		Course Classification:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	
		Semester to be Effective:	
		<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	
		Year to be Effective: 2021	
		Estimated Frequency of Course Offering: Every other Year	
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other -	
Dr. Aiello has taught this popular course as a Special Topics HIST course a number of times in the past and it can be used in the major as a U.S. History. This course will also help with the proposed INDS concentration in Sports Journalism. Dr. Aiello is also able to offer this course in an online format.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

Source of Data to Support Change (select one or more of the following):

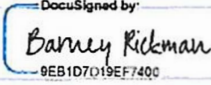
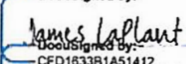
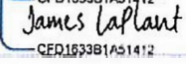
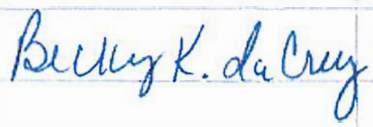
Indirect Measures, SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

**** Attach General Course Syllabus/Support documents with course outcomes/assessments ****

Valdosta State University – NEW COURSE Form
 • Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barney Rickman	 DocuSigned by: Barney Rickman 9EB1D7019EF7400	9/1/2020
College/Division Executive Committee	James LaPlant	 DocuSigned by: James LaPlant CFD1633B1A51412	9/1/2020
Dean/Director	James LaPlant	 DocuSigned by: James LaPlant CFD1633B1A51412	9/4/2020
Graduate Executive Committee <small>(for graduate course)</small>	Ernest Smith		
Graduate Dean <small>(for graduate course)</small>	Becy K. de Cruz		9/17/2020
Academic Committee			

***Will this change impact another college/department?** No Yes *[select college & indicate department(s)]*

College: *Select One.* Department(s):

HIST 6227 A, Summer 2020
MTWR 11 10-12:35, West 304
Instructor: Thomas Aiello
taiello@valdosta.edu

Office Hours: MTWR 10 00-11 00
Or by appointment
Class: West 304
Office: Ashley 1042

THE HISTORY OF AMERICAN SPORT

COURSE DESCRIPTION: The class will examine the history of American sport from its historical antecedents through the age of Sportscenter. This class focuses on a topic that you might normally use to escape from school. Therefore it is important to remember that this is a demanding upper-level course that will require a bulk of reading. The purpose of the course is to teach you the sporting context under which your favorite contests now fall, as well as the cultural context of sport in general, and how both culture and sport have acted on each other over the years.

There was a time when social history came along and successfully argued that historians really couldn't understand what was going on without knowing what poor people were doing. There was a time when women's history came along and successfully argued that historians really couldn't understand what was going on without knowing what women were doing. More recently, environmental historians have come along and successfully argued that historians really can't understand what was going on without knowing the people's relationship with their natural surroundings. In the process of demonstrating the vital reciprocal relationship between sport and society, this course will argue that historians really can't understand what was going on without knowing what sports people were watching, playing, officiating, coaching, organizing...

CLASS ETIQUETTE: Turn off cellular telephones before class begins. The noises from these devices can only disrupt the proceedings. Forgetting once can be forgiven, but consistent problems will constitute a serious breach of class etiquette. If you answer the phone, use one of those electronic devices, or listen to some form of walkman or iPod during class, this will constitute an even greater breach of class etiquette. Such behavior problems, along with other disruptive behavior such as sleeping or talking, will result in the loss of possible points from the total 450. You will essentially lose points from your total score for poor behavior. Consistent problems will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures).

CHEATING AND PLAGIARISM: Cheating and plagiarism will be reported to the proper administrative office (see your student handbook on probation and expulsion procedures) and the cheater/plagiarizer WILL IMMEDIATELY RECEIVE A ZERO FOR THE ENTIRE COURSE. THERE WILL BE NO EXCEPTIONS. You will have no tolerance, and the University will have slightly more. You can save yourself and your academic standing by just *not cheating*. You should know that cheating is against school policy and unethical. Plagiarism, however, is *against the law*. (Plagiarism is the uncredited use of someone else's writing. You may not copy sentences or paragraphs from another source and use them as your own in your writing. All of your words must be your own.)

INCLEMENT WEATHER POLICY: If the University closes entirely due to inclement weather, we will not have class. Otherwise, rain or shine, class will take place.

SPECIAL ACCOMMODATIONS: If you have any sort of learning disability or special need for fairly completing the course as described in the syllabus, the Americans with Disabilities Act protects you. You must register with the Access Office. Once you do, I will try to accommodate you in any way I can, as long as your needs do not require fundamental alterations to the curriculum.

GRADE:	Midterm Exam	= 150 points
	Final Exam	= 150 points
	Precis I	= 75 points
	Precis II	= 75 points
	<u>Graduate Assignment</u>	<u>= 200 points</u>
	Total Possible	= 650 points

GRADE: Graduate students will have a total of 650 points, taking both exams (a midterm and a final each worth 150 points) and doing both précis (2 précis worth 75 pts each). For the specific requirements for exams and précis, see below.

GRADUATE ASSIGNMENT: the remaining 200 points will come from writing an historiographical essay in which the student will choose a topic and write an historiographical review based on research of the relevant literature. If s/he so desires, the graduate student can replace the historiographical essay with a formal research paper on any sport history topic approved by the instructor, which would also be worth 200 points.

EXAMS: 100 points of each exam will cover lectures and class readings. The final 50 points of each exam will cover your reading of one of the course's required texts. The midterm exam will cover Elliott J. Gorn and Warren Goldstein's *A Brief History of American Sports*. The final exam will cover Kathryn Jay's *More Than Just a Game: Sports in American Life Since 1945*. The exams will have an *alt-essay* format and will require a blue book.

REQUIRED BOOKS

Elliott J. Gorn and Warren Goldstein, *A Brief History of American Sports*, 2nd edition, Urbana: University of Illinois Press, 2013.
Kathryn Jay, *More Than Just a Game: Sports in American Life Since 1945*, New York: Columbia University Press, 2004.

REQUIRED ARTICLES: You won't be tested on these articles, but you can't understand sports without them, so read them just because you care about the subject. The first one is part of the syllabus. The second is available at the site listed below.

*Elliott J. Gorn and Michael Orland, "Taking Sports Seriously," *Chronicle of Higher Education* (24 March 1995) A52 (Attached SEE BELOW)
*Clifford Geertz, "Deep Play: Notes on the Balinese Cockfight," in *The Interpretation of Cultures* (New York: Basic Books, 1973), 412-454 (available at www.si.umich.edu/~fros/courses/MatCul/content/Geertz.pdf)

PRECIS: Your précis will be based on your reading of one book or four articles for each assignment. Many of these articles are available at the database of the Amateur Athletic Foundation of Los Angeles, located at <http://www.aafa.org/search/search.htm>. Articles not available at the AAFLA are marked with an asterisk, and most will be available on JSTOR or in the library. For your précis, you will write 1000 words comparing and contrasting one article from each section (for a total of four):

PRECIS ONE

(choose one article from each section to include in your essay, or choose one book from List 1)

Sports in Colonial America

- Nancy L. Struna. "The Formalizing of Sport and the Formation of an Elite: The Chesapeake Gentry 1650-1720s." *Journal of Sport History* 13 (Winter 1986): 212-234.
- Timothy H. Breen. "Horses and Gentlemen: The Cultural Significance of Gambling Among the Gentry of Virginia." *William and Mary Quarterly* 34 (April 1977): 329-347.
- Nancy Struna. "Puntians and Sport: The Irretrievable Tide of Change." *Journal of Sport History* 4 (Spring 1977): 1-21.
- Bonnie S. Ledbetter. "Sports and Games of the American Revolution." *Journal of Sport History* 6 (Winter 1979): 29-40.

Sports in Antebellum America

- Peter Levine. "The Promise of Sport in Antebellum America." *Journal of American Culture* 2 (1980): 623-634.
- Eliot J. Gorn. "Gouge and Bite, Pull Hair and Scratch: The Social Significance of Fighting in the Southern Backcountry." *American Historical Review* 90 (February 1985): 18-43.
- Melvin L. Adelman. "The First Modern Sport in America: Harness Racing in New York City, 1815-1870." *Journal of Sport History* 8 (Spring 1981): 5-32.
- George Moss. "The Long Distance Runners in Ante-Bellum America." *Journal of Popular Culture* 8 (1974): 370-382.
- David K. Wiggins. "Sport and Popular Pastimes: Shadow of the Slavequarter." *Canadian Journal of American Culture* 2 (1980): 623-634.
- Lawrence W. Fielding. "War and Trifles: Sport in the Shadows of Civil War Army Life." *Journal of Sport History* 4 (Summer 1977): 151-168.

Baseball, Bloodsports, and the Development of Organized Athletics

- Ronald Story. "The Country of the Young: The Meaning of Baseball in Early American Culture." in *Cooperstown Symposium on Baseball* (1991): 324-342.
- Stephen Freedman. "The Baseball Fad in Chicago, 1865-1870: An Exploration of the Role of Sport in the Nineteenth Century City." *Journal of Sport History* 5 (Summer 1978): 42-64.
- Steven M. Gelber. "Working and Playing: The Culture of the Workplace and the Rise of Baseball." *Journal of Social History* 16 (June 1983): 3-20.
- John R. Belts. "The Technological Revolution and the Rise of Sport, 1850-1900." *Mississippi Valley Historical Review* XL (1953): 231-256.
- Brailsford, Dennis. "Morals and Maulers: The Ethics of Early Pugilism." *Journal of Sport History* 12 (Summer 1985): 126-142.
- Harry Jabsen, Jr. "Public Acceptance of Sports in Dallas, 1880-1930." *Journal of Sport History* 6 (Winter 1979): 5-19.

Urbanism, Class, and Sport at the Turn of the Century

- Steven A. Riess. "Sports and Machine Politics in New York City, 1890-1920." In *The Making of Urban America*, ed. Raymond A. Mohl (Newark, DE: Scholarly Resources, 1988): 102-118.
- Steven A. Riess. "From Pitch to Pull: Sport and Class in Anglo-American Sport." *Journal of Sport History* 21 (Summer 1994): 138-184.
- J. Thomas Jable. "Cricket Clubs and Class in Philadelphia, 1850-1880." *Journal of Sport History* 18 (1991): 205-223.
- Guy Lewis. "World War I and the Emergence of Sport for the Masses." *Maryland Historian* 4 (1973): 109-122.
- Joseph D. Willis and Richard G. Wettan. "Social Stratification in New York City Athletic Clubs, 1865-1915." *Journal of Sport History* 3 (Spring 1976): 45-63.

LIST 1 BOOKS BY SPORT (Choose 1 from this list)

Baseball

Cait Murphy *Crazy '08: How a Cast of Cranks, Rogues, Boneheads, and Magnates Created the Greatest Year in Baseball History*. New York: Collins, 2007.

David McGimpsey *Imagining Baseball: America's Pastime and Popular Culture*. Bloomington: Indiana University Press, 2000.

David Halberstam *October 1964*. New York: Ballantine, 1994.

Eliot Asinof *Eight Men Out: The Black Sox and the 1919 World Series*. New York: Owl, 1963.

Lancelot, Neil *Negro League Baseball: The Rise and Ruin of a Black Institution*. Philadelphia: University of Pennsylvania Press, 2004.

Jules Tygiel *Past Time: Baseball As History*. New York: Oxford University Press, 2000.

Boxing

David Margolick *Beyond Glory: Joe Louis vs. Max Schmeling, and a World on the Brink*. New York: Vintage, 2006.

Randy Roberts *Papa Jack: Jack Johnson and the Era of White Hopes*. New York: Robeson, 1983.

Bruce J. Evensen *When Dempsey Fought Tunney: Heroes, Hokum, and Storytelling in the Jazz Age*. Knoxville: University of Tennessee Press, 1996.

Elliott J. Gorn *The Manly Art: Bare-Knuckle Prize Fighting in America*. Ithaca: Cornell University Press, 1989.

Football

David Maraniss *When Pride Still Mattered: A Life of Vince Lombardi*. New York: Simon and Schuster, 2000.

John Sayle Watterson *College Football: History, Spectacle, Controversy*. Baltimore: The Johns Hopkins University Press, 2002.

Michael Oriard *King Football: Sport and Spectacle in the Golden Age of Radio and Newsreels, Movies and Magazines, the Weekly and the Daily Press*. Chapel Hill: University of North Carolina Press, 2003.

Michael Oriard *Reading Football: How the Popular Press Created an American Spectacle*. Chapel Hill: University of North Carolina Press, 1998.

Sally Jenkins *The Real All-Americans: The Team That Changed a Game, a People, a Nation*. New York: Doubleday, 2007.

Golf

Curt Sampson and Dan Jenkins *The Eternal Summer: Palmer, Nicklaus, and Hogan in 1960, Golf's Golden Year*. New York: Villard, 2000.

Charles Price *A Golf Story: Bobby Jones, Augusta National, and the Masters Tournament*. New York: Triumph, 1987.

Mark Frost *The Greatest Game Ever Played: A True Story*. New York: Hyperion, 2002.

Mark Frost *The Grand Slam: Bobby Jones, America, and the Story of Golf*. New York: Hyperion, 1980.

Basketball

Mark Kniguel *Fistful: The Life of Pete Maravich*. New York: Free Press, 2007.

Feinstein, John *The Punch: One Night, Two Lives, and the Fight That Changed Basketball Forever*. New York: Back Bay Books, 2003.

Robert W. Iikard *Just For Fun: The Story of AAU Women's Basketball*. Fayetteville: University of Arkansas, 2005.

James Naismith. *Basketball. Its Origin and Development*. New York: Bison Books, 1996 (Originally published 1941)
Jeffrey Lane. *Under the Boards: The Cultural Revolution in Basketball*. Lincoln: University of Nebraska Press, 2007.

Other Sports

Glenda Riley. *The Life and Legacy of Annie Oakley*. Norman: University of Oklahoma Press, 1994
Andrei S. Markovits and Steven Hellman. *Offside: Soccer and American Exceptionalism*. Princeton: Princeton University Press, 2001
*Eisenberg, John. *The Great Match Race: When North Met South in America's First Sports Spectacle*. Boston: Houghton Mifflin, 2006
Tom Melville. *The Tented Field: A History of Cricket in America*. Bowling Green: Bowling Green University Popular Press, 1998
Neal Thompson. *Driving With the Devil: Southern Moonshine, Detroit Wheels, and the Birth of NASCAR*. Pittsburgh: Three Rivers Press, 2006

PRECIS 2

(choose one article from each section to include in your essay or choose one book from List 2)

The 1920 and the Culture of Heroes

- *Roderick Nash. "Sports Heroes of the 1920s." In *The Nervous Generation: American Thought, 1917-1930* (Chicago: Rand McNally, 1970): 126-132, 135-136.
- Mark Dynason. "The Emergence of Consumer Culture and the Transformation of Physical Culture: American Sports in the 1920s." *Journal of Sport History* 61 (Winter 1989): 281-281.
- *Elliot J. Gorn. "The Manassa Mauler and the Fighting Marine: An Interpretation of the Dempsey-Tunney Fights." *Journal of American Studies* 19 (1983): 27-47.
- *Gerard O'Connor. "Where Have You Gone, Joe DiMaggio?" In *Heroes in Popular Culture*, Ray B. Browne, et al., eds. (Bowling Green: Bowling Green University Popular Press, 1972): 87-99.
- *Benjamin G. Rader. "Compensatory Sport Heroes: Ruth, Grange, and Dempsey." *Journal of Popular Culture* 16 (1983): 11-22.
- *John W. Ward. "The Meaning of Lindbergh's Flight." *American Quarterly* 10 (Spring 1958): 3-16.
- *Michael Orland. "Muhammad Ali: The Hero in the Age of Mass Media." In *Muhammad Ali: The People's Champion*, Eliot Gorn, ed. (Urbana: University of Illinois Press, 1995): 5, 8-22.
- Lowell D. Blaisdell. "Legends as an Expression of Baseball Memory." *Journal of Sport History* 19 (Winter 1992): 227-243.

Sports and the Media, from the First Columnists to the Information Age

- *John R. Betts. "Sporting Journalism in Nineteenth Century America." *American Quarterly* 5 (Spring 1953): 39-56. (available on JSTOR)
- Bruce J. Evensen. "Jazz Age Journalism's Battle Over Professionalism, Circulation, and the Sports Page." *Journal of Sport History* 20 (Winter 1993): 229-246.
- *David Halberstam. "Introduction." In *The Best American Sportswriting of the Century* (Boston: Houghton Mifflin, 1999): xix-xxxiii.
- *Ring Lardner. "Eckle." *The Saturday Evening Post*, 22 October 1932.
- *Gay Talese. "The Silent Season of a Hero." *Esquire*, July 1968.
- *Hunter S. Thompson. "The Kentucky Derby Is Decadent and Depraved." *Scanlon's Monthly*, June 1970.
- Jeff Neal-Lunsford. "Sport in the Land of Television: The Use of Sport in Network Primetime Schedules, 1946-1950." *Journal of Sport History* 19 (1992): 52-76.
- Richard Crepeau and Daniel Nathan. "Two Views of ESPN I. There Seems to Be No End in Sight. II. Sometimes, ESPN Seems Ubiquitous." *Journal of Sport History* 27 (Fall 2000): 525-531.
- Steven Hardy. "Where Have You Gone, Jackie Robinson? Or, the End of History and the Age of Sport Infrastructure." *Sporting Traditions: Journal for the Australian Society for Sports History* 16 (November 1999): 85-100.

Race and Sport

- David K. Wiggins. "Peter Jackson and the Elusive Heavyweight Championship: A Black Athlete's Struggle Against the Late Nineteenth Century Color-Line." *Journal of Sport History* 12 (Summer 1985): 143-168.
- Jeffrey T. Sammons. "Race and Sport: A Critical, Historical Examination." *Journal of Sport History* 21 (Fall 1994): 203-278.
- Gwendolyn Captain. "Enter Ladies and Gentlemen of Color: Gender, Sport and the Ideal of American Manhood and Womanhood During the Late Nineteenth and Early Twentieth Century." *Journal of Sport History* 18 (1990): 81-102.
- *David K. Wiggins. "Isaac Murphy: Black Hero in Nineteenth Century American Sport, 1861-1896." *Canadian Journal of History of Sport and Physical Education* 19 (1978): 15-32.
- Ronald E. Marcello. "The Integration of Intercollegiate Athletics in Texas: North Texas State College as a Test Case, 1956." *Journal of Sport History* 14 (Winter 1987): 286-316.
- Thomas G. Smith. "Civil Rights and the Gridiron: The Kennedy Administration and the Washington Redskins." *Journal of Sport History* 14 (Summer 1987): 189-208.
- Thomas G. Smith. "The Exclusion of Blacks from Organized Professional Football, 1934-1946." *Journal of Sport History* 15 (Winter 1988): 255-281.
- David Wallace Adams. "More Than a Game: The Carlisle Indians Take to the Gridiron, 1893-1917." *The Western Historical Quarterly* 32 (Spring 2001): 25-53. (available on JSTOR)

Women and Sport

- Nancy L. Struna. "Gender and Sporting Practice in Early America, 1750-1810." *Journal of Sport History* 18 (Spring 1991): 10-30.
- Roberta J. Park. "'Embodied Selves': The Rise and Development of Concern for Physical Education, Active Games and Recreation for American Women, 1776-1885." *Journal of Sport History* 5 (Summer 1978): 5-41.
- *Linda Borish. "Farm Females, Fitness and the Ideology of Physical Health in Antebellum New England." *Agricultural History* 64 (Summer 1990): 17-30.
- Linda J. Borish. "The Robust Woman and the Muscular Christian: Catharine Beecher, Thomas Higginson, and Their Vision of American Society, Health and Physical Activities." *International Journal of the History of Sport* 4 (September 1987): 139-54.
- *Roberta J. Park. "Sport, Gender and Society in a Transatlantic Victorian Perspective." In *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras*, ed. Roberta Park and JA Mangan (London: Frank Cass, 1987): 58-93.
- *Ronald A. Smith. "The Rise of Basketball for Women in Colleges." *Canadian Journal of History of Sport and Physical Education* 1 (1970): 1-21.
- *Linde Jean Carpenter. "The Impact of Title IX on Women's Intercollegiate Sports." In *Government and Sport: The Public Policy Issues*, Arthur T. Johnson and James H. Frey, eds. (Tolowa, NJ: Rowan and Littlefield, 1985): 62-78.
- *Memie A. Fiddler. "The All-American Girls' Baseball League, 1943-1954." In *Her Story in Sport*, Reel Howell, ed. (West Point: Leisure Press, 1982): 590-607.
- *Donald J. Mrozek. "The 'Amazon' and the American 'Lady': Sexual Fears of Women as Athletes." In *From "Fair Sex" to Feminism, Sport and*

- *the Socialization of Women in the Industrial and Post-Industrial Eras*, ed. Roberta Park and JA Mangan (London: Frank Cass, 1987) 282-298
- Patricia Vertinsky "Body Shapes: The Role of the Medical Establishment in Informing Female Exercise and Physical Education in Nineteenth-Century North America." In *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras*, ed. Roberta Park and JA Mangan (London: Frank Cass, 1987) 256-281.

LIST 2 BOOKS BY ORGANIZING CATEGORY (Choose 1 from this list)

Gender and Sport

Susan K. Cahn *Coming on Strong: Gender and Sexuality in Twentieth Century Women's Sports*
Jennifer Shahade *Chess Bitch: Women in the Ultimate Intellectual Sport*
Smith, Lisa, ed. *Nike is a Goddess: The History of Women in Sports*. Boston: Atlantic Monthly Press, 1999
Susan E. Cayleff *Babe: The Life and Legend of Babe Didrikson Zaharias*. Urbana: University of Illinois Press, 1996
Sarah K. Fields *Female Gladiators: Gender, Law, and Contact Sport in America*
Welch Suggs *A Place On the Team: The Triumph and Tragedy of Title IX*. Princeton, 2006
JA Mangan *From "Fair Sex" to Feminism: Sport and the Socialization of Women in the Industrial and Post-Industrial Eras*. New York: Frank Cass, 1987

Sports Journalism

Charles Founlain *Sportswriter: The Life and Times of Grantland Rice*. New York: Oxford, 1993
Dave K. Rindred *Sound and Fury: Two Powerful Lives, One Fateful Friendship*. New York: Free Press, 2006
Jim Reisler *Black Writers/Black Baseball: An Anthology of Articles from Black Sportswriters Who Covered the Negro Leagues*. Jefferson, NC: McFarland & Co., 2007
Brian Carroll *When to Stop the Cheering? The Black Press, the Black Community, and the Integration of Professional Baseball*. New York: Routledge, 2007
Jonathan Yardley *Ring: A Biography of Ring Lardner*. New York: Rowan and Littlefield, 1977

Foreign Affairs

David Edmonds and John Eidsinos *Bobby Fischer Goes to War: How a Lone American Star Defeated the Soviet Chess Machine*. New York: Ecco, 2004
Thomas W. Zeiler *Ambassadors in Pinstripes: The Spalding World Baseball Tour and the Birth of the American Empire*. New York: Rowan and Littlefield, 2006
George R. Matthews *America's First Olympics: The St. Louis Games of 1904*. Columbia: University of Missouri Press, 2005
Stefan Szymanski and Andrew Zimbalist *National Pastime: How Americans Play Baseball and the Rest of the World Plays Soccer*. New York: Brookings Institution Press, 2005
C. L. R. James *Beyond a Boundary*. New York: Pantheon, 1983. (This is about West Indies cricket, not US sport in particular, but it is the best sports book ever written, and is therefore on the list, an option for anyone who chooses to read it.)

Race and Sport

Patrick Miller *Sport and the Color Line: Black Athletes and Race Relations in Twentieth Century America*. New York: Routledge, 2003
David K. Wiggins *The Unlevel Playing Field: A Documentary History of the African American Experience in Sport*. Urbana: University of Illinois Press, 2005
Brad Snyder *A Well-Paid Slave: Curt Flood's Fight for Free Agency in Professional Sports*. New York: Viking, 2006
Kenneth L. Shropshire *In Black and White: Race and Sports in America*. New York: New York University Press, 1998
John Hoberman *Darwin's Athletes: How Sport Has Damaged Black America and Preserved the Myth of Race*. New York: Mariner Books, 1997
Adrian Burgos, Jr. *Playing America's Games: Baseball, Latinos, and the Color Line*. Berkeley: University of California Press, 2007
Jules Tygiel *Baseball's Great Experiment: Jackie Robinson and His Legacy*. New York: Oxford University Press, 1983

Sport Literature

Tom Wolfe *The Kandy-Kolored Tangerine-Flaked Streamline Baby*. New York: Bantam, 1965
Bernard Malamud *The Natural*. New York: Farrar, Straus and Giroux, 2003
Joyce Carol Oates *On Boxing*. New York: Harper Perennial, 1995
George Plimpton *Paper Lion: Confessions of a Last-Sitting Quarterback*. New York: The Lyons Press, 2003
Frederick Exley *A Fan's Notes*. New York: Harper and Row, 1965
Norman Mailer *The Fight*. New York: Vintage, 1997
Michael Chabon *Summerland*. New York: Miramax, 2002
Roger Kahn *The Boys of Summer*. New York: Harper Perennial, 1971
Don DeLillo *End Zone*. New York: Penguin, 1988

Other Categories

Allan Guttmann *From Ritual to Record: The Nature of Modern Sports*. New York: Columbia University Press, 1978
Steven A. Riess *City Games: The Evolution of American Urban Society and the Rise of Sports*. Urbana: University of Illinois Press, 1989
Michael Mandelbaum *The Meaning of Sports*. New York: Public Affairs, 2004
William Morgan *Why Sports Morally Matter*. New York: Routledge, 2006
Allen Guttmann *A Whole New Ball Game: An Interpretation of American Sports*. Chapel Hill: University of North Carolina Press, 1988
Bill Crawford *All-American: The Rise and Fall of Jim Thorpe*. New York: Wiley, 2004
Ronald A. Smith *Sports and Freedom: The Rise of Big-Time College Athletics*. New York: Oxford University Press, 1988

IMPORTANT DATES: Dates not listed here will be reserved for general lectures.

June 7 FIRST DAY OF CLASS

June 28 FIRST PRÉCIS DUE

July 3 MIDTERM EXAM

July 20: SECOND PRÉCIS DUE
July 25: LAST DAY OF CLASS
July 26: FINAL EXAM (10:15 - 12:15)

TAKING SPORTS SERIOUSLY

Eliot J. Gorn and Michael Oriard. *The Chronicle of Higher Education*, 24 March 1995, A52.

THE WEST INDIAN SCHOLAR C.L.R. James's 1963 work, *Beyond a Boundary*, is a remarkable book of history and memory. It is about the game of cricket. More. It is about the West Indies, poverty, being black, and colonialism. Cricket is James's microscope, and through it he magnifies wholes of life and thought. He presents cricket as both sport and metaphor, the property of colonizers and colonized, in which struggles over culture, power, hegemony, and resistance are played out. Many scholars consider *Beyond a Boundary* to be the most profound and moving book ever written about sports.

So we were greatly interested when we received a brochure for a conference at New York University last month entitled "Beyond the Boundary." The conference was held in conjunction with the Whitney Museum of American Art, whose show "Black Male: Representations of Masculinity in Contemporary American Art" had included some images of blacks engaged in sports. A conference on black masculinity, borrowing its title from James's book, looked promising for scholars in American studies who, like us, have tried to take the study of athletics seriously. Yet as we looked at the program more closely, we found that it did not include a single session or paper concerning sports.

Of course, scholars can choose to discuss whatever they want to. But how is it possible to understand American culture, particularly African-American culture, and ignore the role played by sports?

We see all around us team logos, images of athletes, and expensive clothing endorsed by famous athletes. Michael Jordan's is perhaps the most recognized face in the world, just as Muhammad Ali's was a generation ago. Nor is there a lack of experts who might participate in scholarly discussions of sports. Harry Edwards, a professor of sociology at Berkeley, opened up the academic study of blacks in sports 25 years ago. His chief concern was the exploitation of black athletes by the sports establishment. He has been succeeded by other distinguished writers—including Gerald Early, a literary scholar at Washington University, and Jeffrey Sammons, a historian at New York University—who have broadened the inquiry into many other aspects of the relationship between race and sports.

Despite the obvious importance of sports in American life, only a small number of American academics have made a specialty of analyzing the relationship between athletics and culture, and their work remains ghettoized. Historians, sociologists, psychologists, anthropologists, and even philosophers and literary scholars have established subspecialties on sports, but their work hovers at the margins of their disciplines.

Moreover, the booming field of cultural studies seems oblivious to the work done on athletics. This is ironic, because cultural studies—the interdisciplinary analysis of history, cultural expression, and power—is exactly where the study of sports is most needed. Where is there a cultural activity more freighted with constructions of masculinity than football, more deeply inscribed with race than boxing, more tied in the public mind to the hopes and hopelessness of inner-city youths than basketball? Gender, race, and power are central theoretical and methodological concerns of cultural studies.

Despite the continuing discussion in American studies of "the body" (of how human beings conceive of themselves physically), athletes' bodies remain curiously off-limits. Yet power and eroticism meet most conspicuously in the athletic body—Florence Griffith-Joyner's, Greg Louganis's, or Michael Jordan's.

Is "the body" as conceived in cultural studies a rhetorical construction, while the bodies of athletes are too palpably real? Are we, as intellectuals, just uncomfortable with physicality, because our own bailiwick is the life of the mind? Could it be that professors are creatures of words while the language of athletics is fundamentally non-verbal? Or are we simply playing out the long-standing faculty antagonism to the distorted priorities of universities with multimillion-dollar athletics programs?

Furthermore, although critical scholarship about television's place in American life is an important part of cultural studies, amazingly little of that scholarship is concerned with televised sports. Yet the mass media have always depended on athletics to reach large audiences, from the invention of the sports pages in the first large-circulation metropolitan newspapers in the 1890's and 1890's, to the first World Series radio broadcasts in the early 1920's, to the baseball and football games and boxing matches telecast at the beginning of the television age. Today, international broadcast via satellite, cable superstations, and pay-per-view television all thrive on sporting events. Sports have been the cash cow of the increasingly pervasive (some would say invasive) entertainment media.

In an age that (properly) embraces multiculturalism, athletics represent both our diversity and our common culture. It is almost a cliché to mention that sports are the lingua franca of men talking across divisions of class and race. Sports also reveal just how interdependent particular subcultures and the larger consumer culture can be. Think, for example, of the symbiotic ties between inner-city playground basketball and the National Basketball Association championships.

SPORTS keep bringing us back to the ever-shifting relationship between commercialized mass culture (the Olympics come immediately to mind) and subcultures of difference (the Gay Games, for example).

Sports also are clearly about gender, although, until recently this often has been overlooked. Certainly athletics have shaped American masculinity. One hundred years ago in an essay called "The American Boy," Theodore Roosevelt exhorted young men to follow the same principles in life as in football: "Hit the line hard; don't foul and don't shrink, but hit the line hard."

For women, organized sports became available as feminism grew and they gained access to higher education and other areas from which they had previously been excluded. Even as Roosevelt wrote his essay, women at Vassar, Smith, Mount Holyoke, and Wellesley Colleges were playing baseball—not softball, baseball. By the turn of the century, a particularly aggressive form of basketball had become a source of pride and passion at women's colleges and on countless playgrounds. We are just beginning to ask what such facts say about definitions of feminism and femininity.

The general banishment of sports from cultural studies is not merely an omission of an important expressive form; leaving out sports distorts our view of culture. Sports present unique challenges to theories about cultural power and personal freedom, which cultural-studies scholars discuss using such categories as "representation," "commodification," "hegemony," and "subversion." One of the challenges is that sports differ from movies, novels, music, and television shows, all of which scholars view as wholly "constructed." Sports, however, are essentially "unscripted." They are real contests, in which many people have participated, at least at an amateur level.

This makes sports different from the other forms of entertainment, which are packaged by their creators. Knowledgeable fans can understand the games on their own terms and ignore the silly prattle of the "color" commentators. Baseball officials cannot script a "Cinderella season" on demand. What sports "mean" to their vast audiences cannot be ordained by either owners or media pundits.

THE GREAT VIRTUE of cultural studies has been to take seriously the idea of "otherness," a concept that, in part, relates to how a group defines itself by the images that it creates outsiders. But otherness is a slippery terrain. To many scholars—whose values are cosmopolitan, whose politics are progressive, and whose incomes are upper middle class—the "other" is not necessarily the same as for most Americans. Young, verbally dexterous, and entrepreneurial rappers—modern-day rebels against a narrow-minded and prissy culture—may be far less alien to hip young intellectuals than the gifted

and disciplined athlete. "Otherness" for scholars, may reside even more in the polyester-clad fan who drinks with his buddies and roots for the home team, or in the middle-aged woman out bowling in her weekly league game. What, in the eyes of many in the academy, could be more unhip, uncool, "other" than American working-class pleasures?

Some scholars have suggested that, after Martin Luther King Jr., Jackie Robinson may well have been the most influential black American of the past 50 years. Not everyone would agree with this proposition, but it is plausible, and it speaks volumes about American culture that the artistry, grade, fierce will, and embattled restraint of a baseball player could become a symbol of courage and strength to so many people. There is no getting around it. For African Americans, sports have been a fount of creativity, of art, of genius. Sports have also been a source of respect for black Americans among people of all races. Any list of the most culturally influential African Americans of the 20th century would have to include Robinson, as well as Jesse Owens, Joe Louis, Jack Johnson, Wilma Rudolph, and Muhammad Ali.

C. L. R. James was so convinced of the importance of sports that he declared cricket and soccer to be "the greatest cultural influences in 19th-century Britain." Although a bit hyperbolic, James's point is well-taken. That athletics have remained so far beyond the boundary of most intellectual discourse is beyond belief. As James so brilliantly demonstrated, the study of sport can take us to the very heart of critical issues in the study of culture and society.



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission: 09/11/2020

College: College of Nursing and Health Sciences

Dept. Initiating Request: School of Nursing

Requestor's Name: Michelle Ritter

Requestor's Role: *Select One. Faculty*

List of Courses (or the program or track)

- NURS 7011. Statistical Applications in Nursing Research and Practice. 3 Hours
- NURS 7060. Directed Study in Nursing. 1-5 Hours
- NURS 7070. Special Topics in Advanced Nursing. 1-5 Hours.
- NURS 7120. Nursing Research. 3 Hours.
- NURS 7312. Advanced Nursing Care with Growing Families During Health Crisis. 6 Hours.
- NURS 7332L. Advanced Nursing for Health Restoration of Adults: Lab. 3 Hours.
- NURS 7450. Family Psychiatric Mental Health Nurse Practitioner Role Synthesis. 3 Hours.
- NURS 7451. Clinical Procedures for Advanced Practice Nurses. 2 Hours.
- NURS 7463. Thesis. 3-6 Hours.
- NURS 7473. Project. 3-6 Hours.
- NURS 7510. Nurse Practitioner Project I. 3 Hours.
- NURS 7520. Nurse Practitioner Project II. 4 Hours.
- NURS 7595. FNP Capstone Practicum. 4 Hours.

- Deactivate Course(s)
- Reactivate Course(s)

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Select One.</i>

Justification: (select one or more of the following and provide appropriate narrative below:)

- Improving student learning outcomes
- Adopting current best practice(s) in field
- Mandate of State/Federal/Accrediting Agency
- Other -

Due to change in the nursing graduate curriculum, these courses are longer offered. Therefore, for accreditation and catalogue purposes the SON requests deactivation of the above courses.

Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

• Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Re. Hardy Mark		11 Sept 2020
College/Division Executive Committee	NA		
Dean/Director	James C. Pace		9/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz		9/17/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/11/2020

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Michelle Ritter	Requestor's Role:	Faculty

CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	NURS 7200	Course Prefix and Number:	
Course Title:	Advanced Health Assessment	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	NURS 7100 Co-Req NURS 7200L	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>
Advanced comprehensive assessment skills. Emphasis is on critical thinking and diagnostic reasoning in a variety of health care settings.	<u>Expands the knowledge of physical assessment principles specific to the role of the APN. The student will develop assessment proficiency related to history and physical examination of clients through the lifespan, including psychiatric mental health and related supportive assessments. Students will analyze, implement and evaluate principles in the clinical setting.</u>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Twice per Year

Justification: *(select one or more of the following and provide appropriate narrative below:)*

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other –

The course description is consistent with accreditation standards of providing healthcare across the lifespan.

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.


Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


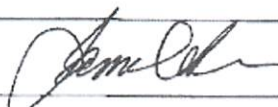
Plans for assessing course effectiveness/meeting program learning outcomes
 (select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Martz Reinhardt		9/11/2020
College/Division Executive Committee			
Dean/Director	James C. Pace		9/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becily K. da Cruz	Becily K. da Cruz	9/17/2020
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College: Select One.	Department(s):
-----------------------------	-----------------------



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/11/2020

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Michelle Ritter	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	NURS 7200L	Course Prefix and Number:	
Course Title:	Advanced Health Assessment Practicum	Course Title:	
Lecture Hours:	0	Lecture Hours:	
Lab/Contact Hours:	2	Lab/Contact Hours:	
Credit Hours:	2	Credit Hours:	
Pre-requisites:	NURS 7100 Co-Req NURS 7200L	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (<u>hover over for instructions</u>)
Application of advanced, comprehensive assessment skills in a variety of health care settings.	Application of advanced, comprehensive assessment skills in a variety of health care settings. <u>Focus will be on common deviations from normal. Populations across the lifespan will be included.</u>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	Twice per Year

Justification: (select one or more of the following and provide appropriate narrative below:)

Improving student learning outcomes Mandate of State/Federal/Accrediting Agency
 Adopting current best practice(s) in field Other -

The course description is consistent with accreditation standards of providing healthcare across the lifespan.



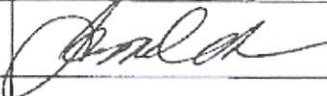

Source of Data to Support Change (select one or more of the following):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

(select one or more of the following and provide appropriate narrative below):

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
 Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Perkins, Mark		9/11/2020
College/Division Executive Committee			
Dean/Director	James C. Pace		9/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz		9/17/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/11/2020

*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Michelle Ritter	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	NURS 7590	Course Prefix and Number:	
Course Title:	Nurse Practitioner Capstone	Course Title:	
Lecture Hours:	1	Lecture Hours:	
Lab/Contact Hours:	15	Lab/Contact Hours:	
Credit Hours:	6	Credit Hours:	
Pre-requisites:	NURS 7200, 7200L, 7230, 7330, 7330L, 7350, and 7350L	Pre-requisites:	<p><u>PR-EREQUISITES for AGNP: NURS 7100, 7101, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 7330, 7330L, 7350, 7350L</u></p> <p><u>PRE-REQUISITES for FNP: NURS 7100, 7101, 7110, 7150, 7160, 7200, 7200L, 7220, 7230, 732B, 7328L, 7329, 7329L, 7330, 7330L, 7350, 7350L</u></p> <p><u>PRE-REQUISITES for FPMHNP: NURS 7100, 7101, 7150, 7160, 7200, 7200L, 7220, 7230, 7250, 7251, 7251L, 7252, 7329, 7330, 7348, 7348L, 7350, 7352, 7352L</u></p> <p><u>PREREQUISITES for Post-Mater's students is based on the gap analysis completed upon admission</u></p>

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Synthesis of evidenced-based knowledge and clinical skills. Emphasis is on health promotion, disease prevention, and clinical practice in primary care with adults and older adults.	Synthesis of <u>Nurse Practitioner clinical knowledge and skills</u> . Emphasis is on health promotion, disease prevention, and clinical practice in primary care with <u>identified populations across the lifespan</u> .

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	<i>Twice per Year</i>
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input checked="" type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –				
<p>The course description is consistent with accreditation standards of providing healthcare across the lifespan related to each specific APRN track.</p>				

Source of Data to Support Change (select one or more of the following):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.



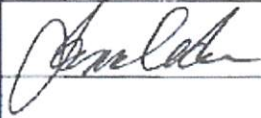
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

Indirect Measures; SOIs, student/employer/alumni surveys, etc.

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Mark Reinhardt		9/11/2020
College/Division Executive Committee			
Dean/Director	James C. Pace		9/11/20
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>	Becky K. daCruz	Becky K. daCruz	9/17/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	