VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY, October 3, 2022

2:30 p.m.

University Center Rose Room

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE AGENDA October 3, 2022

1. Minutes of the September 12, 2022 meeting. (page 1) were approved by email September 15, 2022.

2. COLLEGE OF NURSING AND HEALTH SCIENCES

a. New course NURS 8320 (pages 2-3).

3. COLLEGE OF EDUCATION AND HUMAN SERVICES

- a. Revised Graduate Program Progression (pages 4-10)
- b. Revised prerequisites and description EDAT 6001 (pages 11-12)
- c. Deactivation of the Mathematics Endorsement for K-5 Teachers (pages 13-14)
- d. Deactivation of the Science Endorsement for K-5 Teachers (pages 15-16)
- e. Deactivation of the Georgia Reading Endorsement (pages 17-18)
- f. Removal of Admission Requirements and revised degree requirements for the MED in Curriculum and Instruction in Accomplished Teaching (Pages 19-21)
- g. Removal of Admission Requirements and Special Requirements and revised degree requirements for the EDS in Teacher Leadership (pages 22-25)
- h. Removal of Admission Requirements, Deadlines, and degree requirements for the MAT in Special Education General Curriculum and MAT in Special Education Adapted Curriculum Online (pages 26-31)
- i. Removal of Admission Requirements for the MAT in Special Education Deaf and Hard-of-Hearing (pages 32-36)
- j. Removal of Admission Requirements and revised degree requirements for the MED in Special Education Deaf and Hard-of-Hearing (pages 37-42)

4. COLLEGE OF SCIENCE AND MATHEMATICS

- a. Revised title and description CS 3200 (pages 43-45)
- b. Revised Selected Educational Outcomes and Examples of Outcome Assessments for the BS in Chemistry (pages 46-48)
- c. Revised degree requirements for the BS in Chemistry Pre-Pharmacy Option (pages 49-50)
- d. New course CHEM 4920L (pages 51-57)
- e. Revised Core Area D (pages 58-66)
- f. Revised course title GEOG 4860 (pages 67-68)
- g. Revised course description and title GEOG 4861 (pages 69-70)
- h. Revised course title GEOL 4860 (pages 71-72)
- i. Revised course description and title (pages 73-74)

VALDOSTA STATE UNIVERSITY ACADEMIC COMMITTEE MINUTES September 12, 2022

The Academic Committee of the Valdosta State University Faculty Senate met University Center Rose Room, Monday, September 12, 2022. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Chalise Ludlow, Dr. Carol Glen, Dr. Kristy Litster, Dr. Lois Bellflowers, Dr. Zulal Denaux, Mr. Ken Smith, Dr. Deborah Briihl, Dr. Carol Glen (Proxy Dr. Mandi Bailey), Dr. Ophelie Desmet, Dr. Colette Drouillard, Mr. Brian Williams, Dr. Kelly Mathis (Proxy Dr. Cindy Tori), Dr. Kelly Mathis, Ms. Tera Ray (Proxy Ms. Catherine Bowers), and Ms. Tera Ray.

Members Absent: Dr. Anurag Dasgupta, Dr. Laurel Yu, Mr. Tommy Crane, Dr. Mandi Bailey, Dr. Lisa Batten, Dr. R. Paul Mihail, Dr. Jan Drake, Dr. Cynthia Tori, and Ms. Catherine Bowers.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Shaun Ault, Dr. Crystal Randolph, and Dr. Kenny Ott.

The Minutes of the April 11, 2022 meeting were approved by email on April 14, 2022. (pages 1-4).

A. College of Education and Human Services

- 1. Revised degree requirements for the MED in Adult and Career Education Workforce Education and Development Option was approved effective Summer Semester 2023 with the term effective changed from Spring 2023 to Summer 2023. (pages 5-7).
- 2. Revised degree requirements for the Doctor of Speech Pathology was approved effective Summer Semester 2023 with the effective date change from Fall 2022 to Summer 2023. (pages 8-11).

B. College of Humanities and Social Sciences

1. Revised requirements for the Certificate in Teaching English to Speakers of Other Languages was approved effective Summer Semester 2023 with the effective date changed from Spring 2023 to Summer 2023. (pages 12-14).

C. College of Nursing and Health Sciences

1. Revised requirements for the MSN – Family Nurse Practitioner track was approved effective Fall Semester 2023 with the effective date changed from Spring 2023 to Fall 2023. (pages 15-18).

D. College of Science and Mathematics

- 1. Computer Science (CS) 3200 was pulled will be resubmitted at a later date. (pages 19-21).
- 2. Revised course prerequisites, Mathematics (MATH) 4651, "Numerical Analysis I", (NUMERICAL ANALYSIS I 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2023. (pages 22-23).
- 3. Revised course prerequisites and description, Chemistry (CHEM) 3801, "Physical Chemistry I", (PHYSICAL CHEMISTRY I 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2023 with the effective date changed from Fall 2021 to Spring 2023. (pages 24-26).
- 4. Revised course prerequisites and description, Chemistry (CHEM) 3802, "Physical Chemistry II", (PHYSICAL CHEMISTRY II 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2023 with the effective date changed from Fall 2021 to Spring 2023. (pages 27-29).

Respectfully submitted,

Stanley Jones Registrar

Valdosta State University Curriculum Form Date of

*Course/curriculur	• Request for a NEW COURSE				09/12/2022
	n change or additio	n originates with a facu	Ity member or cu	urriculum committee in	the Academic Program.
College:	College of Nurs	ing and Health Scienc	es	Dept. Initiating Request:	Nursing
Requestor's Name:	Dr. Lee			Requestor's Role:	Faculty
The state of the s	V Course Prefix: tions in the catalog)	NURS		W Course Number: consult #s in the catalog)	8320
Proposed NI	W Course Title:	Practice Implementa	ition and Susta	inability for the Adva	anced Practice Nurse
NEW Course Tit (Limit to 3	e Abbreviation: O character spaces)	Practice Implementa	ition and Susta	inability for APN	
	Prerequisite(s):	NURS 8139			
Lecture Hours:	3	Lab/Contact Hours	: 0	Credit I	lours: 3
Proposed NEW Course	Description: (Lim	it to 50 words. Include req	uisites, cross listing	gs, special requirements,	etc.)*
Program Level:	Course Cl	assitication:	emester to be	Year to be	Estimated Frequency of
Program Level: ☐ Undergraduate ☑ Graduate	☐ Core	(Area A-E) or Requirement	emester to be ffective: Fall Spring Summer	Year to be Effective: 2023	Estimated Frequency of Course Offering: Once per Year
☐ Undergraduate	☐ Core ☐ Majo ☑ Elect	(Area A-E) or Requirement	ffective: ☐ Fall ☐ Spring ☐ Summer	Effective:	Course Offering:
☐ Undergraduate ☐ Graduate	Core Majo Elect e or more of the j	Assification: (Area A-E) or Requirement tive following and provide es	ffective: Fall Spring Summer appropriate no	2023 arrative below:) te of State/Federal/A	Course Offering: Once per Year

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 —
Lecture, portfolio, class discussion, learning activities, assigned reading, audiovisual aids, practice simulation
implementation project, role playing, study guides, demonstrations, guided mock grant writing, computer assisted
instruction, continuing medical education and/or case studies, practice quizzes/tests, student presentations, and clinical
application are utilized to meet the course objectives.
** Attach General Course Syllabus/Support documents with course outcomes/assessments **

VALUETA	Valdosta State University – NEW COURSE Form • Request for a NEW COURSE						
Approval	ls:	Print:	Sign	nature:	Date:		
Departm	nent Head	Michelle Ritter	~ ~ ~ M	~	9/12/23		
College/Division	Executive ommittee						
Dear	n/Director	James C. Pace	Jensalden		9/12/22		
Graduate Executive Committee (for graduate course)		Becky K. da Cruz	Becky K. da Cruz		9/27/2022		
	uate Dean duate course)	Becky K. da Cruz	Becky K. da Cruz		9/27/2022		
Academic Committee			0				
*Will this change impact another college/department?		✓ No □ Yes [select college & indicate	e department(s)]			
College: Select One.		Department(s):					

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VA	LI	OS A T	STA E

Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

08/23/2022

CONCESSION AND ADDRESS OF THE PROPERTY OF THE						
*Course/curricu	ılum	change or addition originates with a fact	ulty member or cur	ricului	m committ	ee in the Academic Program.
College:	555	llege of Education and Human rvices	12	Dept. Initiating Request:		Office
Requestor's Name:	Na	talie Kuhlmann	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Requestor's Role:		ne.
Check One Option:		Curriculum Change (Changes to Program/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrativ		sions/Program Policies, Narrative, etc.)	
Program Level:		Course Classification:	Semester to be Effective:		ective:	Year to be Effective:
□Undergraduate ☑ Graduate	□ Spring			2023		
Degree/Program Name: Graduate Program Progression						
Current Catal UI	og RL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/				

Present Requirements:

Accreditation

The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). In addition, the Master of Library and Information Science is accredited by the American Library Association Committee on Accreditation (ALA-COA).

The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:

Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology), Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)

Proposed Requirements: (hover over for instructions)

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Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)

Special Education/Deaf Education (Council for Exceptional Children)

Diversity

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that "Effective management of Valdosta State University's unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning."

Advising

For initial guidance, new graduate students in the Dewar College of Education and Human Services should consult with the head of the department in which they plan to pursue a degree. Each student will be assigned an advisor in the appropriate area of study. The student and advisor will collaborate in designing the program to meet the individual needs of the student within the guidelines of the approved program of study. Students are expected to initiate contact with their advisors at least once per semester to ensure that all program requirements are being met.

Student Responsibilities

Graduate students are expected to become familiar with the rules and requirements of the Dewar College of Education and Human Services and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

Master's Degree Programs

Master's degree programs are designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. Programs at the master's level develop the students' ability to use and apply research skills, become familiar with current issues and trends in their fields, and review material related to legal issues and ethics. The degree programs offered are as follows: Department of Communication Sciences and Disorders

Special Education/Deaf Education (Council for Exceptional Children)

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Department of Communication Sciences and Disorders

M.Ed. Communication Disorders

Department of Teacher Education

M.Ed. Elementary Education (online)

M.Ed. Middle Grades Education-Math/Science (online)

M.Ed. Curriculum and Instruction Accomplished Teaching (online)

M.A.T. Special Education--Adapted Curriculum or General Curriculum (online)

M.Ed. Special Education--Deaf Education (online)

M.A.T. Special Education-Deaf Education (online)

M.A.T. Education

M.A.T. Middle Grades Education

M.A.T. Secondary Education

M.A.T. Agriculture Education

M.Ed. Health and Physical Education (online)

M.A.T. Health and Physical Education (online)

Department of Leadership, Technology, and Workforce Development

M.Ed. Adult and Career Education (online and face-to-face)

M.Ed. Educational Leadership

M.Ed. Instructional Technology (online)

Department of Library and Information Studies

M.L.I.S. Library and Information Science (online)

Department of Human Services

M.Ed. Counselor Education

M.S. Psychology

M.S. Marriage and Family Therapy

M.S.W. Social Work

Education Specialist Degree Programs

The Education Specialist (Ed.S.) degree is designed to enhance and extend the knowledge and skills of students beyond the master's level. The core course at the specialist level is designed to develop the students' ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are: Department of Human Services

Ed.S. School Counseling (online)

Department of Leadership, Technology, and Workforce Development

Ed.S. Educational Leadership

Ed.S. Instructional Technology (online)

Department of Teacher Education

Ed.S. Coaching Pedagogy in Physical Education (online)

Ed.S. Special Education (online)

Ed.S. Teacher Leadership (online)

Doctoral Degree Programs

The doctoral degree program is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting a broad range of academic, social, economic, cultural, and organizational issues. The degrees offered are as follows: Department of Communication Sciences and Disorders

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M.A.T. Middle Grades Education

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SLP.D. with a major in Speech-Language Pathology Department of Leadership, Technology, and Workforce Development

Ed.D. Adult and Career Education

Ed.D. Leadership

Ed.D. Curriculum and Instruction

Certifications and Endorsements

The College also offers non-degree programs approved for GaPSC certification and endorsement:

Gifted Endorsement (online)

Online Teaching Endorsement (online)

Performance-Based Leadership Certification

Reading Endorsement (online)

School Library Media Certification

K-5 Science Endorsement (online)

K-5 Mathematics Endorsement (online)

The Department of Curriculum, Leadership, and Technology also offers an Online Teaching Certificate, a professional development program designed for individuals who teach in online environments outside the P-12 educational setting or who teach in school settings outside of Georgia.

Additional Education Degrees

Other education degrees and programs offered in cooperation with departments outside the Dewar College of Education and Human Services are listed below. Information related to these degrees may be found in the catalog section of the pertinent departments. Department of Music, College of the Arts

M.A.T. Music/Music Education

Department of Modern and Classical Languages, College of Arts and Sciences

M.A.T. Education/French Foreign Language Education

M.A.T. Education/Spanish Foreign Language Education

M.A.T. Education/English to Speakers of Other Languages ESOL Endorsement

TESOL Certificate

Clinical Practice in P-12 Educator Preparation Programs Student teaching is the culminating professional experience and involves full-time teaching experience in an assigned P-12 school.is scheduled during the last term of university enrollment.

Student teachers are required to take the appropriate GACE Content Assessment for their major. Students do not have to pass the GACE Content Assessment in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major. Students who do not meet this requirement will receive and Incomplete ("I") in student teaching/internship for the semester and will not graduate.

SLP.D. with a major in Speech-Language Pathology
Department of Leadership, Technology, and Workforce
Development

Ed.D. Adult and Career Education

Ed.D. Leadership

Ed.D. Curriculum and Instruction

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Performance-Based Leadership Certification (online)

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School Library Media Certification (online)

K-5 Science Endorsement (online)

K-5 Mathematics Endorsement (online)

The Department of *Curriculum*, Leadership, *and*Technology, and Workforce Development also offers an Online Teaching Certificate, a professional development program designed for individuals who teach in online environments outside the P-12 educational setting *or who teach in school settings outside of Georgia*.

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Department of Music, College of the Arts

M.A.T. Music/Music Education (online)

Department of Modern and Classical Languages, College of

Arts and Sciences Humanities and Social Sciences

M.A.T. Education/French Foreign Language

Education/French (online)

M.A.T. Education/Spanish Foreign Language

Education/Spanish (online)

M.A.T. *Education*/English to Speakers of Other Languages (online)

ESOL Endorsement (online)

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A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of the school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete the prescribed plan before being permitted to attempt student teaching a second time. During the second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. The COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Professional Education Services.

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P-12 Educator Certification

The Georgia Professional Standards Commission (GaPSC) requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the content tests appropriate to their program of study. These certification tests are the GACE Content Assessments (for Communication Disorders majors, the Praxis II Assessment), and registration applications are available online at http://gace.ets.org (for Praxis II, the website is www.ets.org). The GaPSC also required applicants seeking initial certification to pass the stateapproved performance-based effectiveness assessment (edTPA) and pass the Georgia Educators Ethics Assessment--Exit. A passing score must be obtained on all of these assessments before a student may be recommended to the GaPSC for a certificate of eligibility or induction certificate. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics Assessment--Entry are also required for certification, but these are met through the admission requirements for Teacher Education.

Certification Programs for Students with Degrees
Students who already have a degree and are coming to
Valdosta State University to obtain a teaching certificate
must meet the requirements for admission to Teacher
Education and be accepted into a certification-only
program. The student's prior academic course work will be
used to design a plan of study to satisfy the standards for
certification through the approved GaPSC program. A part

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of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend individuals for GaPSC certification who have not completed part of their course work at VSU.

Specific questions regarding certification should be directed to the department.

Program Dismissal

Earning grades below a "B" in graduate courses will result in the following consequences:

Students admitted in Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Students admitted BEFORE Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning. Courses attempted for zero credit hours will not be assigned deficiency points, and grades in these courses will not be counted toward program dismissal.

All graduate students in the COEHS educator preparation programs are required to maintain a minimum 2.75 graduate GPA to remain in the program. Exceptions to this policy include students enrolled in the M.Ed. in Adult and Career Education (Workforce Education and Development and Business Education and Information Technology), the M.Ed. in Educational Leadership (Higher Education and Student Affairs), the M.S. in Marriage and Family Therapy, the M.S. in Psychology (Clinical Psychology and Industrial/Organizational Psychology), and the M.S.W. in Social Work, who must maintain a minimum 2.5 graduate GPA. Doctoral students must maintain a minimum 3.0 graduate GPA. Please refer to individual programs for additional program retention requirements.

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Program Dismissal

Earning grades below a "B" in graduate courses will result in the following consequences:

Students admitted in Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Students admitted BEFORE Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning. Courses attempted for zero credit hours will not be assigned deficiency points, and grades in these courses will not be counted toward program dismissal. All graduate students in the COEHS educator preparation programs are required to maintain a minimum 2.75 graduate GPA to remain in the program. Exceptions to this policy include students enrolled in the M.Ed. in Adult and Career Education (Workforce Education and Development and Business Education and Information Technology), the M.Ed. in Educational Leadership (Higher Education and Student Affairs), the M.S. in Marriage and Family Therapy, the M.S. in Psychology (Clinical Psychology and Industrial/Organizational Psychology), and the M.S.W. in Social Work, who must maintain a minimum 2.5 graduate GPA. Doctoral students must maintain a minimum 3.0 graduate GPA. Please refer to individual programs for additional program retention requirements.

...

Justification: (select one or more of the following and provide appropriate narrative below:)					
☐ Improving student learning outcomes	Mandate of State/F	ederal/Accrediting Agency			
☐ Adopting current best practice(s) in field	Other –				
Cleaning up and updated content based on recent program and state requirement changes.					
Source of Data to Support Change (select one or more of the following):					

Student performance will be monitored in order to understand the impact of these changes on student progression and

Other Data Source Descriptions -

retention.

VALDOSTA STATE		tate University – Curricu UM CHANGE OR REVISED CATALO		Revised Catalo	og Copy Form
Approv	als:	Print:	Sig	nature:	Date:
Departi	ment Head				
	ge/Division Committee	David Slykhuis	DocuSigned by: Dawid Stykhai's		9/13/2022 3:51
Dea	n/Director	David Slykhuis	DFAE59216E384AB DocuSigned by: David Slykhei's		9/13/2022 3:51
(E Executive Committee aduate course)	Becky K. da Cruz	Becky K.	da Cruz	9/27/2022
	luate Dean aduate course)	Becky K. da Cruz	Becky K.	da Cruz	9/27/2022
Academic (Committee			<i>O</i>	
*Will this change impact another college/department?		□ No ⊠ Yes	[select college & indic	rate department(s)]	
College: College of the Arts & COHSS			Department(s):	Music Education,	The Albanda Carabana Carabana

Language Education

Valdosta State University Curriculum Form • Request for a REVISED COURSE					s	Date of ubmission:	08/23/2022
*Course/c	urri	culum revisions originate with a fa	culty me	ember or curric	ulum co	mmittee in th	e Academic Program.
College:	Со	llege of Education and Human	Services	S	Dep	t. Initiating Request:	Teacher Education
Requestor's Name:	Na	talie Kuhlmann			R	equestor's Role:	Select One.
CURRENT: RE				REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	ED	AT 6001		Course and Nu	Selection of the select		
Course Title:		ing Assessment to Improve aching and Learning		Course	Title:		
Lecture Hours:				Lecture	Hours:		
Lab/Contact Hours:				Lab/Contact	Hours:		
Credit Hours:				Credit	Hours:		
Pre-requisites:				Pre-requ	isites:	EDAT 7131	, EDAT 7133, EDAT 7100
CURRENT Course D)esc	ription:		NEW Course	e Descr	iption: <u>(hove</u>	er over for instructions)
Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.			nd	Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice. A school-based field experience in the service field of curriculum and instruction is required.			
Drogram Lavel		Course Classification:	Seme	ester to be Year to be Estimated Frequency of			
Program Level:		Course Classification:	Effect	tive:	Effect	ive:	Course Offering:
☐ Undergraduat ☑ Graduate	e	☐ Core (Area A-E)☒ Major Requirement☐ Elective	\boxtimes	Fall Spring 2023 Summer		2023	Twice per Year
Justification: (selec	t on	e or more of the following and	provide	appropriate	narrati	ve below:)	
		learning outcomes		✓ Mandat✓ Other –		ate/Federal/	Accrediting Agency
	Adopting current best practice(s) in field Other – This course is considered clinical practice for VSU so it should be taken near the end of the students' program.						
	side	red clinical practice for vso	so it sh	iouid be tak	en nea	r the end o	the students program.
Source of Data to S					en nea	r the end o	The students program.
	Supp	ort Change (select one or more	of the	following):	en nea	r the end o	Title students program.
☐ Indirect Measu	Supp ures	ort Change (select one or more	of the	following):			
☐ Indirect Measur	ures es; l	oort Change (select one or more ; SOIs, student/employer/alum Materials collected/evaluated f	of the ni surve	following): eys, etc. ram assessme	ent (tes		
☐ Indirect Measur ☐ Direct Measur Plans for assessing	ures es; f	sort Change (select one or more ; SOIs, student/employer/alum Materials collected/evaluated f rse effectiveness/meeting pro	e of the ni surve or prog gram le	following): eys, etc. ram assessme	ent (tes		
☐ Indirect Measur ☐ Direct Measur Plans for assessing (select one or more	ures es; l cou	sort Change (select one or more ; SOIs, student/employer/alum Materials collected/evaluated f rse effectiveness/meeting pro the following and provide appro-	e of the ni surve or prog gram le opriate i	following): eys, etc. ram assessmeearning outco	ent (tes		
☐ Indirect Measur ☐ Direct Measur Plans for assessing (select one or more ☐ Indirect Measur	es; for courses of the courses of th	Fort Change (select one or more ; SOIs, student/employer/alum Materials collected/evaluated for se effectiveness/meeting properties of the following and provide approximate the student/employer/alum	of the ni surve or program le opriate in ni surve	following): eys, etc. ram assessme earning outco narrative belo	ent (tes mes ow):	ts/portfolios	/assignments, etc.)
☐ Indirect Measur ☐ Direct Measur Plans for assessing (select one or more ☐ Indirect Measur ☐ Direct Measur	es; for the court of the court	sort Change (select one or more sols, student/employer/alum Materials collected/evaluated f rse effectiveness/meeting pro the following and provide appro sols, student/employer/alum Materials collected/evaluated f	of the ni surve or program le opriate in ni surve	following): eys, etc. ram assessme earning outco narrative belo	ent (tes mes ow):	ts/portfolios	/assignments, etc.)
☐ Indirect Measur ☐ Direct Measur Plans for assessing (select one or more ☐ Indirect Measur ☐ Direct Measur	es; for the court of the court	Fort Change (select one or more ; SOIs, student/employer/alum Materials collected/evaluated for se effectiveness/meeting properties of the following and provide approximate the student/employer/alum	of the ni surve or program le opriate in ni surve	following): eys, etc. ram assessme earning outco narrative belo	ent (tes mes ow):	ts/portfolios	/assignments, etc.)

Sign Envelop	e ID: F4956D1C-45D	4-4F68-89A9-07AD13913F57	
	Valdosta S	tate University - REVISED (COURSE Form
VALDOSTA STATE Business of the New Consultance James (2000)	 Request for 	r a REVISED COURSE	
Ар	provals:	Print:	Sign

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborale Paine	9/13/2022 2:4
College/Division Executive Committee	David Slykhuis	David Slykhei's	9/13/2022 4:0
Dean/Director	David Slykhuis	DFAE59216E384AB DocuSigned by: David Slykhui's	9/13/2022 4:0
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
Academic Committee			
Vill this change impac	ct another college/department?	P ⊠ No □ Yes [select college & inc	licate department(s)]
College: Select Or	ne.	Department(s):	

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Valdosta State University Curriculum Form

VALDOSTA STATE • CU	JRRIC	ICULUM CHANGE OR REVISED CATALOG COPY			Su	bmission:	08/23/2022		
*Course/curri	culum	change or addition originate	es with a facu	Ity member or curi	riculur	m committe	e in the Academic Pro	gram.	
College:		llege of Education and Hurvices	man	Dept. Initia	7 30 30 30	Teacher E	Teacher Education		
Requestor's Name	I IVA	talie Kuhlmann		Request R	or's ole:	Select On	е.		
Check One Option: Check One Option: Changes to Program/Degree)			Revised C			ons/Program Policies, Narr	ative, etc.)		
Program Level:		Course Classification:		Semester to b			Year to be Effective		
☐ Undergradua ☑ Graduate	ate	☐ Core (Area A-E) ☐ Major Requirement ☐Elective		☑ Fall☐ Spring☐ Summer			2023		
Degree/Prog	ram me:	Mathematics Endorseme	ent for K-5 T	eachers					
Current Cat		http://catalog.valdosta.e services/teacher-educat							
Present Requirer	nents	:		Proposed Requ	uirem	ents: (hov	er over for instruction	ons)	
This endorsement educator compet mathematics. The pursued by individual who hold a valid Advanced Profess certificate. Go to the Gradual Programs, then contends for more	t prog ency l e K-5 I duals level 4 sional te Sch lick or	ment for K-5 Teachers gram strengthens and enhalevels for teaching elementeaching mathematics in 4 or higher Induction, Prof., or Lead Professional teaching mathematics in Mathematics Endorsementeaching mathematics Endorsemented	ntary nt may be grades K-5 fessional, ching	educator comp mathematics. T pursued by indi who hold a vali Advanced Profe certificate. Go to the Grad	ent pretendent properties in the K- ividual development of the K- ession uate to the control of the K- ividual of the K-	rogram stra cy levels for 5 mathem als teaching el 4 or high nal, or Lead School well on Mathe aformation	engthens and enhar in teaching elementa natics endorsement in g mathematics in gr ner Induction, Profes d Professional teach posite and click on Ou matics Endorsemen	ary may be rades K-5 rsional, ing	
Required Cours				Required Cou					
ELED 6010	Advan Numb	ced Applications of ers, Number Systems, perations for K-5 ers	3	ELED 6010	Adv Nur and		olications of mber Systems, as for K-5	3	
1	Measu	nced Applications of 3 urement and Geometry 5 Teachers		ELED 6020	Med	Advanced Applications of Measurement and Geometry for K-5 Teachers		3	
	Algebr Data A	ced Applications of ra and Patterns with analysis and Probability Teachers	3	ELED 6030	Alge And	ebra and P	olications of atterns with Data Probability for K-5	3	
Total Hours			9	Total Hours				9	

Sign Envelope ID: F4956D1C-45E	04-4F68-89A9-07AD13913F57						
☐ Improving student lea	arning outcomes	☐ Mandate of State/Federal/Accre	editing Agency				
☐ Adopting current best	practice(s) in field	☑ Other –					
We want to deactivate this endorsement due to low enrollment.							
Source of Data to Support	Change (select one or more of	the following):					
	Indirect Measures; SOIs, student/employer/alumni surveys, etc.						
□ Direct Measures; Mat □	erials collected/evaluated for	program assessment (tests/portfolios/as	ssignments, etc.)				
	effectiveness/meeting progra following and provide appropri						
☐ Indirect Measures; SC	Ols, student/employer/alumni s	surveys, etc.					
☐ Direct Measures; Mat	erials collected/evaluated for	orogram assessment (tests/portfolios/as	ssignments, etc.)				
Other Data Source De	escriptions –						
N/A							
(A) Valdosta S	tate University — Curr	culum Change or Revised Ca	talog Cony Form				
Variation	tate University – Curr	culum Change or Revised Car	talog Copy Form				
Variation			talog Copy Form				
VALDOSTA STATE OCCURRICUL	UM CHANGE OR REVISED CATA	LOG COPY					
VALDOSTA STATE MORPH CONTROL Approvals:	UM CHANGE OR REVISED CATA Print:	Signature: DocuSigned by:	Date: 9/13/2022 2:4				
Approvals: Department Head	Print: Deborah Paine David Slykhuis	Signature: Deboral Paine	Date: 9/13/2022 2:4 9/13/2022 4:0				
Approvals: Department Head College/Division Executive Committee	Print: Deborah Paine	Signature: DocuSigned by: Deborate Paine B841DD4F62CC4C4 BocuSigned by:	Date: 9/13/2022 2:4 9/13/2022 4:0				
Approvals: Department Head College/Division Executive Committee Dean/Director	Print: Deborah Paine David Slykhuis David Slykhuis	Signature: Docusigned by: Duboval Paint E8410D4F62CC4C4 Docusigned by: David Shykhai's Defecting need by: David Shykhai's David Shykhai's	Date: 9/13/2022 2:4 9/13/2022 4:0 9/13/2022 4:0				
Approvals: Department Head College/Division Executive Committee Dean/Director	Print: Deborah Paine David Slykhuis	Signature: Docusigned by: Dubbrau Paint Best 104662C4C4 Docusigned by: David Slykanis Drae 59216E384AB Drae 59216E384AB	Date: 9/13/2022 2:4 9/13/2022 4:0 9/13/2022 4:0				
Approvals: Department Head College/Division Executive Committee Dean/Director Graduate Executive Committee	Print: Deborah Paine David Slykhuis David Slykhuis	Signature: Docusigned by: Duboval Paint E8410D4F62CC4C4 Docusigned by: David Shykhai's Defecting need by: David Shykhai's David Shykhai's	Date: 9/13/2022 2:4 9/13/2022 4:0 9/13/2022 4:0				

14

 \boxtimes No \square Yes [select college & indicate department(s)]

Department(s):

*Will this change impact another college/department?

Select One.

College:

Science for K-5 Teachers

Total Hours

		c-45D4-4F68-89A9-07AD13913F6 a State University C		m Form		Date of		
	COPY	Su	ibmission:	08/23/2022				
*Course/curr	riculum	change or addition originate:	s with a facu	ılty member or cu	rriculu	m committee	e in the Academic Pro	gram.
College:		ollege of Education and Hur rvices	man	Dept. Initia	ating uest:	Teacher E	ducation	
Requestor's Name: Natalie Kuhlmann			Reques	tor's Role:	Select One	2.		
Check One Op	tion:	Curriculum Change (Changes to Program/Degree)		Revised Catalog Copy			ons/Program Policies, Narr	ative, etc.,
Program Level:		Course Classification:		Semester to	be Eff	ective:	Year to be Effective	e:
☐ Undergradu 図 Graduate	☐ Undergraduate ☐ Core (Area A-E) ☐ Major Requirement			☑ Fall☐ Spring☐Summer			2023	
Degree/Pro	gram ame:	Science Endorsement for	K-5 Teach	ers				
Current Ca		http://catalog.valdosta.e					lucation-human-	
Present Require							er over for instruction	ons)
educator compe science. The K-5 individuals teach level 4 or higher Professional, or Go to the Gradu Programs, then of Teachers for mo	nt pro tency science ing sc Induct Lead F ate Sc click o re info	gram strengthens and enhance levels for teaching element ce endorsement may be purience in grades K-5 who hotion, Professional, Advance Professional teaching certification website and click on Conscience Endorsement for	tary rsued by old a valid ed icate. Our K-5	educator comp science. The K individuals ted level 4 or high Professional, of Go to the Grad Programs, the Teachers for n	nent pa petend -5 scie aching er Ind or Lead duate en click nore in	rogram stre cy levels for ence endors science in g uction, Proj d Profession School web c on Science nformation.	engthens and enhar teaching elemento ement may be purs grades K-5 who hol fessional, Advanced nal teaching certific esite and click on Ou e Endorsement for N	ary sued by d a valid d cate. ur (-5
Code	Title		Hours	Code	Titl	e		Hour
Required Cour	ses			Required Co	urses			
ELED 6110 Advanced Science Content and Pedagogy in Life Science for K-5 Teachers		3	ELED 6110 Advanced Science Content an Pedagogy in Life Science for R Teachers			3		
	and P	nced Science Content edagogy in Earth and Science for K-5 Teachers	3	ELED 6120 Advanced Science Content a Pedagogy in Earth and Spac Science for K-5 Teachers		arth and Space	3	
ELED 6130 Advanced Science Content 3 and Pedagogy in Physical		3	ELED 6130			nce Content and hysical Science	3	

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 —							

Total Hours

9

for K-5 Teachers

9

We want to deactivate this endorsement due to low enrollment.						
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 –						
N/A						

Approv	als:	Print:	Signature: Date		
Depart	ment Head	Deborah Paine	Deborale Paine	9/13/2022 2:48	
	ge/Division Committee	David Slykhuis	EB41DD4F62CC4C4 DocuSigned by: Dawid Slykhuis	9/13/2022 4:0	
Dea	an/Director	David Slykhuis	DFAE59216E384AB Docusigned by: David Slykhais	9/13/2022 4:0	
1	e Executive Committee aduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022	
	duate Dean aduate course)	Becky K. da Cruz	Becky K. da Cruz Becky K. da Cruz	9/27/2022	
Academic (Committee				
*Will this c	hange impa	ct another college/department?	⊠ No ☐ Yes [select college & in	dicate department(s)]	
College:	Select On	e.	Department(s):		

Valdosta State University Curriculum Form

VALDOSTA STATE Auditurio las Nationarios	CURRICULUM CHANGE OR REVISED CATALOG COPY			Su	ıbmission:	08/23/2022		
*Course/curr	iculum	change or addition originate	s with a facu	Ity member or curr	iculu	m committe	e in the Academic P	rogram.
College of Education and Human Services			Dept. Initiat Requ		Dean's Office			
	Requestor's Name: Natalie Kuhlmann			Requesto Re	or's ole:	Select On	е.	
Check One Option: Curriculum Change (Changes to Program/Degree)			Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)					
Program Level:		Course Classification:		Semester to b	e Eff	fective:	Year to be Effect	ive:
□Undergradua 図 Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Graduate ☐ Lelective			⋈ Fall□ Spring□Summer			2023	
Degree/Pro	gram ame:	Georgia Reading Endorse	ement					
Current Ca		http://catalog.valdosta.e services/teacher-educat					lucation-human-	
Present Require	ments	:		Proposed Requ	iren	nents: (hove	er over for instruc	tions)
to teach reading Admission Deadline: Jul Spring Deadline: Summer Deadline: Summer Deadline: Program Admiss To pursue to Geomust: Submit a gradua degree seeking ending accredited instituted a clear reneated service field Go to the Gradua Programs, then or	at the lines ly 15 Novelue: Aprilion Represendors aduate ution; ewable of compate Schement	quirements: Reading Endorsement, app dication for admission as a ement student; de degree from a regionally e certificate in any teaching munication disorders. The cool website and click on the cool website and click	olicants non- g field or Our on:	to teach readin Admission Dead Fall Deadline: Jo Spring Deadline Summer Deadline Program Admis To pursue to Go must: Submit a gradu degree seeking Hold an underg institution; Hold a clear rer field or the serv Go to the Gradu Programs, then	g at diline all line	the grade loss 5 vember 15 April 15 Requirement a Reading loss application or sement so the degree lable certification of community school wellow on Reading loss and Programs	ents: Endorsement, app for admission as a	certificate. colicants a non- coloredited ag, leader, ders. Our on:
	r the f	Reading Endorsement	Hours	Requirements f	or th		Endorsement	Hours
Code READ 7100		ls and Issues in Reading	Hours 2-3	Code READ 7100			sues in Reading	Hours 2-3
READ 7010	Diagn	osis and Correction of ng Difficulties	3	READ 7010	Dia		Correction of	3
READ 7130	Comp	orehension and Study egy Instruction	3	READ 7130	Со	1 2 0 TO 1 TO 1 TO 1	on and Study	3
Total Hours			8-9	Total Hours				8-9

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 Georgia Professional Standards Commission offers the reading endorsement for all educators who hold professional						
Georgia certification.						
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 –						
Student performance will be monitored in order to understand the impact of these changes on student progression and						
retention.						

Valdosta State University - Curriculum Change or Revised Catalog Copy Form **CURRICULUM CHANGE OR REVISED CATALOG COPY** Approvals: Print: Signature: Date: DocuSigned by: 9/13/2022 | 2:48 P Deborah Paine Department Head Deborale Paine -EB41DD4F62CC4C4... -DocuSigned by: David Slykhuis 9/13/2022 | 4:03 PM College/Division **Executive Committee** David Stykhais -DFAE59216E384AB... -DocuSigned by: David Slykhuis 9/13/2022 | 4:03 P Dean/Director David Stykheis -DFAE59216E384AB... **Graduate Executive** 9/27/2022 Committee Becky K. da Cruz (for graduate course) Graduate Dean Becky K. da Cruz Becky K. da Cruz 9/27/2022 (for graduate course) Academic Committee *Will this change impact another college/department? ☐ Yes [select college & indicate department(s)] Department(s): College: Select One.

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Valdosta State University Curriculum Form

Date of

VALDOSTA STATE STATE Soldenges Der hast namen Jacks genin	CURRICULUM CHANGE OR REVISED CATALOG COPY			ubmission:	08/23/2022	
*Course/curricu	ılum	change or addition originates with a facul	ty member or curriculu	m committe	ee in the Academic Program.	
College:	College of Education and Human Services		Dept. Initiating Request:	Dean's O	ffice	
Requestor's Name:	Na	talie Kuhlmann	Requestor's Role:	Select Or	ne.	
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)			
Program Level:		Course Classification:	Semester to be Ef		Year to be Effective:	
□Undergraduate ☑ Graduate		□ Core (Area A-E)⋈ Major Requirement□Elective	☑ Fall☐ Spring☐Summer		2023	
Degree/Progra Nan		Master of Education with a Major in	Curriculum and Instr	uction in A	ccomplished Teaching	
Current Catal U	log RL:	http://catalog.valdosta.edu/graduate services/teacher-education/med-pro accomplished-teaching/				
Present Requirem	ents	:	Proposed Requirements: (hover over for instructions)			
Present Requirements: Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching On-line collaborative degree with Columbus State University and Georgia Southern University Admission Requirements Must hold a bachelor's degree from a regionally-accredited institution. Must have a cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page.) Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.		Instruction in Accomplished Teaching On-line collaborative degree with Columbus State University and Georgia Southern University Admission Requirements Must hold a bachelor's degree from a regionally-accredited institution. Must have a cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See the Graduate Programs page.) Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.				
Program Completion Requirements A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.			graduation. No grad the degree. Candidates must su	ade point a de below a bmit an ap	ments average (GPA) is required for "C" will be credited toward oplication for graduation at eir expected graduation date.	

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Curriculum and Instruction. The Valdosta State University Dewar college of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) for program completion. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Curriculum and Instruction.

Code	Title	Hours	
Core Courses		9	
EDAT 5999	Professional Orientation	0	
EDAT 7100	Research Methodology in Education	3	
EDAT 7133	Trends, Issues and Research in Education	3	
EDAT 6159	Multicultural Studies across the Curriculum	3	
Georgia Fram	nework Domains	18	
EDAT 6226	Curriculum Design for Student Achievement	3	
EDAT 6115	Knowledge of Students and Their Learning	3	
EDAT 7132	Framework for Teaching	3	
EDAT 6001	Using Assessment to Improve Teaching and Learning	3	
EDAT 7131	Enhancing Student Performance	3	
EDAT 6000	Professional Decision Making	3	
Approved Ele	ectives	9	
Total Hours Required for the Degree			

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Curriculum and Instruction. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) for program completion. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass attempt the Georgia state-approved assessment(s) for certification in Curriculum and Instruction.

Code	Hours			
Core Courses		9		
EDAT 5999	Professional Orientation	0		
EDUC 5999	<u>Professional Orientation</u>	0		
EDAT 7100	.00 Research Methodology in Education			
EDAT 7133	Trends, Issues and Research in Education	3		
EDAT 6159	Multicultural Studies across the Curriculum	3		
Georgia Fram	ework Domains	18		
EDAT 6226	Curriculum Design for Student Achievement	3		
EDAT 6115 Knowledge of Students and Their Learning		3		
EDAT 7132	Framework for Teaching	3		
EDAT 6001	Using Assessment to Improve Teaching and Learning	3		
EDAT 7131	Enhancing Student Performance	3		
EDAT 6000	Professional Decision Making	3		
Approved Ele	ctives	9		
Total Hours R	equired for the Degree	36		

Justification: (select one or more of the following and provide appropriate narrative below:)						
☐ Improving student learning outcomes	\boxtimes	Mandate of State/Federal/Accrediting Agency				
Adopting current best practice(s) in field	\boxtimes	Other –				
We are combing these two courses into one so that it aligns with the EDUC 5999 course already offered.						
Source of Data to Support Change (select one or more of the	he foli	lowing):				

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 —
Student performance will be monitored in order to understand the impact of these changes on student progression and
retention.

Valdosta State University - Curriculum Change or Revised Catalog Copy Form **CURRICULUM CHANGE OR REVISED CATALOG COPY** Print: Signature: Date: Approvals: -DocuSigned by: Department Head Deborah Paine 9/13/2022 | 2:48 PM Deborale Paine -DEBASONAFARCC4C4... David Slykhuis 9/13/2022 | 4:03 P College/Division David Stykhuis **Executive Committee** DFAE59216E384AB... 9/13/2022 | 4:03 PI David Slykhuis Dean/Director David Slykheis DFAE59216E384AB. **Graduate Executive** Becky K. da Cruz 9/27/2022 Committee Becky K. da Cruz Becky K. da Cruz (for graduate course) Graduate Dean (for graduate course) Becky K. da Cruz 9/27/2022 Academic Committee *Will this change impact another college/department? ☐ Yes [select college & indicate department(s)] Department(s): College: Select One.

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VA	LDOSTA
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Valdosta State University Curriculum Form

Date of

VALDOSTA STATE STATE Author (See No. 1 cms.)	RRIC	ULUM CHANGE OR REVISED CATALOG	COPY Si	ubmission:	08/23/2022
*Course/curricu	ılum	change or addition originates with a facu	lty member or curriculu	ım committe	e in the Academic Program.
College:	100000	llege of Education and Human rvices	Dept. Initiating Request:	I Dean's Office	
Requestor's Name:	Na	talie Kuhlmann	Requestor's Role:	Select On	e.
Check One Option: Check One Option: Changes to Program/Degree) Changes to Program/Degree) Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narro			ons/Program Policies, Narrative, etc.)		
Program Level:		Course Classification:	Semester to be Ef	fective:	Year to be Effective:
□Undergraduate ☑ Graduate	2	□ Core (Area A-E)⋈ Major Requirement□Elective	☐ XX Fall XX ☑ Spring ☐ Summer		2023
Degree/Progra		Ed.S. Degree with a Major in Teacher	r Leadership		
Current Cata		http://catalog.valdosta.edu/graduat services/teacher-education/eds-teac		rograms/ed	lucation-human-
Present Requirem	ents	:	Proposed Requirer	nents: (hov	er over for instructions)
established each to deadlines and appl Admission Require Applicants must: submit the applica School. submit one official attended, even for hold a clear renew Master's level or h submit a Letter of administrator (for submit the Distance Medical Form. be employed teach hours per week in hold a graduate dehigher. Applicants not mee eligible for admissi Alternative pathwa and 2.99 on a 4.0 s Graduate Record E (MAT). Recommen GRE: 145 Verbal and MAT: 380	trar trar able elements a cla gree eting on by recale xam ded	and fee to the VSU Graduate ascript from each college/university asfer credit or undergraduate work. teaching or service certificate at the r. arance form from a current quired). arning Exemption of the VSU able to spend a minimum of 20 assroom. a with a cumulative GPA of 3.0 or a the GPA requirement may be by the alternative pathway. quirements are a GPA between 2.75 c; and competitive scores on the (GRE) or the Miller Analogies Test scores for admission:	established each term. Check the website for admission deadlines and application forms. Admission Requirements Applicants must: submit the application and fee to the VSU Graduate School submit one official transcript from each college/university attended, even for transfer credit or undergraduate work hold a clear renewable teaching or service certificate at the Master's level or higher. submit a Letter of Assurance form from a current administrator (form required). submit the Distance Learning Exemption of the VSU Media Form. be employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimum of 20 hours of the employed teachers able to spend a minimu		to the VSU Graduate School. To the VSU Graduate School. To meach college/university dit or undergraduate work. To g or service certificate at the The from a current The comption of the VSU Medical The pend a minimum of 20 hours The cumulative GPA of 3.0 or The requirement may be ternative pathway. The start are a GPA between 2.75 The petitive scores on the per the Miller Analogies Test for admission:
			Program Completio	n Requirem	nents
Program Completion	on R	equirements 1		•	

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in the field of Teacher Leadership are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Teacher Leadership. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Teacher Leadership.

Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code	Title	Hours
Core Courses		21
EDET 5999	Professional Orientation	0
ACED 7150	Adult Learning and Development	3
EDET 8005	Foundations of Teacher Leadership	3
EDET 8020	Teacher Leadership Residency I 1	3
EDET 8030	Developing and Leading a Community of Diverse Learners	3
EDET 8040	Teacher Leadership Residency II 1	3
EDET 8050	Teacher Leadership Residency III 1	3
EDET 8880	Capstone Seminar	3
a zero credit h	s must successfully complete El nour professional orientation c st semester of enrollment.	
Specialization above) 2	Courses (numbered 5000 &	9
Total Hours R	equired for the Degree	30
Course List		

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in the field of Teacher Leadership are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Teacher Leadership. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and passattempt the Georgia state-approved assessment(s) for certification in Teacher Leadership.

Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code	Title	Hours
Core Courses		21
EDET 5999	Professional Orientation	0
EDUC 5999	<u>Professional Orientation</u>	<u>0</u>
ACED 7150	Adult Learning and Development	3
EDET 8005	Foundations of Teacher Leadership	3
EDET 8020	Teacher Leadership Residency I 1	3
EDET 8030	Developing and Leading a Community of Diverse Learners	3
EDET 8040	Teacher Leadership Residency II 1	3
EDET 8050	Teacher Leadership Residency III 1	3
EDET 8880	Capstone Seminar	3
complete <i>EDE</i>	must successfully 7 5999EDUC 5999, a zero credi rientation course, during the fi nrollment.	
Specialization above) 2	Courses (numbered 5000 &	9
Total Hours Re	equired for the Degree	30

1 Work in course must focus on content of candidate's certification field.	Course List
2 Themes to select from, in consultation with advisor, include but are not limited to: Early Childhood Education ESOL (endorsement) Career and Technical Education Gifted Education (endorsement) Instructional Technology Leadership (GaPSC pre-service courses) Online Teaching (endorsement) Physical Education Reading (endorsement) Special Education Any combination of above	 Work in course must focus on content of candidate's certification field. Themes to select from, in consultation with advisor, include but are not limited to: Early Childhood Elementary Education ESOL (endorsement) Career and Technical Education Gifted Education (endorsement) Instructional Technology Leadership (GaPSC pre-service courses) Online Teaching (endorsement) Physical Education Reading (endorsement) Special Education Any combination of above

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 —
We are combing these two courses into one so that it aligns with the EDUC 5999 course already offered.
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 –
Student performance will be monitored in order to understand the impact of these changes on student progression and
retention.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY

) Mrs. ; 8,80				_
Approvals:	Print:	Signature:	Date:	
Department Head		Duborali Paine	9/13/2022 2:48	Р
College/Division Executive Committee	David Slykhuis	David Slykhais	9/13/2022 4:03	PI
Dean/Director	David Slykhuis	BEGESGAGE BB 4AB David Slykhais	9/13/2022 4:03	PN
Graduate Executive Committee (for graduate course)	Typeytoxttextere Becky K. da Cruz	Becky K. da Cruz	Type text here	

24

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BET.00,00000	luate Dean aduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
Academic (Committee			
*Will this c	hange impa	ct another college/department?	⊠ No ☐ Yes [select college & indic	ate department(s)]
College:	Select On	e.	Department(s):	

Valdosta State University Curriculum Form

Date of 08/23/2022

VALDOSTA STATE STATE Auditoria for the Not report Auditoria for Not rep	CULUM CHANGE OR REVISED CATALOG	COPY St	ubmission:	06/25/2022
*Course/curriculum	n change or addition originates with a fact	ulty member or curriculu	ım committee	e in the Academic Program.
(Ollege:	College: College of Education and Human Services College of Education and Human Request: Dept. Initiating Request:		fice	
Requestor's Name:	atalie Kuhlmann	Requestor's Role:	Select One	е.
Check One Option:	Curriculum Change (Changes to Program/Degree)	Revised Catal		ons/Program Policies, Narrative, etc.)
Program Level:	Course Classification:	Semester to be Ef	fective:	Year to be Effective:
□Undergraduate ☑ Graduate □ Degree/Program	□ Core (Area A-E)⋈ Major Requirement□Elective	☑ Fall☐ Spring☐Summer		2023
Name:	Master of Arts in Teaching in Specia	l Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduat services/teacher-education/mat-spe		rograms/ed	lucation-human-
Present Requirements	s:	Proposed Requiren	nents: (hove	er over for instructions)
Candidates know the of can explain important in professional, state, and content specific pedagogical knowledge pedagogical knowledge professional, state, and students learn. Candidates are able to findings and incorporal practice. Candidates assess and appropriate adjustment learning, and have a postudents. Examples of Outcome Candidates will demont passing the state-required Candidates will demont knowledge and knowledge and knowledge and knowledge development.	Candidates are able to analyze educational research indings and incorporate new information into their practice. Candidates assess and analyze student learning, make appropriate adjustments to instruction, monitor student earning, and have a positive effect on learning for all tudents. Candidates will demonstrate content knowledge through cassing the state-required content assessment. Candidates will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies hrough development of lesson plans identifying use of essearch-validated procedures and effective content indings and incorporate new information into the findings and incorporate new information into the fi		hat they plan to teach and as and concepts delineated in cional standards. Actionship of content and have a broad knowledge of aws upon content and alls delineated in cional standards to help all deducational research and articles and articles are truction, monitor student as truction, monitor student articles on learning for all tents are truction, monitor student assessment. Act and articles are truction, ar	
instructional strategies and modifying instruct episodes evaluated by supervisor.	instructional strates and modifying instr	gies, use of uction durir	technology, and monitoring ng observed teaching ncipal and a university	

Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

Program Admission Requirements Submit one copy of official transcripts from each institution (graduate and undergraduate) previously attended.

Have a cumulative grade point average of 3.0 on all undergraduate coursework previously attempted or a cumulative grade point average of 3.0 on all graduate and undergraduate coursework previously attempted. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with an induction certificate (IN4T) or Provisional Certificate (BT); or be professionally certified in another field of study but hold special education certification through passing the GACE special education adapted or general curriculum content assessment; or be certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption. See Graduate School website for exemption details.

Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

Provide documentation that the candidate holds an induction certificate (IN4T) or Provisional Certificate (BT); or is certified in another field of study but holds special education certification through passing the GACE special education adapted or general curriculum content assessment; or is certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Submit the Verification of Employment as a Teacher form. This form must be completed by the candidate's school principal. The form certifies that the candidate is employed as a special education teacher.

Admission Deadlines

Check the website for admission deadlines and application form.

Go to the Dewar College of Education and Human Services website for online programs and select either the Master of Arts in Teaching--Special Education--General Curriculum program or the Master of Arts in Teaching--Special Education--Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers (1) with a non-renewable, non-professional

Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

Program Admission Requirements

Submit one copy of official transcripts from each institution (graduate and undergraduate) previously attended. Have a cumulative grade point average of 3.0 on all undergraduate coursework previously attempted or a cumulative grade point average of 3.0 on all graduate and undergraduate coursework previously attempted. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with an induction certificate (IN4T) or Provisional Certificate (BT); or be professionally certified in another field of study but hold special education certification through passing the GACE special education adapted or general curriculum content assessment; or be certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

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Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

Provide documentation that the candidate holds an induction certificate (IN4T) or Provisional Certificate (BT); or is certified in another field of study but holds special education certification through passing the GACE special education adapted or general curriculum content assessment; or is certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Submit the Verification of Employment as a Teacher form. This form must be completed by the candidate's school principal. The form certifies that the candidate is employed as a special education teacher.

Admission Deadlines

Check the website for admission deadlines and application form.

Go to the Dewar College of Education and Human Services website for online programs and select either the Master of Arts in Teaching--Special Education--General Curriculum program or the Master of Arts in Teaching--Special Education--Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers (1) with a non-renewable, non-professional certificate; or (2) certified in another field of study (early

certificate; or (2) certified in another field of study (early childhood, secondary math, e.g.); or (3) certified in another field of study but having added on special education certification by passing a special education GACE content assessment; or (4) certified in a different special education certification field (general curriculum seeking adapted curriculum, e.g.).

Candidates must spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to the candidates' selected area of certification.

Requirements for the Online M.A.T. Degree with a Major in Special Education — General Curriculum

Code	Title	Hours
Core Course:	S	9
SPEC 2999	Entry to the Education Profession	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Conc	entration	21
SEGC 6000	Integration and Management of Instruction in the Classroom	3
SEGC 6020	Integrated Instruction: Assessment and Learning	3
SEGC 6030	Integrated Instruction: Evidence-based Methods and Strategies	3
SEGC 6040	Technological Support Planning for Children and Youth with Disabilities	3
SEGC 6050	Language and Learning Disabilities	3
SERD 6030	Teaching Children to Read	3
SEGC 6200	Internship in Special Education-General Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Cor	re .	6

childhood, secondary math, e.g.); or (3) certified in another field of study but having added on special education certification by passing a special education GACE content assessment; or (4) certified in a different special education certification field (general curriculum seeking adapted curriculum, e.g.).

Candidates must <u>be able to</u> spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to the candidates' selected area of certification.

Requirements for the Online M.A.T. Degree with a Major in Special Education — General Curriculum

Code	Title	Hours
Core Course	S	9
SPEC 2999	Entry to the Education Profession	0
EDUC 2999	Teacher Education Requirements	<u>0</u>
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Cond	entration	21
SEGC 6000	Integration and Management of Instruction in the Classroom	3
SEGC 6020	GC 6020 Integrated Instruction: Assessment and Learning	
SEGC 6030	Integrated Instruction: Evidence-based Methods and Strategies	3
SEGC 6040	Technological Support Planning for Children and Youth with Disabilities	3
SEGC 6050	Language and Learning Disabilities	3
SERD 6030	Teaching Children to Read	3
SEGC 6200	Internship in Special Education-General Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0

SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours I	Required for the Degree	36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

Requirements for the Online M.A.T. Degree with a Major in Special Education — Adapted Curriculum

Code	Title	Hours
Core Courses	5	9
SPEC 2999	Entry to the Education Profession	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Conc	entration	21
SEAC 5050	Assistive Technology	3
SEAC 5500	Characteristics of Students with Low Incidence Disabilities	3
SEAC 5530	Systematic Instruction for Students with Significant Disabilities	2
SEAC 5531		1
SEAC 5540	Positive Behavior Support	3
SEAC 5550	Communication Strategies for Students with Low Incidence Disabilities	3
SEAC 5570	Assessment and Curriculum for Students with Low Incidence Disabilities	3
SEAC 6200	Internship in Special Education - Adapted Curriculum	3

Research Core		6
SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours	Required for the Degree	36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

Requirements for the Online M.A.T. Degree with a Major in Special Education — Adapted Curriculum

Code	Title	Hours
Core Courses		9
SPEC 2999	Entry to the Education Profession	0
EDUC 2999	Teacher Education Requirements	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Conc	entration	21
SEAC 5050	Assistive Technology	3
SEAC 5500	Characteristics of Students with Low Incidence Disabilities	3
SEAC 5530	Systematic Instruction for Students with Significant Disabilities	2
SEAC 5531		1
SEAC 5540	Positive Behavior Support	3
SEAC 5550	Communication Strategies for Students with Low Incidence Disabilities	3

20

SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Co	re	6
SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours I	Required for the Degree	36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

SEAC 5570	Assessment and Curriculum for Students with Low Incidence Disabilities	3
SEAC 6200	Internship in Special Education - Adapted Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Cor	re	6
SEAC 5030	Single Subject Research in Special Education	3
SEGC 6110	Professional Capstone Course	3
Total Hours F	Required for the Degree	36

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.

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 Georgia Professional Standards Commission removed edTP	A as a completion requirement in educator preparation			
programs so this course is no longer needed. We are also joinin	g the 2999 courses into one single EDUC 2999 course.			
Source of Data to Support Change (select one or more of the fo	llowing):			
☐ Indirect Measures; SOIs, student/employer/alumni survey	s, etc.			
☐ Direct Measures; Materials collected/evaluated for progra	m 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 –				
Student performance will be monitored in order to understand the impact of these changes on student progression and				
retention.				



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Approv	als:	Print:	Signature:	Date:
Depart	ment Head	Deborah Paine	Deborale Paine	9/13/2022 2:48
	ge/Division Committee	David Slykhuis	EB41DD4F62CC4C4 DocuSigned by: David Slykher's	9/13/2022 4:03
Dea	an/Director	David Slykhuis	DFAE59216E384AB DocuSigned by: David Slykheis	9/13/2022 4:03
3)	e Executive Committee raduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
	duate Dean raduate course)	Becky K. da Cruz	Becky K. da Cruz Becky K. da Cruz	9/27/2022
Academic	Committee			×
*Will this c	hange impa	ct another college/department?	☑ No ☐ Yes [select college & indica	ite department(s)]
College:	Select On	е.	Department(s):	



Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

08/23/2022

stCourse/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. Dept. Initiating Dean's Office College: College of Education and Human Services Request: Requestor's Requestor's Name: Natalie Kuhlmann Select One. Role: **Revised Catalog Copy** Curriculum Change Check One Option: (New Learning Outcomes, Admissions/Program (Changes to Program/Degree) Policies, Narrative, etc.) Year to be Course Classification: Semester to be Effective: Program Level: Effective: ☐ Core (Area A-E) □XX Fall XX □Undergraduate Spring 2023 □ Graduate □Elective □Summer Degree/Program Master of Arts in Teaching in Special Education -- Deaf and Hard-of-Hearing Education Name: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-**Current Catalog** URL: services/teacher-education/mat-special-education-deaf-hard-hearing/ **Present Requirements:** Proposed Requirements: (hover over for instructions) Selected Educational Outcomes Selected Educational Outcomes

Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.

Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.

Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.

Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy. Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction

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Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.

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Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

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Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.

Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction

during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Admission Requirements

Candidates must:

hold a bachelor's degree from a regionally-accredited institution;

have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements;

provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);

provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (To register, click here);

have a transcript evaluation completed;

provide two recommendations;

provide a personal statement;

provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and

submit a completed application packet to the Graduate School by the admission deadline.

To Apply Online, click here.

Program Retention, Dismissal, and Readmission Policies The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.

No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.

Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.

If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission

during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

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Candidates must:

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have a transcript evaluation completed;

provide two recommendations;

provide a personal statement;

provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and

submit a completed application packet to the Graduate School by the admission deadline.

To Apply Online, click here.

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The maximum time allowed for completion of the degree is
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years prior to degree completion will be accepted toward
the degree, except with special permission from the
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for Graduate Studies and Research.

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is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.A.T. in Special Education— Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses	;	10
EDUC 2999	Teacher Education Requirements	0
DEAF 6100	Seminar: Deaf Education and Language Learning	3
RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3
LEAD 7210	Ethics and Law	1
Area of Conc Hearing	entration - Deaf and Hard-of-	26
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3

considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.A.T. in Special Education— Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses	energy of the control	10
EDUC 2999	Teacher Education Requirements	0
DEAF 6100	Seminar: Deaf Education and Language Learning	3
RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3
LEAD 7210	Ethics and Law	1
Area of Conc Hearing	entration - Deaf and Hard-of-	26
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6110	Professional Capstone Course	3
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3

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DEAF 6110	Professional Capstone Course	3	DEAF 5370	Teaching Thinking Skills	3
DEAF 5310	Methods of Teaching Reading 3 DEAF 6030 Internship in Teaching		Internship in Teaching	3	
	and Writing to Deaf Students		DEAF 5380	Curriculum Development	4
DEAF 5370	Teaching Thinking Skills	3		Instruction for Deaf Students DEAF 6020 Audiological Considerations	
DEAF 6030	Internship in Teaching	3	DEAF 6020		4
DEAF 5380	Curriculum Development	4		and Auditory/Oral Methods for Teachers of the Deaf	
	Instruction for Deaf Students		Total Hours Required for the Degree		
DEAF 6020	Audiological Considerations	4		required for the Degree	
	and Auditory/Oral Methods for Teachers of the Deaf		Total Hours		36
Total Hours F	Required for the Degree				
Total Hours		36			

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 Georgia Professional Standards Commission recently removed the program admission assessment as a requirement					
for admission into educator preparation programs. To remain competitive with other providers, this program is removing					
the admission requirement. For simplicity, admission requirements have been removed from the catalog entry.					
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 —					
Student performance will be monitored in order to understand the impact of these changes on student progression and					
retention.					

Victoria	tate University – Curriculu UM CHANGE OR REVISED CATALOG C	m Change or Revised Catalog OPY	Copy Form
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborale Paine	9/13/2022 2:48
College/Division Executive Committee	David Slykhuis	Dawid Slykhais	9/13/2022 4:03
Dean/Director	David Slykhuis	David Slykhais	9/13/2022 4:03
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C	Executive Committee	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
	uate Dean	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
Academic C	Committee			
*Will this change impact another college/department?		ct another college/department?	⊠ No □ Yes [select college & indicat	e department(s)]
College:	Select One	2.	Department(s):	

Valdosta State University Curriculum Form

Date of

08/23/2022 VALDOSTA **CURRICULUM CHANGE OR REVISED CATALOG COPY** Submission: *Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. Dept. Initiating College of Education and Human Services Dean's Office College: Request: Requestor's Select One. Requestor's Name: Natalie Kuhlmann Role: Revised Catalog Copy Curriculum Change **Check One Option:** (New Learning Outcomes, Admissions/Program (Changes to Program/Degree) Policies, Narrative, etc.) Year to be **Program Level:** Course Classification: Semester to be Effective: Effective: ⊠ Fall ☐ Core (Area A-E) □Undergraduate ☐ Spring 2023 □ Elective □ Summer Degree/Program Master of Education with a Major in Special Education -- Deaf and Hard-of-Hearing Education Name: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-**Current Catalog** URL: services/teacher-education/med-special-education-deaf-hard-hearing-education/ **Present Requirements:** Proposed Requirements: (hover over for instructions) Selected Educational Outcomes Selected Educational Outcomes Candidates in special education/deaf education know the Candidates in special education/deaf education know the content that they plan to teach and can explain important content that they plan to teach and can explain important principles and concepts delineated in professional, state, principles and concepts delineated in professional, state, and institutional standards. and institutional standards. Candidates in special education/deaf education Candidates in special education/deaf education understand understand the relationship of content and contentthe relationship of content and content-specific pedagogy specific pedagogy and have a broad knowledge of and have a broad knowledge of instructional strategies that instructional strategies that draws upon content and draws upon content and pedagogical knowledge and skills pedagogical knowledge and skills delineated in delineated in professional, state, and institutional professional, state, and institutional standards to help all standards to help all students learn. students learn. Candidates in special education/deaf education are able to Candidates in special education/deaf education are able to analyze educational research findings and incorporate new analyze educational research findings and incorporate new information into their practice. information into their practice. Candidates in special education/deaf education assess and

Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Examples of Outcome Assessments

Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of researchvalidated procedures and effective content pedagogy. Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

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use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Requirements

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1)

Applicants must:

hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU;

have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;

provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);

provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here);

provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and

submit a completed application packet to the Graduate School by the admission deadline.

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2)

Applicants must:

hold a bachelor's degree from a regionally accredited institution;

have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;

provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

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Admission Requirements

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1)

Applicants must:

hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU;

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provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here);

provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and

submit a completed application packet to the Graduate School by the admission deadline.

M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2)

Applicants must:

hold a bachelor's degree from a regionally accredited institution;

have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;

provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods); exemption (see the Graduate School website for exemption methods);

provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (to register, click here);

have a transcript evaluation completed;

provide two recommendations;

provide a personal statement;

hold a professional teaching certificate outside the field of Deaf Education;

provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and

submit a completed application packet to the Graduate School by the admission deadline.

Program Retention, Dismissal, and Readmission Policies The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.

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If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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provide two recommendations;

provide a personal statement;

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Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing age required to present passing scores on Georgia's stateNote: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.Ed. Degree with a Major in Special Education -- Deaf and Hard-of-Hearing Education Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education—Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Course	S	4
RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
Area of Cond	entration	32
DEAF 5010	Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020	Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours I	Required for the Degree	36

Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education

approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.Ed. Degree with a Major in Special Education -- Deaf and Hard-of-Hearing Education Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education—Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Course	S	4
RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
Area of Cond	entration	32
DEAF 5010	Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020	Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours I	Required for the Degree	36

Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education

Code	Title	Hours
Core Courses		7

Code	Title	Hours	EDUC 2999	Teacher Education	0
Core Courses	3	7		Requirements	
EDUC 2999	Teacher Education Requirements	0	RSCH 7100	Research Methodology in Education	3
RSCH 7100	Research Methodology in	3	LEAD 7210	Ethics and Law	1
	Education		DEAF 6100	Seminar: Deaf Education and Language Learning	3
LEAD 7210	Ethics and Law	1			20
DEAF 6100	Seminar: Deaf Education and Language Learning	3	DEAF 5310	Methods of Teaching Reading	3
Area of Conc	entration	20		and Writing to Deaf Students	
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3	DEAF 5380	Teaching Thinking Skills Curriculum Development	3
DEAF 5370	Teaching Thinking Skills	3	Area of Concentration DEAF 5310 Methods of Teaching Reading and Writing to Deaf Students DEAF 5370 Teaching Thinking Skills DEAF 5380 Curriculum Development Instruction for Deaf Students DEAF 6000 Integration and Management of Instruction in the Classroom (if certified in a field of special education at entry but not in a general education field) OR DEAF 6010 (if certified in a field of general education at entry but not in any special education field) DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf DEAF 6030 Internship in Teaching Required Endorsement Reading Endorsement READ 7010 Diagnosis and Correction of Reading Difficulties		
DEAF 5380	Curriculum Development Instruction for Deaf Students	4	DEAF 6000	of Instruction in the	3
DEAF 6000	of Instruction in the Classroom (if certified in a field of special education at entry but not in a general education field) OR DEAF 6010 (if certified in	3	entry but not in a general education field) OR DEAF 6010 (if certified in a field of general education at entry but not in any special		
	a field of general education at entry but not in any special education field)		DEAF 6020	and Auditory/Oral Methods	4
DEAF 6020	Audiological Considerations and Auditory/Oral Methods	4	DEAF 6030	Internship in Teaching	3
	for Teachers of the Deaf		DEAF 6030	Internship in Teaching	3
DEAF 6030	Internship in Teaching	3	Required End	orsement	9
Required End	lorsement	9	Reading Endo	orsement	9
Reading Endo			READ 7010		
READ 7010	Diagnosis and Correction of Reading Difficulties		READ 7100	Trends and Issues in Reading	
READ 7100	Trends and Issues in Reading		READ 7130	Comprehension and Study	
READ 7130	Comprehension and Study Strategy Instruction		or	Strategy Instruction	
or			ESOL Endorse	ment	
ESOL Endorse	ement		ESOL 6010	Applied Linguistics for ESOL	
ESOL 6010	Applied Linguistics for ESOL Teachers		ESOL 6020	Teachers Cultural Perspectives for ESOL	
ESOL 6020	Cultural Perspectives for ESOL Teachers		2302 0020	Teachers	

ESOL 6030	ESOL 6030 Methods and Materials for Teaching ESOL		ESOL 6030	ESOL 6030 Methods and Materials for Teaching ESOL	
Total Hours f	Required for the Degree	36	Total Hours I	Required for the Degree	36

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 —				
Removing admission criteria from catalog and modifying curriculum to meet current special education rule requirements.				
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 –				
Student performance will be monitored in order to understand the impact of these changes on student progression and				
retention.				

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	LDOSTA	
VA	LDOSTA	
ì	DATE OF THE PERSON NAMED IN	

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY

Approv	als:	Print:	Signature:	Date:
Depart	ment Head	Deborah Paine	Deborale Paine	9/13/2022 2:48
	ge/Division Committee	David Slykhuis	EB41DD4F62CC4C4 DocuSigned by: Dawid Slykhenis	9/13/2022 4:03
Dea	an/Director	David Slykhuis	DFAE59216E384AB DocuSigned by: Dawid Slykhai's	9/13/2022 4:03
	e Executive Committee raduate course)	Becky K. da Cruz	Becky K. da Cruz	9/27/2022
	duate Dean raduate course)	Becky K. da Cruz	Becky K. da Cruz Becky K. da Cruz	9/27/2022
Academic	Committee			
*Will this c	hange impa	ct another college/department?	☐ No ☐ Yes [select college &	& indicate department(s)]
College: College of Humanities and Social Sciences Department(s): Modern and Classical Language		Classical Languages		

1,000	Valdosta State University Curricul Request for a REVISED COURSE			S	Date of ubmission:	04/22/2022
*Course/c	urriculum revisions originate with a fac	culty me	mber or curric	ulum coi	mmittee in the	e Academic Program.
College:	College of Science and Mathemati	CS	[t. Initiating Request:	Computer Science
Requestor's Name:	Sudip Chakraborty		Requestor's Role:		7	Faculty
CURRENT:			REQUESTED	: (list o	only items to	be changed)
Course Prefix and Number:	CS 3200		Course and Nu			
Course Title:	Computer Ethics		Course	Title:	Security a	nd Ethics in Computing
Lecture Hours:	3		Lecture	Hours:		
Lab/Contact Hours:			Lab/Contact	Hours:		
Credit Hours: 3			Credit	Hours:		
Pre-requisites: CS 1301 with a 'C' or better		Ÿ/i	Pre-requ	equisites:		
CURRENT Course D	escription:		NEW Cours	e Descr	iption: <u>(hove</u>	er over for instructions)
created or transfo Topics include the vice versa, the pro	o social, ethical and legal issues ormed by computing technology. e impact of computing on society ofessional code of ethics, cyberci tual property rights, automation	/ and rime	and impact technologic principles, p cybercrime	of cybe al issue professi and lav on cybe	ertechnology es in society. onal code of v, censorship erspace, and	cure computing, cyberethics, on ethical, legal, and Topics include ethical fethics, security practices, and intellectual property emerging and converging RECEIVED SEP 22 2022 CE OF THE REGISTRAR OSTA STATE UNIVERSITY
Program Level:	Course Classification:	Seme Effect	ster to be tive:	Year Effec	to be tive:	Estimated Frequency of Course Offering:
☐ Core (Area A-E)☐ Major Requirement☐ Elective			Fall Spring Summer	Charles	2023	Once per Year
Justification: (selec	t one or more of the following and p	provide	appropriate	narrati	ve below:)	
☐ Improving stud		✓ Manda✓ Other –		ate/Federal/	Accrediting Agency	

In recent years, based on ACM/IEEE-CS Joint Task Force on Computing Curricula and Joint Task force on Cybersecurity Education, all computing related curricular guidelines have increased expectations and

requirements for incorporating cybersecurity into the computer science curricula. Aligned with this trend, ABET

(the primary accreditation body for Computing-related programs) has a requirement for sufficient coverage of principles and practices for secure computing in any accredited CS curriculum. The BS in Computer Science at VSU, being ABET accredited, must ensure that information security & assurance, or cybersecurity gets needed attention within undergraduate CS curriculum. In the 2021-22 review cycle of ABET accreditation, the reviewers expressed their concerns about the current coverage of principles and practices of secure computing in our CS curriculum and suggested to increase the coverage. In the process of finding ways to do that, the CS Program Committee has identified that Computer Ethics (CS 3200) course can be revised to include more security-related topics. At the same time, CS 3200 needs to maintain its original purpose of educating CS graduates to "recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles" (Student Outcome 4). The proposed change in the course description and title will better represent the revised purpose and content of the course. This revision to the course will allow CS program to address the ABET accreditation requirement and make the CS curriculum better-aligned with the current best-practice of incorporating cybersecurity concepts.

		*				
Source of Data to Support	Change (select one or more of the fo	llowing):				
	Is, student/employer/alumni survey	s, etc.				
☐ Direct Measures; Mat	erials collected/evaluated for progra	m assessment (tests/portfolios/assignm	ents, etc.)			
Plans for assessing course	effectiveness/meeting program lea	rning outcomes				
(select one or more of the f	following and provide appropriate no	rrative below):				
☐ Indirect Measures; SO	ls, student/employer/alumni survey	s, etc.				
Direct Measures; Mat	□ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)					
Other Data Source De	scriptions –					
	The course will be evaluated using Direct Measures that include students' scores in quizzes, exams, term-papers/projects, and students' peer-ratings in class-presentations.					
Visit Scient	tate University - REVISED (COURSE Form				
Approvals:	Print:	Signature:	Date:			
Department Head	Krishnendu Roy	tricknem by	9/20/2022			
College/Division						

Approv	als:	Print:	Sign	ature:	Date:
Departr	ment Head	Krishnendu Roy	Dichnem &	7	9/20/2022
Executive (
Dea	n/Director	Rierre-Richard Cornely	Pièrre-Rich	rard Cornely	9/21/22
Graduate (Executive Committee aduate course)			•	
	luate Dean aduate course)				
Academic (Committee				
Will this cha	ange impad	t another college/department?	⊠ No □ Yes [select college & indicate	e department(s)]
College:	Select Or	ne.	Department(s):		

Valdosta State University Curriculum Form

outcomes are fulfilled, the chemistry department has

developed a number of assessment techniques, both

Date of

12/8/2021

measurement, analysis, data treatment and interpretation.

CURRICULUM CHANGE OR REVISED CATALOG COPY Submission: *Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. Dept. Initiating Chemistry College of Science and Mathematics College: Request: Requestor's Requestor's Department Head Kurt Winkelmann Role: Name: Revised Catalog Copy Curriculum Change **Check One Option:** (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) (Changes to Program/Degree) Semester to be Effective: Year to be Effective: Course Classification: Program Level: □ Fall ☐ Core (Area A-E) □ Undergraduate 2022 □ Spring ☐ Major Requirement ☐ Graduate ☐ Summer □ Elective Degree/Program **BS Chemistry** Name: http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-**Current Catalog** mathematics/chemistry/ URL: Proposed Requirements: (hover over for instructions) **Present Requirements: Selected Educational Outcomes** Selected Educational Outcomes The major in chemistry is designed to prepare graduates to The major in chemistry is designed to prepare graduates to enter professional school, to attend graduate school, or to enter professional school, to attend graduate school, or to join the work force in a government, industrial, or join the work force in a government, industrial, or commercial setting. Among the anticipated educational commercial setting. Among the anticipated educational outcomes of the department are that each graduate will: outcomes of the department are that each graduate will: understand, speak, and write in the language used by understand, speak, and write in the language used by professional chemists; professional chemists; demonstrate proficiency in problem solving and demonstrate proficiency in problem solving and experimental design and show proficiency in laboratory experimental design and show proficiency in laboratory procedure and the skills of measurement, analysis, data procedure and the skills of measurement, analysis, data treatment, and interpretation; treatment, and interpretation; demonstrate an understanding of professional ethics in demonstrate an understanding of professional ethics in terms of data collection, evaluation, and reporting and an terms of data collection, evaluation, and reporting and an understanding of environmental issues concerning handling understanding of environmental issues concerning and disposal of chemicals and chemical wastes; and handling and disposal of chemicals and chemical wastes; and understand the importance of chemistry in its impact understand the importance of chemistry in its impact on society; on society; demonstrate proficiency in the principles and theories that demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a govern chemistry and appreciate the fact that chemistry is changing discipline which requires a commitment to lifea changing discipline which requires a commitment to lifelong learning. long learning. demonstrate proficiency in the principles and theories of **Examples of Outcome Assessments** chemistry, in problem solving and experimental design; In order to follow the success with which the educational show proficiency in laboratory procedures and the skills of

formal and informal. The formal assessment techniques demonstrate an understanding of professional ethics in data collection, evaluation, and reporting; and understand include the following: environmental issues including handling and disposal of chemicals and chemical wastes. Understand the importance The department will maintain a portfolio of each chemistry of chemistry and its impact on society. major that will contain the following materials: results of discipline-related American Chemical Society **Examples of Outcome Assessments** Examinations. In order to follow the success with which the educational samples of written assignments (papers and laboratory outcomes are fulfilled, the chemistry department has reports) from upper division classes. developed a number of assessment techniques, both formal and informal. The formal assessment techniques include faculty evaluation of the student's senior seminar and the following: abstract. The department will maintain a portfolio of each chemistry Each student will present a seminar on a subject related to major that will contain the following materials: chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate results of discipline-related American Chemical Society Examinations. visual media, and write an abstract of the talk. A formal alumni interview will be used to evaluate the samples of written assignments (papers and laboratory reports) from upper division classes. program. faculty evaluation of the student's senior seminar and abstract. Each student will complete standardized, discipline-related American Chemical Society Examinations. Each student will complete assignments related to ethics, chemical waste handling, and broader societal issues related to chemistry in multiple classes. Each student will present a seminar on a subject related to chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate visual media, and write an abstract of the talk. Faculty will evaluate the written and oral presentations. A formal alumni interview will be used to evaluate the program. Justification: (select one or more of the following and provide appropriate narrative below:) ☐ Improving student learning outcomes Other − Adopting current best practice(s) in field The new learning outcomes and formal assessments are more typical of chemistry departments and more practical to conduct. Creating portfolios for each student is not necessary for assessing their achievement of learning outcomes.

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

47

☐ Indirect Me	asures; SOI	ls, student/employer/alumni surveys,	etc.					
□ Direct Meas								
		effectiveness/meeting program learn following and provide appropriate name						
☐ Indirect Me	asures; SO	ls, student/employer/alumni surveys,	etc.					
□ Direct Measure □ Direct Measure	sures; Mate	erials collected/evaluated for program	assessment (tests/portfolios/assignme	nts, etc.)				
☐ Other Data	Source Des	scriptions –						
		tate University – Curriculum UM CHANGE OR REVISED CATALOG CO	n Change or Revised Catalog OPY	Copy Form				
Approva	ls:	Print:	Signature:	Date:				
Departm	ent Head	Kurt Winkelmann	Linklink	9-26-22				
College Executive C	e/Division ommittee							
Dear	n/Director	Pierre Richard Cornely	Pierre-Richard Cornely	09/26/22				
	Executive ommittee		,					
Grade	uate Dean duate course)							
Academic C	ommittee							
*Will this ch	ange impa	ct another college/department?	☐ No ☐ Yes [select college & indicate	e department(s)]				
College:	Select On	e.	Department(s):					

College:

VALDOSTA STATE

Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

08/23/2022

course, curried		change or addition originat					
College:	Co	llege of Science and Math	Request:			ry	
Requestor's Name:	Ku	rt Winkelmann		Requestor's Role:	Department Head		
Check One Option	on:	Curriculum Change (Changes to Program/Degree)		Revised Catalo	10 Table 10 10 10 10 10 10 10 10 10 10 10 10 10	sions/Program Policies, N	arrative, etc
rogram Level:		Course Classification:		Semester to be Eff	ective:	Year to be Effect	ive:
□ Undergraduate □ Graduate	e	□ Core (Area A-E)⋈ Major Requirement□ Elective		□ Fall □ Spring □ Summer		2023	
Degree/Progra		Chemistry, Pre-Pharmac	cy Option				
Current Catal UI	log RL:	http://catalog.valdosta. mathematics/chemistry			grams/sc	iences-	
resent Requireme	ents	:		Proposed Requirem	ents: <u>(ho</u>	ver over for instruc	ctions)
CHEM 2210		Sophomore Seminar	1	CHEM 2210	Soph	omore Seminar	1
BIOL 1107 & 1107L		Principles of Biology I and Principles of Biology Laboratory I	4	BIOL 1107 & 1107L	Princ and F Biolo	4	
BIOL 2251K		Human Anatomy and Physiology I	4	BIOL 1108 & 1108L	Principles of Biology II & Principles of		4
BIOL 2252K		Human Anatomy and Physiology II	4	BIOL 2251K	Biology Laboratory II Human Anatomy and		4
CHEM 3401		Organic Chemistry I	4			ology I	1
CHEM 3402		Organic Chemistry II	4	BIOL 2252K		an Anatomy and ology II	4
CHEM 3510		Inorganic Chemistry	4	CHEM 3401	Orga	nic Chemistry I	4
CHEM 3601 & 3601L		Biochemistry I and Laboratory	5	CHEM 3402	Orga	nic Chemistry II	4
Ø 2001F		Techniques in		CHEM 3510	Inorg	anic Chemistry	4
CHEM 3801 or CHEM 380	2	Physical Chemistry I Physical Chemistry II	4	CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry		5
CHEM 4210		Seminar	1	CHEM 2004			4
Upper-Division m		ematics, computer lectives 10	7-8	CHEM 3801 or CHEM 3802		ical Chemistry I ical Chemistry II	4
Modern Foreign			3-6	CHEM 4210	Semi	nar	1
Electives 12		50	Upper-Division of science, or science				7-8
		Madam		dern Foreign Language 11			

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Electives 12

6-10 10-14

SEP 22 2002

College:

College of Science and Mathematics

OFFICE OF THE REGISTRAR	
Justification: (select and Or Stake of the following and prov	ide appropriate narrative below:)
☐ Improving student learning outcomes	☐ Mandate of State/Federal/Accrediting Agency
Adopting current best practice(s) in field	☐ Other —
Most post-graduate pharmacy schools in Georgia require a	a second semester of first-year biology (BIOL 1108 and BIOL
1108L). This change will ensure that pre-pharmacy Chemis	try majors will meet all pre-requisites for entering a Doctor of
Pharmacy program in Georgia.	
Source of Data to Support Change (select one or more of t	he following):
☐ Indirect Measures; SOIs, student/employer/alumni su	rveys, etc.
☐ Direct Measures; Materials collected/evaluated for pr	rogram assessment (tests/portfolios/assignments, etc.)
Direct Measures; Materials collected/evaluated for policy Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropria	n learning outcomes
Plans for assessing course effectiveness/meeting program	n learning outcomes te narrative below):
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropriate Indirect Measures; SOIs, student/employer/alumni su	n learning outcomes te narrative below):
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropriate Indirect Measures; SOIs, student/employer/alumni su	n learning outcomes te narrative below): urveys, etc.
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropriate Indirect Measures; SOIs, student/employer/alumni surprise Direct Measures; Materials collected/evaluated for program in the state of t	n learning outcomes te narrative below): urveys, etc.

CURRICULUM CHANGE OR REVISED CATALOG COPY Print: Signature: Date: Approvals: 9-70-22 Kurt Winkelmann Department Head College/Division **Executive Committee** Pierre-Richard Coonely Riem- Richard Cornely 9-21-22 Dean/Director **Graduate Executive** Committee (for graduate course) Graduate Dean (for graduate course) Academic Committee *Will this change impact another college/department? ☐ No ☐ Yes [select college & indicate department(s)]

Department(s):

Biology

Valdosta State University - Curriculum Change or Revised Catalog Copy Form

Valdosta State University Curriculum Form

Date of

STATE RESIDENCE STATE RESIDENCE STATE STAT	Request for a NEW COURSE								
*Course/curriculu	m change or a	addition originates with a	faculty	member or curi	riculum committee in	the Aca	demic Program.		
College	: College o	f Science and Mathema	nce and Mathematics		Dept. Initiating Request:	Chem	istry		
Requestor's Name	: Kurt Win	kelmann	n		Requestor's Role:	Depa	rtment Head		
Proposed NE (Consult abbrevi		LELIVI			V Course Number: nsult #s in the catalog)	49201			
Proposed N	EW Course	Title: Special Topics La	Special Topics Laboratory						
NEW Course Ti (Limit to	tle Abbrevia 30 character s	Special Topics La	aborat	ory			0		
	Prerequisi	te(s): Consent of the i	nstruc	tor and approv	val of the Departm	ent Hea	ıd.		
Lecture Hours:	0	Lab/Contact H	ours:	3-6	Credit	Hours:	1-2		
Proposed NEW Cours	e Descriptio	n: (Limit to 50 words. Includ	e requis	ites, cross listings	s, special requirements,	etc.)*			
Program Level:	Cou	rse Classification:		mester to be ective:	Year to be Effective:		nated Frequency of se Offering:		
☑ Undergraduate ☐ Graduate		Core (Area A-E) Major Requirement Elective		☐ Fall ☑ Spring ☐ Summer	2023	Tw	ice per Year		
☐ Improving studed☐ ☐ Adopting currently offer CH	nt learning o best practic EM 4920, Sp		e-only	☐ Mandat ☐ Other — course. We ho	e of State/Federal,	special	topics course		

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 –
We will measure course success based on SOI and enrollment and exit interviews from students.
** Attach General Course Syllabus/Support documents with course outcomes/assessments **

VALIVOSTA VA		tate University – NEW COU	IRSE Form		
STATE STATE SHADOS IN SECTION STATE SHADOS IN SECTION STATE SHADOS IN SECTION STATE STATE STATE SHADOS IN SECTION S	Request fo	or a NEW COURSE			
Approva	ils:	Print:	Sign	nature:	Date:
Departr	ment Head	Kurt Winkelmann	Kist.	M	9-20-22
College/Division	Executive Committee		/		
Dea	n/Director	Pierre-Richard Cornely	Revre-Rid	navel Cornely	9-21-22
Graduate	Executive Committee			1	
(for gra	iduate course)				
	uate Dean duate course)				
Academic C	Committee				
*Will this ch	ange impac	et another college/department?	□ No □ Yes	select college & indicate	department(s)]
College:	Select On	е.	Department(s):		



VALDOSTA STATE UNIVERSITY VALDOSTA, GEORGIA Chemistry 4920L Special Topics Laboratory

COURSE INFORMATION

Co-REQUISITES COURSE TITLE

COURSE PREREQUISITES

None

Special Topics Laboratory

Consent of the instructor and approval of the

Department Head.

SEMESTER, YEAR

CLASS MEETING DAY AND LOCATION TBD

INSTRUCTOR AND CONTACT INFORMATION TBD

REQUIREMENTS

REQUIRED TEXTBOOK(S)

TBD

ADDITIONAL REQUIRED MATERIALS

- Scientific calculator: Make sure your calculator can do square roots, logarithms, and exponential notations.
- Safety goggles, lab coat or apron and gloves are required in lab at all times. They are available at the Chemistry Stockroom.

COURSE DESCRIPTION:

Laboratory topics and credit to be assigned. May be taken more than once if topics are different.

Additional course description TBD.

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SEP 22 2022

GRADING

You will write a laboratory report for the activities you perform during each scheduled laboratory session. Your laboratory grade is the average of all the laboratory reports. Lab report requirements are posted in Blazeview.

You will perform 12 lab experiments and write 12 lab reports. Each lab report will count 8.33% towards your grade. Letter grades for the course are based on a standard 10-point percentage scale (90-100% = A, 80-89% = B, etc.)

COURSE POLICIES

CLASS ATTENDANCE

Laboratory attendance is **MANDATORY**. If a laboratory is not made up, it counts as a missed laboratory. The penalty for a missed laboratory is a "0" for that laboratory report. An unexcused absence counts as a missed laboratory, with no chance to make up the laboratory. Contact your instructor if your absence is excused so that you can make up the missed lab session and receive credit for your report.

Make-up lab experiments are only allowed with proof of medical or family emergency excused or at the discretion of the lab instructor. Make-up laboratories at other times are at the discretion of the laboratory instructor.

If you are more than 5 minutes late to a laboratory, you **MAY NOT** be allowed to do the laboratory at that time. This is at the discretion of the lab instructor.

HANDING IN LABORATORY REPORTS

Each laboratory report for this course is due at the end of the laboratory period, unless stated otherwise by the laboratory instructor.

PLAGIARISM

In order to receive credit for each laboratory you must attend the laboratory, do the laboratory work, and hand in the report. "Dry labs", which is either not attending the laboratory and handing in a report or not doing the laboratory work while handing in the report, are not accepted.

GRADING

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LAB RULES AND SAFETY

Safety Goggles

Safety goggles must be worn **AT ALL TIMES** when any chemical procedures are underway in the lab. Any student who is not wearing safety goggles will be asked to leave the laboratory, will not be allowed to make up the laboratory, and will receive a grade of zero for that experiment. Students wearing glasses have the option of wearing safety glasses in addition to their glasses or purchasing protective side shields. (Glasses alone will NOT be allowed). The use of safety goggles in the laboratory required.

Appropriate Dress

Students must dress appropriately for laboratory work. Shorts, sleeveless/loose clothing, open-toed shoes and sandals are unacceptable in lab (this includes clogs). Long pants, skirts, or dresses are required. Shirts or blouses must have sleeves. You will be asked to leave and change clothes or shoes, if needed. Make sure you come prepared, especially if you live off campus.

These rules stated above apply to both males and females, **NO EXCEPTIONS**. You will not be allowed to perform experiments without following these rules.

Hair

If your hair is longer than shoulder length you should tie it behind your head in order to avoid accidental contact with open flames or chemicals that might be on the lab bench.

Electronic Devices

Cell phones, tablets, and other audiovisual electronic equipment (except for calculators) are not allowed in the laboratory unless the instructor is using such equipment for educational purposes.

Food and Beverages

You cannot eat, drink, or bring food in the laboratory.

COURSE SCHEDULE

Laboratory reports are due one week after the experiment is completed. See Blazeview for a rubric to help you write your lab report and understand the grading criteria.

Week	Experiment Title	Lab Report Due Date
1	Laboratory Check In	N/A
2	Special Topics Experiment 1	week 3
3	Special Topics Experiment 2	week 4
4	Special Topics Experiment 3	week 5
5	Special Topics Experiment 4	week 6
6	Special Topics Experiment 5	week 7
7	Special Topics Experiment 6	week 8
8	Special Topics Experiment 7	week 9
9	Special Topics Experiment 8	week 10
10	Special Topics Experiment 9	week 11
11	Special Topics Experiment 10	week 12
12	Special Topics Experiment 11	week 13
13	Special Topics Experiment 12	week 14

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (https://www.valdosta.edu/student/disability/) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For please VSU's Access Office more information, visit email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact the Student Conduct Coordinator. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NON-DISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior

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6	Special Topics Experiment 5	week 7
7	Special Topics Experiment 6	week 8
8	Special Topics Experiment 7	week 9
9	Special Topics Experiment 8	week 10
10	Special Topics Experiment 9	week 11
11	Special Topics Experiment 10	week 12
12	Special Topics Experiment 11	week 13
13	Special Topics Experiment 12	week 14

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that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Mr. Darius Thomas. To view the full policy or to report an incident visit: https://www.valdosta.edu/administration/student-affairs/title-ix/

Valdosta State University Curriculum Form

A	RICULUM CHANGE OR REVISED			Submission:	08/29/2022
*Course/curriculum c	hange or addition originates with	a faculty m	ember or curriculum c	ommittee in the	e Academic Program.
College of Science and Mathematic		ematics	Dept. Initiating Request:	PAGEL	
Requestor's Name: Paul Vincent			Requestor's Role:	Departmen	t Head
Check One Opt	ion: Curriculum Change	1	Revised Catal (New Learning Outletc.)		/Program Policies, Narrative,
Program Level: Course Classification:			Semester to be Effective: Year to be E		
☑ Undergraduate☐ Graduate☑ Core (Area A-E)☐ Major Requirement☐ Elective			☑ Fall☑ Spring☑ Summer		2023
Degree/Program Name: VSU Core Curriculum					
Current Catalog L	JRL:				
Present Requirements:		Pro	pposed Requiremen	ts: (hover ove	r for instructions)
scientific methods and/c concepts to solve proble Courses in Area D: 11 se Science and mathematic requirements. Nursing majors must foll		d sci cor Co Sci rec Nu All	iverse and the naturentific methods and, neepts to solve problems in Area D: 11 sence and mathemat quirements. I rsing majors must foother students may urses in Area D.1	or mathemat lems. emester hour ics majors mu ollow D.2.b rec	ical reasoning and s st follow D.2.a quirements.
Code	Title Hour	s C	Code	Title	Hours
Select two of the follow ASTR 1010K	Astronomy of the Solar System		select two of the follows		
ASTR 1020K Stellar and Galactic Astronomy		A	ASTR 1020K Stellar and Galactic Astronomy		tic
BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity		BIOL 1010 & BIOL 1020L	to Bio The E and D of Lift and	duction blogy: ivolution Diversity e versity



BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab	BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab
BIOL 1951H	Honors Biology: Cellular Processes	BIOL 1951H	Honors Biology: Cellular Processes
BIOL 1952H	Honors Biology: The Evolution and Diversity of Life	BIOL 1952H	Honors Biology: The Evolution and Diversity of Life
CHEM 1010	Introductory Chemistry for Environmental Studies	CHEM 1010	Introductory Chemistry for Environmental Studies
CHEM 1151K	Survey of Chemistry I	CHEM 1151K	Survey of Chemistry I
CHEM 1152K	Survey of Chemistry II	CHEM 1152K	Survey of Chemistry II
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II
GEOG 1112K	Introduction to Weather and Climate	GEOG 1112K	Introduction to Weather and Climate
GEOG 1113K	Introduction to Land Forms	GEOG 1113K	Introduction to Land Forms
GEOL 1121K	Principles of Physical Geology	GEOL 1121K	Principles of Physical Geology
GEOL 1122K	Principles of Historical Geology	GEOL 1122K	Principles of Historical Geology
PHYS 1111K	Introductory Physics I	PHYS 1111K	Introductory Physics I

PHYS 1112K	Introductory Physics II	PHYS 1112K	Introductory Physics II
PHYS 2211K	Principles of Physics I	PHYS 2211K	Principles of Physics I
PHYS 2212K	Principles of Physics II	PHYS 2212K	Principles of Physics II
Select one of the fol	lowing: 3	Select one of the foll	lowing: 3
ASTR 1000	Introduction to the Universe	ASTR 1000	Introduction to the Universe
BIOL 1050	Human Biology	BIOL 1050	Human Biology
BIOL 1080	Conservation Biology	BIOL 1080	Conservation Biology
DATA 1501	Introduction to Data Science	DATA 1501	Introduction to Data Science
ENGR 1010	Technological Problem Solving	ENGR 1010	Technological Problem Solving
GEOG 1110	Our Hazardous Environment	GEOG 1110	Our Hazardous Environment
GEOG 1125	Resources, Society, and Environment	GEOG 1125	Resources, Society, and Environment
GEOL 1110	Our Hazardous Environment	GEOG 1105	Health Geography and
MATH 1112	Trigonometry	-	Pandemics
MATH 1261	Survey of Calculus I	GEOL 1110	Our Hazardous Environment
MATH 1401	Elementary Statistics	MATH 1112	Trigonometry
MATH 2261	Analytic Geometry and	MATH 1261	Survey of Calculus I
	Calculus I	MATH 1401	Elementary Statistics
MATH 2262	Analytic Geometry and Calculus II	MATH 2261	Analytic Geometry and Calculus I
PHSC 1100	The Universe of Energy	MATH 2262	Analytic
Total Hours	11		Geometry and Calculus II

Course List			PHSC 1100	The Universe	
computer science, mathematics, phys secondary chemist education, secondary secondary physics Engineering Studie	in astronomy, biology, che environmental geoscience ics, secondary biology edu ry education, secondary m ary earth and space science education, and all students	s, cation, athematics e education, s in the	computer science, of mathematics, physics secondary chemistreducation, secondary	in astronomy, biology, che environmental geosciences ics, secondary biology educ ry education, secondary ma ry earth and space science education, and all students	s, cation, athematics education,
Select one of the	following:	3	1	e the level taken for Area A Title	
MATH 2261	•		Code		Hours
<u>.</u> .	Calculus I		Biology Majors	rann i ramana an ar	
MATH 2262	Analytic Geometry and Calculus II		Select one of the		3
MATH 1401	Elementary Statistics		MATH 2261	Analytic Geometry and Calculus I	
	or Mathematics Majors		MATH 2262	Analytic Geometry and Calculus II	
MATH 2261	Analytic Geometry and Calculus I (The		MATH 1401	Elementary Statistics	• •••
	additional hour of calculus	All Other Science or Mathematics Majors			
or MATH 22 62	2262] counts in Area F or in the major.)	[MATH 2261 and MATH 2262] counts in Area F		Analytic Geometry and Calculus I (The additiona hour of calculus [MATH 2261 and MATH 2262] counts in Area Fo	
Total Hours Course List		3	or MATH 22 62	in the major.) Analytic Geometry and (Calculus II
	dents listed above): 8 hour	rs		gan - Tyde - Com Million Might (Bugh) dan di karak barra kan a ganara a sasah ara a sa ga gal	
Code	Title	Hours	Total Hours Course List		3
Select two of the	following:	8	Science (for all stud	ents listed above): 8 hours	s
CHEM 1211	Principles of		Code	Title	Hours
& 1211L	Chemistry I and		Select two of the	following:	8
	Principles of Chemistry Laboratory l		CHEM 1211 & 1211L	Principles of Chemistry I and	
CHEM 1212 & 1212L	•			Principles of Chemistry Laboratory I	
Principles of Chemistry Laboratory			CHEM 1212 & 1212L	Principles of Chemistry II and Principles of	

Biology I		!	Chemistry Laboratory II	
and		• · · · · · · · · · · · · · · · · · · ·		
Principles of		j BIOL 1107	Principles of	
Biology		& 1107L	Biology I	
		İ	and	
Laboratory I		İ	Principles of	
Dringiples of		!	▼	
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•		1	Laboratory I	
		PIOL 1109	Principles of	-
Principles of			-	
Biology		& TIOST		
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		1	Biology	
Introductory				
•			Luboratory ii	
Physics I		PHYS 1111K	Introductory	
Introductory	· · · · · · · · · · · · · · · · · · ·		•	
			Filyaica I	
rnysics II		PHYS 1112K	Introductory	
Dringinia af		, , , , , , , , , , , , , , , , , , , ,	_	
•			Physics II	
Physics I		DHVC 2211E	Drinciples of	•
Duta -1-1 *		LILIO ZZTTK	-	
•			Physics I	
Physics II		DUVC 2212V	Deinalalaa af	•
•••••		LU12 5515K	•	
	8		Physics II	
		Total Hours		8
		Course List		
		Courses in Area D.2.b		
Title	Hours	Required of nursing maj	iore	
gamentaria de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la composição de la compos		Lucdanica or marania mal		
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ratory sequences	8	Code	Title	Hours
ratory sequences	8	•••	Title	
	8	Select two semester la	Title	Hours 8
Introductory	8	•••	Title	
Introductory Physics I	8	Select two semester la from the following:	Title aboratory sequences	
Introductory Physics I and	8	Select two semester la from the following: PHYS 1111K	Title aboratory sequences Introductory	
Introductory Physics I	8	Select two semester la from the following:	Title aboratory sequences Introductory Physics I	
Introductory Physics I and Introductory	8	Select two semester la from the following: PHYS 1111K	Title aboratory sequences Introductory Physics I and	
Introductory Physics I and Introductory Physics II	8	Select two semester la from the following: PHYS 1111K	Title aboratory sequences Introductory Physics I and Introductory	
Introductory Physics I and Introductory	8	Select two semester la from the following: PHYS 1111K	Title aboratory sequences Introductory Physics I and	
Introductory Physics I and Introductory Physics II Principles of	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K	Title aboratory sequences Introductory Physics I and Introductory Physics II	
Introductory Physics I and Introductory Physics II Principles of Physics I	8	Select two semester la from the following: PHYS 1111K	Title aboratory sequences Introductory Physics I and Introductory	
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K	Title aboratory sequences Introductory Physics I and Introductory Physics II	
Introductory Physics I and Introductory Physics II Principles of Physics I	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K	Title aboratory sequences Introductory Physics I and Introductory Physics II Principles of Physics I	
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K	Title aboratory sequences Introductory Physics I and Introductory Physics II Principles of Physics I and Principles	
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K	Title aboratory sequences Introductory Physics I and Introductory Physics II Principles of Physics I	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K	Title aboratory sequences Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K	Title aboratory sequences Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K & CHEM 1152K	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of Chemistry I	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K & CHEM 1152K CHEM 1151	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of Chemistry I and Principles	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K & CHEM 1152K	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II	······································
Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of Chemistry I	8	Select two semester la from the following: PHYS 1111K & PHYS 1112K PHYS 2211K & PHYS 2212K CHEM 1151K & CHEM 1152K CHEM 1151	Introductory Physics I and Introductory Physics II Principles of Physics I and Principles of Physics II Survey of Chemistry I and Survey of Chemistry II Principles of	······································
	Principles of Biology II and Principles of Biology Laboratory II Introductory Physics I Introductory Physics II Principles of Physics I Principles of Physics II	Laboratory I Principles of Biology II and Principles of Biology Laboratory II Introductory Physics I Introductory Physics II Principles of Physics I Principles of Physics II	Laboratory I Principles of Biology II and Principles of Biology Laboratory II Introductory Physics I Principles of Physics I Principles of Physics II Principles of Physics II Principles of Physics II Principles of Physics II PHYS 1112K PHYS 2211K PHYS 2212K 8 Total Hours Course List Courses in Area D.2.b	Laboratory I Principles of Biology II and Principles of Biology Laboratory I BIOL 1108 Principles of Biology Biology Biology Biology II and Principles of Biology Laboratory II Introductory Physics I Physics II Phys 1111K Introductory Physics I Physics II PHYS 1112K Introductory Physics II PHYS 2211K Principles of Physics II PHYS 2212K Principles of Physics II Total Hours Course List Courses in Area D.2.b

BIOL 1010 & BIOL 1020L & BIOL 1030 & BIOL 1040L	of Chemistry II and Principles of Chemistry Laboratory II Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab and Introduction to Biology: Organismal Biology and Organismal Biology Lab		BIOL 1010 & BIOL 1020L & BIOL 1030 & BIOL 1040L	Laboratory I and Principles of Chemistry II and Principles of Chemistry Laboratory II Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab and Introduction to Biology: Organismal Biology and	
Select one of the following:		3		Organismal Biology Lab	
ASTR 1000	Introduction to the Universe		Select one of the following: ASTR 1000	Introduction	3
ASTR 1010K	Astronomy of the Solar			to the Universe	
ASTR 1020K	System Stellar and Galactic		ASTR 1010K	Astronomy of the Solar System	
BIOL 1010	Astronomy Introduction		ASTR 1020K	Stellar and Galactic Astronomy	
& BIOL 1020L	to Biology: The Evolution and Diversity of Life and Biodiversity Lab		BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and	
BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal		BIOL 1030	Biodiversity Lab Introduction	
	Biology and Organismal Biology Lab		& BIOL 1040L	to Biology: Organismal Biology and	
BIOL 1050	Human Biology			Organismal Biology Lab	
BIOL 1080	Conservation Biology		BIOL 1050	Human Biology	

CHEM 1010	Introductory Chemistry for	BIOL 1080	Conservation Biology	
	Environmental Studies	CHEM 1010	Introductory Chemistry for	
CHEM 1211 & 1211L	ALABORITA ADELEN TOTAL TOTAL TOTAL TOTAL ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADELEN ADE		Environmental Studies	
	of Chemistry Laboratory I	CHEM 1211 & 1211L	Principles of Chemistry I and Principles	
CHEM 1212 & 1212L	Principles of Chemistry II		of Chemistry Laboratory I	
	and Principles of Chemistry Laboratory II	CHEM 1212 & 1212L	Principles of Chemistry II and Principles	
GEOG 1110	Our Hazardous Environment		of Chemistry Laboratory II	
GEOG 1112K	Introduction to Weather and Climate	GEOG 1105	Health Geography and Pandemics	
GEOG 1113K	Introduction to Land Forms	GEOG 1110	Our Hazardous Environment	
GEOG 1125	Resources, Society, and Environment	GEOG 1112K	Introduction to Weather	
GEOL 1110	Our Hazardous Environment	GEOG 1113K	and Climate Introduction to Land Forms	
GEOL 1121K	Principles of Physical Geology	GEOG 1125	Resources, Society, and Environment	
GEOL 1122K	Principles of Historical Geology	GEOL 1110	Our Hazardous Environment	
PHYS 1111K	Introductory Physics I	GEOL 1121K	Principles of Physical	
PHYS 1112K	Introductory Physics II	GEOL 1122K	Geology Principles of	
PHYS 2211K	Principles of Physics I		Historical Geology	
PHYS 2212K	Principles of Physics II	PHYS 1111K	Introductory Physics I	
ENGR 1010	Technological Problem	PHYS 1112K	Introductory Physics II	
	Solving Trigonometry	PHYS 2211K	Principles of Physics I	

MATH 1401	Elementary		PHYS 2212K	Principles of Physics II	
MATH 2261	Statistics Analytic Geometry and Calculus I		ENGR 1010	Technological Problem Solving	
MATH 2262	Analytic		MATH 1112	Trigonometry	
	Geometry and Calculus II		MATH 1401	Elementary Statistics	
PHSC 1100	The Universe of Energy		MATH 2261	Analytic Geometry and	
Total Hours	•••	11		Calculus I	
Course List Area E: Social Sciences			MATH 2262	Analytic Geometry and Calculus II	
			PHSC 1100	The Universe of Energy	
			Total Hours		11
			Course List Area E: Social Sciences		

Justification: (select one or more of the following and provide	Justification: (select one or more of the following and provide appropriate narrative below:)					
	☐ Mandate of State/Federal/Accrediting Agency					
☐ Adopting current best practice(s) in field	Other –					
This class examines the scientific approaches used by medical geographers to understand health, disease, and pandemics, as well as the spatial and temporal patterns of diseases and their impacts on humans and human health systems. Given the current pandemic, this course adds a timely topic for students to take as an option for their non-lab, Area D core curriculum.						
Source of Data to Support Change (select one or more of th	e following):					
☐ Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.					
☐ Direct Measures; Materials collected/evaluated for pro	gram assessment (tests/portfolios/assignments, etc.)					
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropriate	=					
☐ Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.					
☐ Direct Measures; Materials collected/evaluated for pro	gram assessment (tests/portfolios/assignments, etc.)					
Other Data Source Descriptions –						

		tate University – Curriculur UM CHANGE OR REVISED CATALOG CO	m Change or Revised Catalog OPY	Copy Form
Approva	ls:	Print:	Signature:	Date:
Departm	nent Head	Paul C. Vincent	Paul Clinient	9/7/22
College Executive Co	e/Division ommittee	College of Science and Mathematics	Pierre-Richard Cornely	9/7/22
Dear	n/Director	Pierre-Richard Cornely	Pierre-Richard Grady	9/7/22
_	Executive ommittee			
	uate Dean duate course)			
Academic C	ommittee			
*Will this ch	ange impa	ct another college/department?	☐ No ☑ Yes [select college & indicate	e department(s)]
College:	Academic	Division	Department(s):	

Valdosta State University Curriculum Form • Request for a REVISED COURSE				Date of Submission:		08/29/2022	
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.							
College:	College of Science and Mathematics			Dept	. Initiating Request:	PAGET	
Requestor's Name:	Paul Vincent			R	equestor's Role:	Department Head	
CURRENT:	The state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the state of the s		REQUESTED: (list only items to be changed)				
Course Prefix and Number:	GEOG 4860		Course Prefix and Number:				
Course Title:	Senior Thesis I		Course	Title:	Geoscienc	es Senior Seminar	
Lecture Hours:	1		Lecture	Hours:			
Lab/Contact Hours:	0		Lab/Contact	Hours:			
Credit Hours:	1		Credit	Hours:			
Pre-requisites:	None		Pre-requ	isites:	19		
CURRENT Course D	escription:		NEW Cours	e Descr	iption: (hove	er over for instructions)	
selection of which students will purs	"Unsatisfactory". Exploration and option of experiential learning sue as a senior. Each student will I for approval by their supervising).	I					
Program Level:	Course Classification:	Seme Effect		Year t		Estimated Frequency of Course Offering:	
☑ Undergraduat ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective		Fall Spring Summer	2023		Once per Year	
Justification: (selec	at one or more of the following and	provide	appropriate	narrati	ve below:)		
_	dent learning outcomes ent best practice(s) in field		☐ Manda		ate/Federal/	Accrediting Agency	
	nces curriculum has changed and writing a senior thesis, the revise						
RECEIVED							

Source of Data to Support Change (select one or more of the following):						
☐ Indirect Measures; SC	Ols, student/employer/alumni survey	s, etc.				
☐ Direct Measures; Mat	erials collected/evaluated for progra	m assessment (tests	/portfolios/assignme	ents, etc.)		
Plans for assessing course	effectiveness/meeting program lea	rning outcomes				
(select one or more of the following and provide appropriate narrative below):						
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.						
☐ Direct Measures; Mat	erials collected/evaluated for progra	m assessment (tests	/portfolios/assignme	ents, etc.)		
Other Data Source De						
▲ Valdosta S	tate University - REVISED (COURSE Form				
Visit over 1	or a REVISED COURSE					
Approvals:	Print:	Sign	ature:	Date:		
Approvaisi		0.8	/	- Duter		
Department Head	Paul C. Vincent	Jane CV	neint	9/6/22		
College/Division	College of Science and			, ,		
Executive Committee	Mathematics					
Dean/Director	Pierre-Richard Cornely	Pierre-Ric	chard Grady	9/7/22		
Graduate Executive						
Committee (for graduate course)						
Graduate Dean						
(for graduate course)						
Academic Committee			-			
*Will this change impac	ct another college/department?	⊠ No ☐ Yes [s	select college & indicate	e department(s)]		
College: Select Or	ne.	Department(s):				

Valdosta State University Curriculum Form Request for a REVISED COURSE					Date of Submission:	08/29/2022	
*Course/c	urriculum revisions originate with a fa	culty me	mber or curric	ulum co	mmittee in th	e Academic Program.	
College:	College: College of Science and Mathematics			Dep	t. Initiating Request:	PAGET	
Requestor's Name:	Paul Vincent			F	Requestor's Role:	Department Head	
CURRENT: REQUESTE				D: (list only items to be changed)			
Course Prefix and Number:	GEOG 4861		Course and Nu				
Course Title:	Senior Thesis II		Course	Title:	Senior The	esis	
Lecture Hours:	1		Lecture	Hours:			
Lab/Contact Hours:	0		Lab/Contact	Hours:			
Credit Hours:	1		Credit	Hours:			
Pre-requisites:	GEOG 4860		Pre-requ	isites:			
CURRENT Course Description: NEW Course Description: (hover over for instructions)					er over for instructions)		
Also offered as GEOL 4861. Prerequisite: GEOG 4860 Also offered as GEOL 4861. Prerequisite: GEOG				Prerequisite: GEOG 4860			
or GEOL 4860. The	e second course in a three-seme	ester	The second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second secon			rt of a course sequence in	
, , , , ,	lesigned by the student and		which a research project is designed by the student and				
	y member(s) in an approved are		1000-10-00 -100 100 100 100 100 100 100	pervising faculty member(s) in an approved area of			
	will continue data collection be	_	interest. Students will <u>collect sample data</u> , <u>conduct</u> data analysis, and write a thesis.				
thesis.	complete data analysis, and wri	te a	allalysis, al	na wrii	te a triesis.		
tilesis.							
Program Level:	Course Classification:	Seme	ester to be tive:	Year Effec	to be tive:	Estimated Frequency of Course Offering:	
	☐ Core (Area A-E)		Fall				
☑ Undergraduat	e ⊠ Major Requirement	\boxtimes	Spring		2023	Once per Year	
│	☐ Elective		Summer				
Justification: (selec	t one or more of the following and	provide	appropriate	narrati	ive below:)		
☐ Improving stud	dent learning outcomes		☐ Manda	te of St	ate/Federal/	Accrediting Agency	
☐ Adopting curre	ent best practice(s) in field		⊠ Other -	-			
	ntial learning requirement has c	hanged	for the geo	scienc	es curriculu	m this course revision is	
to clarify the class	is no longer part of a three-sem	nester :	senior thesis	seque	ence.		
	· ·			•			
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Source of Data to Support Change (select one or more of the following):							
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
☐ Direct Mea	☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)						
Plans for assess	ing course	effectiveness/meeting program lea	rning outcomes				
(select one or m	ore of the	following and provide appropriate no	arrative below):				
_		DIs, student/employer/alumni survey					
		erials collected/evaluated for progra		s/portfolios/assignme	nts, etc.)		
		scriptions –		.,			
(<u>a</u> Va		tate University - REVISED (COURSE Form				
STATE STATE STREET Section 2 to Not Consent (a) (a) (a) (a) (a) (a) (a) (a) (a) (a)	Request for	or a REVISED COURSE					
Approva	Approvals: Print: Signature: Date:						
Departm	ent Head	Paul C. Vincent	Hand C.	Vincint	9/6/22		
College/Division		College of Science and					
Executive Committee		Mathematics					
Dear	/Director	Pierre-Richard Cornely	Pierre-Rich	nard Cornely	9/7/22		
Graduate Executive							
Committee (for graduate course)							
Graduate Dean							
(for graduate course)							
Academic Committee							
Academic Committee							
*Will this change impact another college/department?			⊠ No ☐ Yes [select college & indicate	department(s)]		
College:	Select Or	ne.	Department(s):				

Valdosta State University Curriculum Form Request for a REVISED COURSE					Date of ubmission:	08/29/2022	
*Course/c	urriculum revisions originate with o	a faculty me	ember or curric	ulum coi	mmittee in th	e Academic Program.	
College:	College of Science and Mather	Dept. Initiating Request:			PAGET		
Requestor's Name:	Paul Vincent				equestor's Role:	Department Head	
CURRENT:			REQUESTE	D: (list o	nly items to	be changed)	
Course Prefix and Number:	GFOL 4860			Course Prefix and Number:			
Course Title:	Senior Thesis I		Course	Course Title: Geoscie		nces Senior Seminar	
Lecture Hours:	urs: 1			Lecture Hours:			
Lab/Contact Hours:	b/Contact Hours: 0		Lab/Contact Hours:				
Credit Hours:	dit Hours: 1		Credit Hours:				
Pre-requisites:	Pre-requisites: None		Pre-requisites:				
CURRENT Course Description:			NEW Course Description: (hover over for instructions)				
Also offered as G	EOG 4860. Prerequisites: Juni	ior or					
"Satisfactory" or selection of which students will purs	nd consent of the instructor. "Unsatisfactory". Exploration of option of experiential learn sue as a senior. Each student I for approval by their superval).	and ing will					
Program Level:	Course Classification:		ester to be	Year		Estimated Frequency o Course Offering:	
☑ Undergraduat	☐ Core (Area A-E) ☐ Fall ☐ Major Requirement ☐ Spri ☐ Elective ☐ Sun		Spring	20	2023	Once per Year	

☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

Adopting current best practice(s) in field Other −

Since the geosciences curriculum has changed and students can participate in other types of experiential learning besides writing a senior thesis, the revised name is more appropriate for the purpose of the class.

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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 assess	ing course	effectiveness/meeting program lea	rning outcomes			
(select one or m	ore of the j	following and provide appropriate no	arrative below):			
☐ Indirect M	easures; SC	Dis, student/employer/alumni survey	s, etc.			
		erials collected/evaluated for progra		s/portfolios/assignme	ents, etc.)	
Other Data	Source De	scriptions –				
<u>▲</u> Va	Idosta S	tate University - REVISED	COURSE Form			
VALDOSTA S T A T E		or a REVISED COURSE				
Approva	is:	Print:	Sign	ature:	Date:	
Departn	nent Head	Paul C. Vincent	Faul C	meint	9/6/22	
College/Division Executive Committee		College of Science and			, ,	
Executive C	ommittee	Mathematics				
Dean/Director		Pierre-Richard Cornely	Kerre-Rich	ard Cornely	9/7/22	
С	Executive ommittee duate course)					
Graduate Dean (for graduate course)						
Academic Committee						
*Will this change impact another college/department?		⊠ No ☐ Yes [select college & indicate	e department(s)]		
College:	Select Or	ne.	Department(s):			

1								
Valdosta State University Curriculum Form • Request for a REVISED COURSE					s	Date of ubmission:	08/29/2022	
*Course/c	curricul	um revisions originate with a fac	culty me	mber or curric	ulum co	mmittee in th	e Academic Program.	
College:	Colle	ge of Science and Mathemat	ics		Dept. Initiating Request:		PAGET	
Requestor's Name:	Paul Vincent				Requestor's Role:		Department Head	
CURRENT:		719		REQUESTED	: (list o	nly items to	be changed)	
Course Prefix and Number:	GEOL 4861				Course Prefix and Number:			
Course Title:	Seni	or Thesis II		Course	Title:	Senior Thesis		
Lecture Hours:	1			Lecture	Hours:			
Lab/Contact Hours:	0			Lab/Contact	Lab/Contact Hours:			
Credit Hours:	1			Credit Hours				
Pre-requisites:	GEO	L 4860		Pre-requisites:				
CURRENT Course D		NEW Course Description: (hover over for instructions)						
Also offered as G	EOG 4	861. Prerequisite: GEOG 4	860	Also offered as GEOG 4861. Prerequisite: GEOG 4860				
or GEOL 4860. Th	e sec	ond course in a three-seme	ester	or GEOL 4860. This class is part of a course sequence in				
		ned by the student and		which a research project is designed by the student and				
		mber(s) in an approved are					s) in an approved area of	
		continue data collection be	_	interest. Students will <u>collect sample data</u> , <u>conduct</u> data				
in Senior Thesis I, complete data analysis, and write a analysis, and write a thesis.								
tiresis.								
Program Level: Course		Course Classification:	Semester to be Effective:		Year Effec		Estimated Frequency of Course Offering:	
⊠		e Core (Area A-E) Major Requirement		☐ Fall ☑ Spring			Once per Year	
□ Undergraduat □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	ie					2023		
☐ Graduate		☐ Elective	Summer					
Justification: (selec	ct one	or more of the following and	provide	appropriate	narrati	ve below:)		
		earning outcomes		_			Accrediting Agency	
		st practice(s) in field		⊠ Other -		,		

Since the experiential learning requirement has changed for the geosciences curriculum this course revision is

to clarify the class is no longer part of a three-semester senior thesis sequence.

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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.)						
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☐ Indirect Me	asures: SC	ols, student/employer/alumni survey	s, etc.			
_		erials collected/evaluated for progra		/portfolios/assignme	nts, etc.)	
	(6)	scriptions –	,		,	
(A) Va	ldosta S	tate University - REVISED (OURSE Form			
		or a REVISED COURSE	COUNSE FORM			
Besides to their Knot Contern I Mile - 2000	- 15		Sign	aturo.	Data	
Approva	Approvals: Print: Signature: Date:					
Departm	ent Head	Paul C. Vincent	Jan C1	ment	9/6/22	
College/Division		College of Science and			•	
Executive Committee		Mathematics				
Dean/Director		Pierre-Richard Cornely	Piérre-Rich	hard Cornely	917/22	
Graduate Executive						
Committee (for graduate course)						
Graduate Dean						
(for graduate course)						
Academic Committee						
*Will this change impact another college/department?			⊠ No □ Yes [s	select college & indicate	department(s)]	
College:	Select Or	ne.	Department(s):			