

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

April meeting materials

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 9, 2020

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 9, 2020. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Catherine Bowers, Mr. Brian Nelson (Proxy for Ms. Gabrielle Stellmacher), Dr. Candace Witherspoon, Dr. Ray Elson (Proxy for Dr. Diane Wright), Dr. Nicole Cox, Mr. Brian Nelson, Dr. Fleming Bell, Dr. Ray Elson, Dr. Ellis Heath, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, Mr. Chuck Conner (Proxy for Dr. Vicki Wetter), Dr. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Ms. Gabrielle Stellmacher, Dr. Diane Wright, Mr. Joe Mason, Dr. Brian Sowa, Dr. Ben Wescoatt, Dr. Eric Chambers, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Mike Savoie, Dr. Dee Ott, Dr. Krishmendu Roy, Dr. Sudip Chakraborty, Dr. Sandra Trowell, Ms. Melody Fuller, Dr. Natalie Kuhlmann, Dr. Eugene Asola, and Dr. Leon Pate.

The Minutes of the February 10, 2020 meeting were approved by email on February 17, 2020. (pages 1-3).

A. University Honors College

1. Revised college narrative and certificate requirements for the University Honors College was approved effective Fall Semester 2020. (pages 4-8).

B. College of Nursing and Health Sciences

1. Revised degree narrative and degree requirements for the MSN was approved effective Fall Semester 2020. (pages 9-17).
2. Revised college narrative was approved effective Fall Semester 2020. (pages 18-21).

C. College of Humanities and Social Science

1. Revised admission requirements for the MAT in Foreign Language Education (French and Spanish) was approved effective Fall Semester 2020. (pages 22-24).
2. Revised degree requirements for the MAT in English to Speakers of Other Languages and the MAT in Foreign Language Education (French and Spanish) was approved effective Fall Semester 2020. (pages 25-26).
3. Revised admission requirements for the MAT in English to Speakers of Other Languages was approved effective Fall Semester 2020. (pages 27-29).

D. College of Business

1. Revised degree requirements for the BBA in International Business was approved effective Fall Semester 2020. (pages 30-31).
2. Revised degree requirements for the BBA in Accounting was approved effective Fall Semester 2020. (pages 32-33).
3. New course, Accounting (ACCT) 2999, "Accounting Career Development", (ACCOUNTING DEVELOPMENT– 0 credit hours, 0 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2020 with the description changed to read ... Graded "Satisfactory" or "Unsatisfactory". Required of Junior or Senior accounting majors. Completion credit for required attendance at an approved accounting career event. (pages 34-36).

E. College of Science and Mathematics

1. Revised degree requirements for the BA in Mathematics-Secondary Education Track was approved effective Fall Semester 2020. (pages 37-38).

2. Revised degree requirements for the BS in Computer Science –New track – Cyber Security was approved effective Fall Semester 2020. (pages 39-42).
3. Revised degree requirements for the BS in Computer Information Systems –New track – Cyber Security was approved effective Fall Semester 2020. (pages 43-46).
4. New course, Computer Science (CS) 4625, “Network and System Security”, (NETWORK AND SYSTEM SECURITY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...tools. Students work individually and in groups, with a (pages 47-51).
5. New course, Computer Science (CS) 4635, “Digital Forensics”, (DIGITAL FORENSICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to - Prerequisite: CS 3410 with a grade of "C" or better. A survey of the fundamentals of digital forensic investigation and use of computer forensics tools. Topics include core forensics procedures to ensure court admissibility of evidence as well as the legal and ethical implications, and forensic investigation and analysis on both Unix/Linx and Windows systems. (pages 52-56).

F. College of Education and Human Services

1. Revised degree requirements for the EDD in Adult and Career Education was approved effective Fall Semester 2020. (pages 57-58).
2. Revised Outcome Assessments for the MLIS degree was approved effective Fall Semester 2020. (page 59-60).
3. Revised degree requirements for the EDD in Leadership was approved effective Fall Semester 2020. (pages 61-63).
4. Revised degree requirements for the EDD in Curriculum and Instruction – Learning and Development Concentration was approved effective Fall Semester 2020. (pages 64-65).
5. Revised degree requirements for the BSED in Health and Physical Education was approved effective Fall Semester 2020. (pages 66-67).
6. Revised admission requirements for the MAT in Health and Physical Education was approved effective Fall Semester 2020 (pages 68-70).
7. Revised degree requirements for the MED in Health and Physical Education was approved effective Fall Semester 2020. (pages 71-72).
8. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2020. (pages 73-74).
9. Revised degree requirements for the BSED in Elementary Education was approved effective Fall Semester 2020. (pages 75-76).
10. Revised degree requirements for the BSED in Secondary Education was approved effective Fall Semester 2020. (pages 77-78).
11. Revised degree requirements for the BSED in Special Education – Deaf and Hard of Hearing was approved effective Fall Semester 2020. (pages 79-80).
12. Revised degree requirements for the BSED in Middle Grades Education was approved effective Fall Semester 2020. (pages 81-83).
13. New course, Middle Grades Education (MGED) 2000, “Written and Verbal Communication for Middle Grades Education”, (COMMUNICATION FOR MGE TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 84-96).
14. Revised course description and title, Middle Grades Education (MGED) 4000, “Assessment for Middle Grades Education”, (ASSESSMENT FOR MGED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 97-98).

G. **College of the Arts**

15. Revised degree requirements for the BFA in Art Education was approved effective Fall Semester 2020. (pages 99-100).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

01/17/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request:

NAIS

Requestor's Name: F. E. Knowles, Jr.

Requestor's Role:

Department Head

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

NAIS

NEW Course Number:
(Consult #s in the catalog)

5500

Proposed NEW Course Title:

Special Topics in NAIS

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

SpecTopicsNAIS

Prerequisite(s):

Graduate Standing

Lecture Hours:

3

Lab/Contact Hours:

0

Credit Hours:

3

Proposed NEW Course Description: (Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

A variable topics course that will parallel the undergraduate NAIS curriculum. Special Topics is repeatable, if the subject differs with each iteration. Specific topics may include but are not limited to Advanced Federal Indian Law, Advanced Native American Thought, and Advanced Native American Women, with each graduate course being taught in concert with an undergraduate course of identical name and topic.

Program Level:

- ☐ Undergraduate
☒ Graduate

Course Classification:

- ☐ Core (Area A-E)
☐ Major Requirement
☒ Elective

Semester to be Effective:

- ☒ Fall
☐ Spring
☐ Summer

Year to be Effective:

2020

Estimated Frequency of Course Offering:

Twice per Year

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

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

The intent is to serve the graduate student who wishes to take course work or to pursue a certification in Native American and Indigenous Studies. The student will be enrolled in a graduate section of a scheduled undergraduate course. This course will also help prepare the student for further study in NAIS graduate or law schools.

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

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

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

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

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

This course is offered in response to the requests from a number of graduating seniors and graduate students. It is intended to support the initiative to establish a certification in NAIS for graduate students.

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



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	F. E Knowles, Jr.		02/17/2020
College/Division Executive Committee	Mark Smith		3-11-20
Dean/Director	Mark Smith		3-11-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz		4/2/2020
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (select college & indicate department(s))	
College:	Select One.	Department(s):	Graduate School



NAS5500- Special Topics- Federal Indian Law

Instructor: F. E. Knowles, Jr., Ph. D., J.D.
Phone: (229) 333-5494
Office: Nevins Hall 1024

Credit Hours: 3
Semester:
E-mail: feknowles@valdosta.edu

Office Hours: Tuesday 8:30-9:30, Wednesday 9:00-12:00, Thursday 8:30-9:30, and by appointment as necessary.

Prerequisites: None

Course Description: The purpose of this course is to examine the development and state of Federal Indian Law. Included in the associated topics will be the legal premise of "discovery", matters of jurisdiction including the impact of Public Law 280, the plenary power of Congress and the development of self-determination as a guiding federal policy. These points, and other, will be illustrated through a review of relevant federal case law.

Course Objectives:

1. To assist the student in understanding the complexities of jurisdiction under Federal Indian Law.
2. To assist the student in gaining a thorough knowledge of matters such as "discovery", "domestic dependent nation status", "self-determination", and "sovereignty".
3. To assist the student in understanding the foundations of Federal Indian Law to include the relevant passages of the United States Constitution and relevant legal premises.
4. To ensure that the student is aware of the legal fictions associated with Federal Indian Law, and what can be done to overcome those.

5. To provide the student with an understanding of the current state of affairs in Federal Indian Law and how we came to be at this point.

Required Text:

Indian Law Stories. (2011). C. Goldberg, K. K. Washburn & P.P. Frickey, (Eds.). Foundation Press: New York, NY.

Mastering American Indian Law. (2013). A.T. EagleWoman & S.L. Leeds. Carolina Academic Press: Durham, N.C..

Reading American Indian Law. (2020). G. Christianson & M. L. Tatum, (Eds.). Cambridge Press: New York City, NY.

Suggested Supplemental Texts:

In the Court of the Conqueror. (2012). Walter Echo-Hawk. Fulcrum Publishing: Boulder, CO.

American Indians, American Justice. (1983). V. Deloria, Jr. & C. M. Lytle. University of Texas Press: Austin, TX.

The Legal Universe: Observations of the Foundations of American Law. (2011). V. Deloria, Jr. & D. E. Wilkins. Fulcrum Publishing: Golden, CO.

Class Format: This class will consist of lecture and discussion. Both lectures and discussion will center on the issues at hand. Students should feel free to comment and ask questions via email and threaded discussions.

Course Requirements:

1. **Examinations:** There will be four papers required. All papers will be worth a maximum of 100 points each. Two of these papers will be minor papers and will involve an analysis of some question suggested by the text. The other two papers are more substantial but will also be worth a possible 100 points each. These major papers are more elaborate. All papers are due by the dates indicated on the schedule. Late papers will result in loss of credit. If the paper has not been submitted within one week of its due date, it WILL NOT be graded. Any delay MUST be discussed with the professor.

2. **Graded Online Assignments:** There will be quizzes each week on the material covered in the week previous. There will be approximately 14 weekly quizzes. Each is worth ten points, for a maximum of 100 points in this dimension of your grading. If you exceed 100 points in this dimension, those points will be applied as extra credit. There will be an open and close date and time for the quizzes to be available. Further the time limit will be one hour. The quizzes will be "open book" and "open note" but there is the expectation that the student will NOT collaborate. By taking the quiz, the student affirms that he/she is aware of the University's honor code and is

in compliance. Participation will be mandatory and you cannot pass if you do not participate in these assignments.

3. **Attendance and Participation:** These dimensions will not be weighted toward a grade. They will however enter into the professor's ability to legitimately enhance a numeric grade to the next highest letter grade. For example, if a student averages 89.6 on her papers but has been engaged in and participates in class discussion, the professor might legitimately award an "A" as opposed to the "B" that would result from less participation.

Grading System: The grading for this class will be fairly straightforward. The four papers will each be worth 100 points potentially. The weekly quizzes will be ten at 10 points each, with the possibility of extra credit if 100 points is exceeded. Careful attention in class will reveal the pertinent points that deserve elaboration in the assigned papers. If a student fully addresses the subject and properly cites and supports the work, an excellent score might be expected.

A- 450-500

B- 400-449

C- 350-399

D- 300-349

Paper Requirements: Double space and type the paper, using 10-12 point font and 1 inch margins. Pay attention to proper citation for and provide a works cited page. Use the following example for citations:

Citing a case in the narrative of your paper- The case Mapp v. Ohio (1961) extended the protection of the Exclusionary Rule to cover actions by the states.

Citing a case on your "works cited" page-Mapp v. Ohio, 367 US 643 (1961)

Case names may be italicized as opposed to underlined.

Your paper should be otherwise cited in standard APA manner, or in the form that is characteristically at use in your discipline.

Threaded Discussions: This feature of Blazeview will be used to answer questions on the material. It is not graded material. It will allow for public explanation of problems and questions. If you have a question regarding the material, you may ask it here. If you wish to remain anonymous, ask the question via email, and I will post it, after removing all identifiers, in the threaded discussions so that everyone may benefit.

Make-up Exams: As these assigned papers will be "take-home" in format, there will be very little tolerance for late submission. As mentioned above, papers which are marginally late will be docked appropriate points. Papers which are more than a week late, will not be graded. Make-up assignments will be available if the student has missed the original assignment for legitimate reason. Valid excuses will be those that are acceptable to the University, i.e., illness, religious observation, participation in a University function at the request of the University, or compelling circumstances beyond a student's control.

Rules on Disruptive Conduct

Academia is based on the free exchange of ideas and with that comes the requirement for mutual respect among academics. No disrespect, for either a person or an idea, will be tolerated.

The Department also offers the following policy:

Statement on Disruptive Student

Disruptive behavior is student behavior in a classroom or other learning which disrupts the educational process. Disruptive class behavior may include but is not limited to the following behaviors: verbal or physical threats, repeated obscenities, unreasonable interference with class discussions, unauthorized use of a cell phone, or inappropriate use of computer in class, leaving and entering class frequently in the absence of notice to the instructor, of an illness or extenuating circumstance, and persisting in disrupting personal conversations with other class members. Student disruptive behaviors may also include threatening, intimidating, or other inappropriate behavior toward the instructor or classmates outside of class. Sanctions for such behaviors will be enforced in accordance with the Valdosta State University Student Handbook, Faculty Handbook, and may include dismissal from the course and the program.

Policy on Academic Student Conduct Code: Plagiarism or otherwise unethical behavior will not be tolerated. If you are unsure what constitutes plagiarism, consult the student handbook, or ask your professor. There is also a document, authored by Dr. Barnbaum, on the Blazeview page for the class. Violations of policy on academic honesty and integrity will be dealt with as per established University procedure. The University position is stated as...

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

For further reference, see ...

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

Further, by taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students at this address; <http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>

Title IX: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual

orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Equal Access: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Changes to the Syllabus: As the semester progresses, it may be necessary to make slight alterations to the syllabus, read list and schedule. You will be advised of any changes verbally, in class, and via email. If any question exist regarding these changes or any other matter appertaining to this syllabus, please contact me.

(03/03/2020)



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/11/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Modern and Classical Languages
Requestor's Name:	Randy Gladwin	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching with a major in Foreign Language Education (Spanish or French)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts-sciences/modern-classical-languages/mat-fled/		

Present Requirements:			Proposed Requirements: <i>(hover over for instructions)</i>		
Requirements for the M.A.T. in Foreign Language Education			Requirements for the M.A.T. in Foreign Language Education		
Prerequisite: SPEC 3000			Prerequisite: SPEC 3000		
Required Core Courses			Required Core Courses		
FLED 2999	Entry to the Education Profession	0	EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3	ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3	ESOL 6030	Methods and Materials for Teaching ESOL	3
FLED 6780	Supervised Internship - Clinical Practice	6	FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3	FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:			Select one of the following tracks:		
French: Guided Electives (FREN courses at the 5000 level or above)			French: Guided Electives (FREN courses at the 5000 level or above)		
Spanish: Guided Electives (SPAN courses at the 5000 level or above)			Spanish: Guided Electives (SPAN courses at the 5000 level or above)		
Total Hours Required for the Degree			Total Hours Required for the Degree		
Requirements for the M.A.T. -- FLED Accelerated Undergraduate-to-Graduate Track			Requirements for the M.A.T. -- FLED Accelerated Undergraduate-to-Graduate Track		

Required Core Courses 1			Required Core Courses 1		
FLED 2999	Entry to the Education Profession	0	EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and Materials for Teaching ESOL		or ESOL 6030	Methods and Materials for Teaching ESOL	
FLED 6780	Supervised Internship - Clinical Practice	6	FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3	FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		6	Select one of the following tracks:		6
French: Guided Electives (FREN courses at the 5000 level or above)			French: Guided Electives (FREN courses at the 5000 level or above)		
Spanish: Guided Electives (SPAN courses at the 5000 level or above)			Spanish: Guided Electives (SPAN courses at the 5000 level or above)		
Total hours required for the degree		27	Total hours required for the degree		27

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 changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	OFELIA R. NIKOLOVA	<i>Ofelia R. Nikolova</i>	3-4-2020
College/Division Executive Committee	Mark Smith	<i>Mark Smith</i>	3-11-20
Dean/Director	Mark Smith	<i>Mark Smith</i>	3-11-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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MAR 11 2020
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/11/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Modern and Classical Languages
Requestor's Name:	Randy Gladwin	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching with a major in English to Speakers of Other Languages (ESOL)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts-sciences/modern-classical-languages/mat-esol/		

Present Requirements:				Proposed Requirements: <i>(hover over for instructions)</i>			
Requirements for the M.A.T. in English to Speakers of Other Languages				Requirements for the M.A.T. in English to Speakers of Other Languages			
Prerequisite: SPEC 3000				Prerequisite: SPEC 3000			
Required Core Courses		36		Required Core Courses		36	
ESOL 2999	Entry to the Education Profession	0		EDUC 2999	Teacher Education Requirements	0	
ESOL 6010	Applied Linguistics for ESOL Teachers	3		ESOL 6010	Applied Linguistics for ESOL Teachers	3	
ESOL 6020	Cultural Perspectives for ESOL Teachers	3		ESOL 6020	Cultural Perspectives for ESOL Teachers	3	
ESOL 6030	Methods and Materials for Teaching ESOL	3		ESOL 6030	Methods and Materials for Teaching ESOL	3	
ESOL 6040	Assessing English Language Learners (Ells)	3		ESOL 6040	Assessing English Language Learners (Ells)	3	
ESOL 6050	Teaching English Grammar for ESOL	3		ESOL 6050	Teaching English Grammar for ESOL	3	
FLED 6000	World Languages and TESOL Methods P-8	2		FLED 6000	World Languages and TESOL Methods P-8	2	
FLED 6010	P-8 Classroom Laboratory	1		FLED 6010	P-8 Classroom Laboratory	1	
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2		FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	
FLED 7010	6-12 Classroom Laboratory	1		FLED 7010	6-12 Classroom Laboratory	1	
FLED 7500	Theory and Practice in Second Language Acquisition	3		FLED 7500	Theory and Practice in Second Language Acquisition	3	
ESOL 6780	Supervised Internship – Clinical Practice	9		ESOL 6780	Supervised Internship – Clinical Practice	9	
ESOL 6800	Clinical Practice Seminar	3		ESOL 6800	Clinical Practice Seminar	3	
Total Hours Required for the Degree		36		Total Hours Required for the Degree		36	

RECEIVED

MAR 11 2020

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VALDOSTA STATE UNIVERSITY

Requirements for the M.A.T. in ESOL Accelerated Undergraduate-to-Graduate Track			Requirements for the M.A.T. in ESOL Accelerated Undergraduate-to-Graduate Track		
ESOL 2999	Entry to the Education Profession	0	EDUC 2999	Teacher Education Requirements	0
Select two of the following not completed as an undergraduate:		6	Select two of the following not completed as an undergraduate:		6
ESOL 6020			ESOL 6020		
Cultural Perspectives for ESOL Teachers			Cultural Perspectives for ESOL Teachers		
ESOL 6030			ESOL 6030		
Methods and Materials for Teaching ESOL			Methods and Materials for Teaching ESOL		
ESOL 6040			ESOL 6040		
Assessing English Language Learners (Ells)			Assessing English Language Learners (Ells)		
ESOL 6050			ESOL 6050		
Teaching English Grammar for ESOL			Teaching English Grammar for ESOL		
FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6780	Supervised Internship – Clinical Practice	9	ESOL 6780	Supervised Internship – Clinical Practice	9
ESOL 6800	Clinical Practice Seminar	3	ESOL 6800	Clinical Practice Seminar	3
Total hours required for the degree		27	Total hours required for the degree		27

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 changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:

Department Head	OFELIA R. NIKOLOVA	Ofe R. Nikolova	3-4-2020
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**• **Request for a NEW COURSE****Date of Submission:**

10/22/2019

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of the Arts	Dept. Initiating Request:	Art & Design
Requestor's Name:	Bruce Mackh, Ph.D.	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ART	NEW Course Number: <i>(Consult #s in the catalog)</i>	5210
Proposed NEW Course Title:	Design Thinking		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Design Thinking		
Prerequisite(s):	None		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A problem-solving course designed for in-depth engagement with professional challenges applicable across disciplines. Coursework prepares students to address issues by empathizing, defining problems, ideating solutions, prototyping, and testing solutions. Students will hone their skills in multimodal communications, critical thinking, collaboration, and creativity as they apply design thinking to real-world possibilities.

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

Design thinking is a problem-solving methodology useful across a broad variety of personal and professional contexts. Students will learn strategies for meeting present challenges to improve their learning outcomes, and they will prepare to apply design thinking in their careers. Design thinking differs from other problem-solving approaches in that it prioritizes the human elements of a situation and explores underlying reasons and motivations before ideating towards a solution. Part of mainstream culture for the past two decades, Design thinking represents best practice in art, design, business, product design, and numerous other professional fields. Therefore, it offers graduate students in many academic fields an attractive option for study with the potential to have a positive impact on their lives now and in the future.

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

SYLLABUS**10/2019**

Valdosta State University – College of the Arts – Department of Art & Design

ART 5210: DESIGN THINKING - GRADUATE SECTION**Credit load: 3-0-3****CATALOGUE DESCRIPTION:**

A problem-solving course designed for in-depth engagement with professional challenges applicable across disciplines. Coursework prepares students to address issues by empathizing, defining problems, ideating solutions, prototyping, and testing solutions. Students will hone their skills in multimodal communications, critical thinking, collaboration, and creativity as they apply design thinking to real-world possibilities.

TEXTS:

- Tim Brown. (2019). **Change by Design**. Harper Business. ISBN-13: 978-0061766084
- Jeanne Liedtka and Tim Ogilvie. (2011). **Designing for Growth: A Design Thinking Tool Kit for Managers**. ISBN-13: 978-0231158381
- Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske. (2019). **Designing for Growth Field Book: a Step-by-Step Project Guide (2nd edition)**. ISBN-13: 978-0231187893

SELECTED STANDARDS, GOALS, OBJECTIVES and/or EDUCATIONAL OUTCOMES:

Course Outcomes	Learning Objectives
Students will cultivate understanding of the design process: developing empathy, defining a problem, ideating solutions, and creating and testing prototypes.	Develop understanding of the steps in the design process, building capacity for empathy and insight when seeking solutions to challenges, and engaging in processes of ideation, prototyping, and testing of potential solutions.
Students will identify and synthesize relevant opportunity, insight, and information to develop solutions to complex or ambiguous challenges.	Identify opportunity, gather information, generate insights, and synthesize input to formulate potential solutions to challenges.
Students will apply design thinking when engaging with complex or ambiguous situations.	Apply design thinking processes to specific challenges or problems presented in case studies and in real-world personal contexts.
Students will develop and refine skills in critical thinking, problem-solving, collaboration and teamwork, including the ability to learn from all those with whom they work.	Engage with peers through group activities involving the application of design thinking to case studies, developing and refining skills in critical thinking, creative ideation, interpersonal interaction, and collaborating towards a solution.
Students will strengthen their skills in communication with various audiences.	Build proficiency in written and verbal communication, including class discussion, small group interaction, presentations, and written documentation.

SYLLABUS

10/2019

Valdosta State University – College of the Arts – Department of Art & Design

work and to uphold a high standard of academic ethics. Consult the full discussion of the Academic Integrity Code in the Student Handbook, which is available online at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>. Students found guilty of any academic integrity violation in connection with this course will, at minimum, receive an F for the involved course activity and, at maximum, be subject to failing the entire course.

Reproduction of Photographic Images:

During the semester your instructor or other representatives from VSU may photograph you or your art work for promotional, educational and or accreditation use. If you wish not to have images of you or your work used by VSU, please submit a written statement to the Art & Design departmental office.

The Academic Support Center:

The Academic Support Center (ASC) on the 2nd floor of Odum Library provides free peer tutoring in core courses as well as time management and study skills workshops. Writing help is also available to all VSU students. To make an appointment, call 229-333-7570, email asc@valdosta.edu or visit www.valdosta.edu/asc.

Student Access:

The Mission of the Access Office is to serve as leaders in removing physical, educational, and other barriers and creating an inclusive and diverse environment by collaborating with and motivating students, faculty, staff, and the community so that they can ensure that all VSU classrooms, events, and experiences are seamlessly accessible to all. Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is in Farbar Hall; visit them online at <http://www.valdosta.edu/access>, <https://www.valdosta.edu/student/disability/>, or call 245-2498 (V/VP) or 219-1348 (TTY).

Credit:


Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes. An hour of instruction is the equivalent to 50 minutes of class time.

Lecture Classes:

For each hour of lecture classroom instruction, students are expected to work a minimum of two hours outside normal class time completing assignments and preparing for class; therefore, a three credit hour lecture course will require an average of six hours per week of student outside academic activity. *Note that these are minimum or average expectations for student academic activity as it relates to college credit. To earn a desired grade may require more than just the average investment of expected student academic activity.*

Student Evaluations:

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an

 Valdosta State University Curriculum Form 1. CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 02/19/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Anita Davis	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	MASTER OF MUSIC EDUCATION and MAT MUSIC EDUCATION		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php#matmusic		
Present Requirements:		Proposed Requirements: <u>hover over for instructions</u>	
<p>Graduation Requirements MASTERS PROGRAM</p> <p>...</p> <p>MASTER OF MUSIC EDUCATION (M.M.E.D.) MUSIC EDUCATION</p> <p>Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</p> <p>Students must complete the COE Teacher Advanced Self-Assessment.</p> <p>During the term which the coursework is completed, or thereafter, students must successfully complete written and oral portions of the Comprehensive Examination before receiving the M.M.E. A description of the procedures for administration of the comprehensive Examination is available in the music department office.</p> <p>Thesis Option: additional requirements</p> <p>Students who choose to complete a thesis in the Guided Electives area of the M.M.E. program will follow the process outlined below.</p> <p>The student will consult with the academic advisor about the thesis project.</p> <p>With the approval of the advisor, the student will submit a proposal describing the thesis project of the consideration of the Department of Music Graduate Committee</p> <p>When approved by the advisor and the Committee, the student will register for MUE 7999 Thesis, three hours credit, for two consecutive semesters, or a total of 6 hours. A grade of incomplete will be recorded for MUE 7999 until the thesis is completed and approved.</p>		<p>Graduation Requirements MASTERS PROGRAM</p> <p>...</p> <p><i>MASTER OF MUSIC EDUCATION (M.M.E.D.) MUSIC EDUCATION</i></p> <p><i>Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</i></p> <p><i>Students must complete the COE Teacher Advanced Self-Assessment.</i></p> <p><i>During the term which the coursework is completed, or thereafter, students must successfully complete written and oral portions of the Comprehensive Examination before receiving the M.M.E. A description of the procedures for administration of the comprehensive Examination is available in the music department office.</i></p> <p><i>Thesis Option: additional requirements</i></p> <p><i>Students who choose to complete a thesis in the Guided Electives area of the M.M.E. program will follow the process outlined below.</i></p> <p><i>The student will consult with the academic advisor about the thesis project.</i></p> <p><i>With the approval of the advisor, the student will submit a proposal describing the thesis project of the consideration of the Department of Music Graduate Committee</i></p> <p><i>When approved by the advisor and the Committee, the student will register for MUE 7999 Thesis, three hours credit, for two consecutive semesters, or a total of 6 hours. A grade of incomplete will be recorded for MUE 7999 until the thesis is completed and approved.</i></p>	



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell		3/12/2020
College/Division Executive Committee	M. Scummo		3.12.2020
Dean/Director	A. Blake Pearce		3-16-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	The Graduate School



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/19/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Anita Davis	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T in Music Education		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-teaching-in-music-education.php		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>ADMISSIONS REQUIREMENTS</p> <p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <ul style="list-style-type: none"> -Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music). -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Probationary admission may be granted to applicants lacking the specified prerequisites. -Minimum undergraduate GPA of 2.75 on a 4.0 scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded. <p>Three Recommendations (General Recommendation Form Required)</p> <ul style="list-style-type: none"> -Recommendation letters from persons whose observations of the applicant's character and abilities are current. -Letters of recommendation must be accompanied by the required General Graduate Recommendation form. 	<p>ADMISSIONS REQUIREMENTS</p> <p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <ul style="list-style-type: none"> -Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music). -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Probationary admission may be granted to applicants lacking the specified prerequisites. -Minimum undergraduate GPA of 2.75 on a 4.0 scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded. -Must pass a piano proficiency exam -Successfully complete a professional interview with program faculty <p>Three Recommendations (General Recommendation Form Required)</p> <ul style="list-style-type: none"> -<i>Recommendation letters from persons whose observations of the applicant's character and abilities are current.</i> -<i>Letters</i> -Three letters of recommendation must be accompanied by the required General Graduate Recommendation form. -Recommendation letters from persons whose observations of the applicant's character and abilities are current.

	<p><u>Passing scores or evidence of exemption eligibility on state assessments:</u></p> <p><u>-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/)</u></p> <p><u>-GACE Program Admission Assessment or exemption</u></p> <p><u>ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS</u></p> <p><u>Students with GPAs lower than 2.75 on a 4.0 scale may qualify for admission by one of the following alternative pathways, as determined by the Department of Music.</u></p> <p><u>1. Must have a minimum cumulative undergraduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:</u></p> <p><u>Alternative Pathway 1: The GPA is equal to or above 2.5 on a 4.0 scale for undergraduate music content courses; or</u></p> <p><u>Alternative Pathway 2: The combined GPA is equal to or above 2.5 on a 4.0 scale for upper division music content courses (3000-4000 level) and MAT (Music Education) prerequisites (EDUC, PSYC, and SPEC)</u></p>
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Justification: (select one or more of the following and provide appropriate narrative below:)

- | | |
|---|---|
| <input type="checkbox"/> Improving student learning outcomes | <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

The Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level. The applicable exemptions for the GACE Program Admission Assessment are being removed from each programs' admission criteria and, instead, are being linked to a separate webpage that lists the exemptions in order to better manage the methods and offer resources for applicants.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/11/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Doug Farwell	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching with a Major in Music Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/bfa-art-education/		

Present Requirements:		Proposed Requirements: (hover over for instructions)	
Requirements for the Master of Arts in Teaching in Music Education Degree		Requirements for the Master of Arts in Teaching in Music Education Degree	
Required Core Courses	21	Required Core Courses	21
MUE 2999 Entry to the Education Profession	0	MUE 2999 Entry to the Education Profession	0
MUE 7100 Professional Development Seminar I: Foundations	3	EDUC 2999 Teacher Education Requirements	0
MUE 7101 Professional Development Seminar II: Clinical Practice	1	MUE 7100 Professional Development Seminar I: Foundations	3
MUE 7102 Professional Development Seminar III: Capstone	2	MUE 7101 Professional Development Seminar II: Clinical Practice	1
Select one of the following:	6	MUE 7102 Professional Development Seminar III: Capstone	2
MUE 7640 General Music Curriculum		MUE 7640 General Music Curriculum	3
MUE 7810 Employed Teacher Internship in Music Education I		<u>Select either Teacher Internship or Clinical Practice:</u>	
& MUE 7820 and Employed Teacher Internship in Music Education II		<u>MUE 7810 Employed Teacher Internship in Music Education I</u>	<u>3</u>
MUE 7790 Clinical Practice in Music Education	6	<u>MUE 7820 Employed Teacher Internship in Music Education II</u>	<u>3</u>
MUE 7800 Practicum in Music	3	<u>OR</u>	
MUSC 7040 Technology for Teachers	1	<u>MUE 7790 Clinical Practice in Music Education</u>	<u>6</u>
MUSC 7650 Graduate Conducting	2	MUE 7800 Practicum in Music	3
Select one of the following Tracks:	15	MUSC 7040 Technology for Teachers	1
...		MUSC 7650 Graduate Conducting	2
		Select one of the following Tracks:	15
		...	
Total Hour required for the Degree	36	Total Hour required for the Degree	36




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell	[Signature]	3/12/2022
College/Division Executive Committee	M. Schmitt	[Signature]	3/12/2022
Dean/Director	A. Blake Pearce	[Signature]	3/16/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of Education and Human Services	Department(s):	The Graduate School

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 01/27/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program</i>			
College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Melissa Pihos	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	DANC	NEW Course Number: <i>(Consult #s in the catalog)</i>	3950
Proposed NEW Course Title:	Dance for Camera		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Dance for Camera		
Prerequisite(s):	DANC 2700 and DANC 3200 or permission of instructor		
Lecture Hours:	1	Lab/Contact Hours:	2
Credit Hours:	2		
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> Introduction to use of video with dance. This course includes composing for the camera, recording dancers in action, and editing footage to create original work.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020 Every other Year
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input checked="" type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Other –			
This proposed course will prepare students for and broaden the diversity of career choices upon graduation. Creating dance for camera and using the technology involved are specialized skills that are best practices for the dance profession. The class would also be appropriate for students in Mass Media.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

RECEIVED

MAR 16 2020

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VALDOSTA STATE UNIVERSITY

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.)


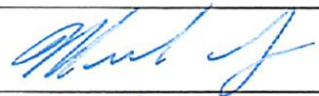

Plans for assessing course effectiveness/meeting program learning outcomes

(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 –

Face to face student feedback collected during established assessment meeting with faculty. Alumni feedback and career trajectory outcomes. Current practices in the field and hiring market.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	MARK BIRSI		3/3/2020
College/Division Executive Committee	M. Sommer		3.10.2020
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	College of the Arts	Department(s):	Mass Media

VALDOSTA STATE UNIVERSITY
COA – Spring 2020
COMMUNICATION ARTS DEPARTMENT
Theatre & Dance Area

DANC 3950 Dance for Camera

Credits: 1-2-2

Prerequisite: DANC 2700 and DANC 3200 or permission of instructor

CATALOG DESCRIPTION: Introduction to use of video with dance. This course includes composing for the camera, recording dancers in action, and editing footage to create original work.

REQUIRED TEXT: Mitoma, J., Zimmer, E. & Stiebe, D.A. (2002). *Envisioning Dance on Film and Video*. New York: Routledge.

OBJECTIVES: (Please refer to this list of Dance Program Outcomes and VSU Gen Ed. Outcomes as referenced below by number for each course objective.)

Selected Dance Educational Outcomes:

1. Students will articulate a cultural and historical perspective appropriate to dance performance, pedagogy, and choreography.
2. Students will demonstrate dance and related skills, based on the career goals of the individual student: teaching, performance, and/or choreography.
3. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
4. Students will demonstrate knowledge of professional opportunities for employment.

VSU General Education Outcomes: These two VSU GEO's correspond to the course material

1. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
2. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written and visual materials.
3. Students will analyze, evaluate, and interpret diverse forms of human communication.
4. Students will use computer and information technology when appropriate. VSU GEO

Upon successful completion of this course, students will:

1. Demonstrate comprehension of the basic principles of dance for camera through the completion of studies, readings, articulate discussions, movement studies and written assignments (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)
2. Use a video camera(s) to record dances and dancers in different kinds of environments. (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)
3. Utilize a computer editing system to edit footage of dance on video for continuity and flow and to carry out individual projects. (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)

4. Select camera angles and editing strategies to enhance concepts, lines/motion within the work (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)
5. Conceive projects with increased comprehension of the possible interactions between video and dance. (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)
6. Articulate ideas about transferring dance to video as well as the possibilities and liabilities created by this process. (Related to Dance Program Outcome 1, 2, 3, 4 and VSU GEO 1-4)

I. ASSIGNMENTS & EVALUATION:

Final Grading Scale:

90-100=A; 80-94=B; 70-79=C; 60-69=D; below 60=F

Grading:

Students will be graded on three aspects: daily participation, reading responses, and completion of projects.

1. **Daily participation:** (0.33 points per day, 15-points total)
2. **Reading Responses:** (2.5 points per response, 10 points total, 4 responses) Your response to the reading should be well thought out and sincere. I want to know what you took away from the reading. I am looking at and grading your depth of thought and clarity.
3. **Studies:** (12.5 points each, 37.5 points total)
4. **Final Project:** (37.5 points)

Study #1 Perspective Study

For this assignment, you will take a series of photos of a subject from different angles and distances, and reflect on the effect of these different perspectives.

- a. Choose a subject (one that is not currently moving through space)—could be a person, plant, building, statue, weight room equipment, etc.
- b. Take at least 6 and no more than 10 photos of this subject, from different perspectives. You must have at least two shots from close, one from far away, one from a middle distance, one from a high angle, and one from a low angle. Remember to explore all sides of this subject.
- c. Create a slideshow of your images. You will share your images, reflecting in a one-page essay on how the change in perspective affects what you see and know about the subject in your photos.

Study #2: On Screen/Off Screen (Opening, Closing, Elements Isolated)

Required Elements:

Create a video that plays with how dancers occupy the same screen space (shot) and how they are shown isolated.

- a. The opening and closing shots should show all the dancers (2 or more) in the same space. The opening shot should "announce" the dance motif that will be explored in the piece, and the closing shot should "resolve" the dance. The remaining shots can be 'singles' or include all the dancers. Include close ups, and shots where the camera is placed close to the dancers.
- b. Choose a location that adds aesthetic value to the piece.
- c. The piece is silent and you can only use straight cuts in the edit--no other effects, transitions, motion/speed effects, no color correction. No titles.
- d. **Running Time:** The edited project should be approximately 45 secs long (ABSOLUTELY no more than 45 secs maximum).

e. Format: Turn in QT format TO Professor and your self-evaluation on the due date. (We need to start the critiques on time in order to get through them.)

Study #3: Hallway (Enter/Exit, Foreground/Background, Shot Variety)

Required Elements:

Create a video shot in a hallway that adds aesthetic value to the piece which includes at least 60 seconds of choreography for two or more dancers. The movement should be designed to use foreground and background framing. Focus on how the dancers enter and exit the frame. Use a variety of shots.

a. Taping and the final edit should include at a minimum: a) dolly or pan; b) extreme close-up; c) high angle shot; and d) low angle shot. The edit must include at least one shot using slow motion.

b. You can use filters, transitions, motion effect, speed changes,

c. You are expected to do basic color correction on the shots as needed to make them match better.

d. The piece can have music **without lyrics**.

e. You can cut the music to fit the running time, but you must use the end of the music to end the piece, i.e. the music must resolve at the end.

f. You can use an opening title as a key (i.e., over a shot), but no closing credits.

g. Running Time: The edited project should be approximately 1 min (i.e., no less than :50 to and ABSOLUTELY no more than 1 min maximum).

h. Format: Turn in DV format QT MOVIE TO TEACHER BEFORE CLASS BEGINS and your self-evaluation on the due date. (We need to start the critiques on time in order to get through them.)

4. Final Project: (37.5 points)

10% Storyboard

30% for the rough cuts

60% for the final piece

The subject is open and the aesthetics are yours.

You may take project #1 or #2 as a sketch for project #3 under these conditions:

Individual Project Running time: 4-6 min, can be longer

2-Person Project Running time: 5-10 min

3-Person Project 7:00-12:00,

You may collaborate in groups if you choose, but a group of 3 is the largest allowed—a producer/director, a cinematographer, an editor. A three-person group would only be allowed if the complexity of the project suggests it is needed. If you work in a group, you must agree in advance what the credits will read.

DANCE for Camera TENTATIVE COURSE OUTLINE spring 2020

tentative, subject to change

DATE:

CLASS ACTIVITIES:

ASSIGNMENT DUE

Jan 13	Course Introductions & Expectations What is dance Film?	
Jan 15	Dance Films	
Jan 17	Films Assign Study #1	Read Ch 1 and Ch 2 in Envisioning Dance- Watch coinciding videos on dvd with book
Jan 20	No class - MLK Holiday	
Jan 22	Films	
Jan 24	Intro to Shots and angles	Read <u>Envisioning Dance</u> Chapter 3 Watch #1 <u>Study in Choreography for the Camera</u> (Maya Deren, 1945) #2 <u>Nine Variations on a dance Theme</u> (Hilary Harris, 1966) #31 <u>Risible Chick</u> (Nick de Pencier, 1993)
Jan 27	Intro to Shots and angles , intro to camera work	
Jan 29	Intro to camera Films with extensive camera work	
Jan 31	Show and Discussing Study 1	Study #1 Due
Feb 3	How to shoot dance - practice filming	

Feb 5	Practice Filming Choreographic Inspiration and Process Creating Movement Share Movement phrases Developing a Theme Planning , Assign Study 2	Read <u>Envisioning Dance</u> Chapter, Ch 10, 14, 15, 16 Watch #4 <u>Intolerance</u> (, 1945) #2 <u>Air for the G String</u> , humphrey # #9 <u>Husk</u> (Eiko and Koma, 1997) #27 <u>Lodela</u> (Baylaucq, 1996) #30 <u>The Village Trilogy</u> (Laura Taler, 1995) #28 <u>Le Dotoir</u> (Fancois Girad, 1990) #10 Book of Days (Meredith Monk, 1988)
Feb 7	Planning, Storyboards, Discuss readings	
Feb 10	NEW MEDIA Center – Adobe Premiere	

Feb 12	TBA	Read <u>Envisioning Dance</u> Chapter 17, Watch: #21 <u>Boy</u> (Rosemary Lee and Peter Anderson, 1995) #22 <u>Touched</u> (David Hinton, 1994) #23 <u>Hands</u> (Adam Roberts, 1995) #26 <u>Pas de Deux</u> (McLaren, 1968) #24 <u>Le P'tit Bal</u> Philippe Decoufle, 1993) #25 <u>Enter Achilles</u> (Clara Van Gool, 1996)
Feb 14	TBA- planning	
Feb 17	Work on and discuss Study #2	students working on study #2
Feb 19	Study #2	
Feb 21	Present Study #2 Assign Study 3 , TBA	Study #2 Due
Feb 28	TBA work on Study 3	
March 2	TBA	Watch: #32 <u>sistersister</u> (Susana Szperling, 1999) #34 <u>Mothers and Daughters</u> (Margaret Williams, 1994) #35 <u>Outside In</u> (Margaret Williams, 1994)
March 4	TBA	
March 6	TBA	
March 9	TBA – work on study 3	

March 11	TBA – work in Study 3	
March 13	TBA	
March 16-20	SPRING BREAK no Class	
March 23	TBA	
March 25	Present Study #3	Study #3 Due
Mar 27	Storyboard---plan Final project	Storyboard
March 30	Storyboards for Final due – present idea to class	Final project Storyboard due
April 1	Filming and Editing	Filming and Editing
April 3	Filming and Editing	Filming and Editing
April 6	Rough cut due	Rough cut due
April 8	TBA	Filming and Editing
April 10	TBA	Filming and Editing
Apr 13	Rough Cut showing	Rough cut due
Apr 15	TBA	
Apr 17	TBA	
April 20	TBA	
April 22	More Refined Showing	More refined Cut Due
April 24	Working on final project	
April 27	Working on final Project	
April 29	Show what you have	Showing
May 4	Final Project showings	Final Project Due-Showings



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/28/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program

College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Ruth Brandvik	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	BFA in Theatre: Production Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/		

Present Requirements:				Proposed Requirements: <u>(hover over for instructions)</u>			
Senior College Curriculum		60		Senior College Curriculum		60	
THEA 2730	Theatrical and Film	4		THEA 2730	Theatrical and Film	<u>2</u>	
& THEA 2810	Makeup and Basic Stage Movement			& THEA 2810	Makeup <i>and Basic Stage Movement</i>		
THEA 3700	Play Analysis for Production	3		THEA 3700	Play Analysis for Production	3	
THEA 3740	Theatre Management	3		THEA 3740	Theatre Management	3	
THEA 3750	Costume History	3		THEA 3750	Costume History	3	
THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2		THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2	
THEA 3950	Fundamentals of Play Directing	3		THEA 3950	Fundamentals of Play Directing	3	
Select one of the following:		3		Select one of the following:		3	
THEA 3760	Lighting Design			THEA 3760	Lighting Design		
THEA 3770	Costume Design			THEA 3770	Costume Design		
THEA 3780	Scene Design			THEA 3780	Scene Design		
THEA 3880 or THEA 3890	Theatre History I or Theatre History II	3		THEA 3880 or THEA 3890	Theatre History I or Theatre History II	3	
THEA 4790	Portfolio and Resume Presentation	2		THEA 4790	Portfolio and Resume Presentation	2	
DANC 1600 or DANC 2800	Ballet I or Jazz Dance I	2		DANC 1600 or DANC 2800	Ballet I or Jazz Dance I	2	

Guided electives	10	Guided electives	10
Select one of the following Tracks	22	Select one of the following Tracks	<u>24</u>
Performance		Performance	
Production		Production	
Musical Theatre		Musical Theatre	
Theatre Management		Theatre Management	
Total Hours	120	Total Hours	120
Production Track	Hours	Production Track	Hours
THEA 2840 & THEA 3300	Stage Management and Costume Construction 4	THEA 2840 & THEA 3300	Stage Management and Costume Construction 4
THEA 3720 or THEA 3725	Theatre Production 4 Stage Management Practicum	<u>THEA 3725</u>	<u>Stage Management Practicum</u> <u>1</u>
Select one of the following:	3	THEA 3720 or THEA 3725	Theatre Production <u>5</u> Stage Management Practicum
THEA 3760	Lighting Design	Select one of the following:	3
THEA 3770	Costume Design	THEA 3760	Lighting Design
THEA 3780	Scene Design	THEA 3770	Costume Design
THEA 3790	Computer-aided Drafting for the Theatre 2	THEA 3780	Scene Design
THEA 3880 or THEA 3890	Theatre History I 3 Theatre History II	THEA 3790	Computer-aided Drafting for the Theatre 2
THEA 4760 & THEA 4770	Principles of Technical Theatre and Scene Painting 6	THEA 3880 or THEA 3890	Theatre History I 3 Theatre History II
		THEA 4760 & THEA 4770	Principles of Technical Theatre and Scene Painting 6

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 –

Moving THEA 2810 out of the Senior College Curriculum and into the specific track curriculum allows for additional credits that are relevant to the focus of the specific educational outcomes in those tracks. The shift in hours/additional hours within the tracks will provide additional experiential learning in the students' chosen area of study. One hour of THEA 2725 is required. The other additional hour is adjusted (from 4 to 5) in the option THEA2720 or 3725.

This change affects all four Theatre Tracks within the BFA Theatre Degree: Performance, Production, Musical Theatre, and Theatre Management.

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 –

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• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	MARK BORZI		3-11-2020
College/Division Executive Committee	M. Schmitt		3.10.2020
Dean/Director	A. Blake Pearce		3-12-020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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Requestor's Name:	Ruth Brandvik	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)
Program Level:	Course Classification:	Semester to be Effective: Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer 2020
Degree/Program Name:	BFA in Theatre: Elective Studies in Theatre Management	
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/	

Present Requirements:	Proposed Requirements: (hover over for instructions)
<div>Senior College Curriculum 60</div> <div>THEA 2730 Theatrical and Film 4</div> <div>& THEA 2810 Makeup and Basic Stage Movement</div> <div>THEA 3700 Play Analysis for 3</div> <div>THEA 3740 Theatre Management 3</div> <div>THEA 3750 Costume History 3</div> <div>THEA 3710 Theatre Performance 2</div> <div>& THEA 3720 and Theatre Production</div> <div>THEA 3950 Fundamentals of Play 3</div> <div>Directing</div> <div>Select one of the following: 3</div> <div>THEA 3760 Lighting Design</div> <div>THEA 3770 Costume Design</div> <div>THEA 3780 Scene Design</div> <div>THEA 3880 Theatre History I 3</div> <div>or THEA 3890 Theatre History II</div> <div>THEA 4790 Portfolio and Resume 2</div> <div>Presentation</div> <div>DANC 1600 Ballet I 2</div> <div>or DANC 2800 Jazz Dance I</div>	<div>Senior College Curriculum 60</div> <div>THEA 2730 Theatrical and Film <u>2</u></div> <div>& THEA 2810 Makeup and Basic Stage Movement</div> <div>THEA 3700 Play Analysis for 3</div> <div>THEA 3740 Theatre Management 3</div> <div>THEA 3750 Costume History 3</div> <div>THEA 3710 Theatre Performance 2</div> <div>& THEA 3720 and Theatre Production</div> <div>THEA 3950 Fundamentals of Play 3</div> <div>Directing</div> <div>Select one of the following: 3</div> <div>THEA 3760 Lighting Design</div> <div>THEA 3770 Costume Design</div> <div>THEA 3780 Scene Design</div> <div>THEA 3880 Theatre History I 3</div> <div>or THEA 3890 Theatre History II</div> <div>THEA 4790 Portfolio and Resume 2</div> <div>Presentation</div> <div>DANC 1600 Ballet I 2</div> <div>or DANC 2800 Jazz Dance I</div>

Guided electives	10	Guided electives	10
Select one of the following Tracks	22	Select one of the following Tracks	<u>24</u>
Performance		Performance	
Production		Production	
Musical Theatre		Musical Theatre	
Theatre Management		Theatre Management	
Total Hours	120	Total Hours	120
Elective Studies in Theatre Management	Hours	Elective Studies in Theatre Management	Hours
THEA 1710	Improvisation	THEA 1710	Improvisation
THEA 2840	Stage Management	<u>THEA 2810</u>	<u>Basic Stage Movement</u>
ACCT 2099 & MKTG 3050	Accounting Principles for Entrepreneurs and Introduction to Marketing	THEA 2840	Stage Management
Select one of the following:	3	ACCT 2099 & MKTG 3050	Accounting Principles for Entrepreneurs and Introduction to Marketing
ACED 2400	Computer Technology for the Workplace	Select one of the following:	3
BUSA 2201	Fundamentals of Computer Applications	ACED 2400	Computer Technology for the Workplace
CS 1000	Introduction to Microcomputers and Applications	BUSA 2201	Fundamentals of Computer Applications
THEA 3730	Theatre Management Practicum	CS 1000	Introduction to Microcomputers and Applications
THEA 3880	Theatre History I	THEA 3730	Theatre Management Practicum
or THEA 3890	Theatre History II	THEA 3880	Theatre History I
Select one of the following:	3	or THEA 3890	Theatre History II
THEA 3710	Theatre Performance	Select one of the following:	<u>1</u>
THEA 3720	Theatre Production	THEA 3710	Theatre Performance
THEA 3725	Stage Management Practicum	THEA 3720	Theatre Production
THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations, and the Law	THEA 3725	Stage Management Practicum
	5	THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations, and the Law
			5

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 –

Moving THEA 2810 out of the Senior College Curriculum and into the specific track curriculum allows for additional credits within the Production Track that are relevant to the focus of the educational outcomes in those tracks. The additional credits will provide additional experiential learning in the students' chosen area of study.

The adjustment of "Select one of the following: THEA 3710, 3720, 3725" from 3 hours to 1 hour, corrects a mistake in the catalog. This should be 1 hour, not 3. With this correction, this track will add up to 24 hrs.

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.
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Approvals:	Print:	Signature:	Date:
Department Head	Mark Borzi	[Signature]	3-11-2020
College/Division Executive Committee	M. Scumro	[Signature]	3.10.2020
Dean/Director	A. Blake Pearce	[Signature]	3-12-2020
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)]

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College:

Select One.

Department(s):

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College:	College of the Arts	Dept. Initiating Request:	Communication Arts
Requestor's Name:	Ruth Brandvik	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)		<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020	
Degree/Program Name:	BFA in Theatre: Musical Theatre Track			
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/			

Present Requirements:			Proposed Requirements: (hover over for instructions)		
Senior College Curriculum		60	Senior College Curriculum		60
THEA 2730	Theatrical and Film	4	THEA 2730	Theatrical and Film	<u>2</u>
& THEA 2810	Makeup and Basic Stage Movement		& THEA 2810	Makeup and Basic Stage Movement	
THEA 3700	Play Analysis for Production	3	THEA 3700	Play Analysis for Production	3
THEA 3740	Theatre Management	3	THEA 3740	Theatre Management	3
THEA 3750	Costume History	3	THEA 3750	Costume History	3
THEA 3710	Theatre Performance	2	THEA 3710	Theatre Performance	2
& THEA 3720	and Theatre Production		& THEA 3720	and Theatre Production	
THEA 3950	Fundamentals of Play Directing	3	THEA 3950	Fundamentals of Play Directing	3
Select one of the following:		3	Select one of the following:		3
THEA 3760	Lighting Design		THEA 3760	Lighting Design	
THEA 3770	Costume Design		THEA 3770	Costume Design	
THEA 3780	Scene Design		THEA 3780	Scene Design	
THEA 3880	Theatre History I	3	THEA 3880	Theatre History I	3
or THEA 3890	Theatre History II		or THEA 3890	Theatre History II	
THEA 4790	Portfolio and Resume Presentation	2	THEA 4790	Portfolio and Resume Presentation	2
DANC 1600	Ballet I	2	DANC 1600	Ballet I	2
or DANC 2800	Jazz Dance I		or DANC 2800	Jazz Dance I	

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):

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Dean/Director	A. Blake Pearce		3-12-020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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Degree/Program Name:	BFA in Theatre: Performance Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/		

Present Requirements:				Proposed Requirements: (hover over for instructions)			
Senior College Curriculum		60		Senior College Curriculum		60	
THEA 2730	Theatrical and Film	4		THEA 2730	Theatrical and Film	<u>2</u>	
& THEA 2810	Makeup and Basic Stage Movement			& THEA 2810	Makeup and Basic Stage Movement		
THEA 3700	Play Analysis for Production	3		THEA 3700	Play Analysis for Production	3	
THEA 3740	Theatre Management	3		THEA 3740	Theatre Management	3	
THEA 3750	Costume History	3		THEA 3750	Costume History	3	
THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2		THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2	
THEA 3950	Fundamentals of Play Directing	3		THEA 3950	Fundamentals of Play Directing	3	
Select one of the following:		3		Select one of the following:		3	
THEA 3760	Lighting Design			THEA 3760	Lighting Design		
THEA 3770	Costume Design			THEA 3770	Costume Design		
THEA 3780	Scene Design			THEA 3780	Scene Design		
THEA 3880 or THEA 3890	Theatre History I or Theatre History II	3		THEA 3880 or THEA 3890	Theatre History I or Theatre History II	3	
THEA 4790	Portfolio and Resume Presentation	2		THEA 4790	Portfolio and Resume Presentation	2	
DANC 1600 or DANC 2800	Ballet I or Jazz Dance I	2		DANC 1600 or DANC 2800	Ballet I or Jazz Dance I	2	

Guided electives	10	Guided electives	10
Select one of the following Tracks	22	Select one of the following Tracks	<u>24</u>
Performance		Performance	
Production		Production	
Musical Theatre		Musical Theatre	
Theatre Management		Theatre Management	
Total Hours	120	Total Hours	120
Performance Track		Performance Track	
		Hours	
THEA 1710 & THEA 3200	Improvisation and Audition Techniques	2	
DANC 1600 or DANC 2800	Ballet I Jazz Dance I	2	
THEA 2110	Stage Dialects	3	
THEA 3800	Scene Study	3	
THEA 4800	Period Styles of Acting	3	
THEA 2830 & THEA 3710	Fundamentals of Stage Combat and Theatre Performance	3	
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3	
THEA 3010	Oral Interpretation	2	
		Hours	
THEA 1710 & THEA 3200	Improvisation and Audition Techniques	2	
DANC 1600 or DANC 2800	Ballet I Jazz Dance I	2	
THEA 2110	Stage Dialects	3	
<u>THEA 2810</u>	<u>Basic Stage Movement</u>	<u>2</u>	
THEA 3800	Scene Study	3	
THEA 4800	Period Styles of Acting	3	
THEA 2830 & THEA 3710	Fundamentals of Stage Combat and Theatre Performance	<u>4</u>	
THEA 3880 or THEA 3890	Theatre History I Theatre History II	3	
THEA 3010	Oral Interpretation	2	

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 –

Moving THEA 2810 out of the Senior College Curriculum and into the specific track curriculum allows for additional credits that are relevant to the focus of the specific educational outcomes in those tracks. The shift in hours/additional hours within the tracks will provide additional experiential learning in the students' chosen area of study. This change affects all four Theatre Tracks within the BFA Theatre Degree: Performance, Production, Musical Theatre, and Theatre Management.

The addition of one credit of THEA2830/THEA 3710 (from 3hrs to 4) in the track curriculum above corrects a typo in the 2019-20 catalog that was entered when a curriculum change was passed last year.

* See AC Packet from 3/11/2019; P. 64-67

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 –

Face to face meetings with students during established assessment meetings with faculty during freshman and junior years; Program review completed by students in senior year; Alumni feedback and career trajectory outcomes.

**Valdosta State University – Curriculum Change or Revised Catalog Copy Form**

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	MARSH BORZI		3-11-2020
College/Division Executive Committee	M. SUMMIT		3.10.2020
Dean/Director	A. Blake Pearce		3-12-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE** or **REVISED CATALOG COPY****Date of Submission:** 02/5/2020**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Human Services
Requestor's Name:	Teddi Cunningham	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Ed. S. Degree with a Major in School Counseling		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/human-services/education-specialist-school-counseling/		

Present Requirements:			Proposed Requirements: <i>(hover over for instructions)</i>		
Requirements for the Ed.S. Degree with a Major in School Counseling			Requirements for the Ed.S. Degree with a Major in School Counseling		
Course	Title	Hours	Course	Title	Hours
EDUC 5999	Professional Orientation	0	EDUC 5999	Professional Orientation	0
SCHC 8150	Program Evaluation	3	SCHC 8150	Program Evaluation	3
SCHC 8160	Adv Pract. in Cog. Behavioral Therapy	3	SCHC 8160	Adv Pract. in Cog. Behavioral Therapy	3
SCHC 8220	Social Justice in Professional Practice	3	SCHC 8220	Social Justice in Professional Practice	3
SCHC 8300	Crisis Counseling	3	SCHC 8300	Crisis Counseling	3
SCHC 8891	School Counseling Practicum I	3	SCHC 8891	School Counseling Practicum I	3
SCHC 8995	Capstone Seminar	3	SCHC 8995	Capstone Seminar	3
PSYC 8200	Child Psychopathology	3	PSYC 8200	Child Psychopathology	3
PSYC 8610	Behavior Modification	3	PSYC 8610	Behavior Modification	3
RSCH 8000	Advanced Research Methodology	3	RSCH 8000	Advanced Research Methodology	3
Total Hours Required for the Degree		27	Total Hours Required for the Degree		27

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 –

EDUC 5999 Professional Orientation is no longer required for this program.

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

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

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

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


☐ Other Data Source Descriptions –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE or REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Heather Kelley	Heather Kelley	2/5/20
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/9/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Curriculum, Leadership, & Technology
Requestor's Name:	Mike Bochenko	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Educational Leadership		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/eds-educational-leadership/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)		Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)	
Area A Core 9 LEAD 8140 Leadership for Creating an Effective Learning Environment LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century		Area A Core 9 12 LEAD 8630 Coaching & Mentoring for High Performance Schools LEAD 8140 Leadership for Creating an Effective Learning Environment LEAD 8620 Leading a Professional Learning Community LEAD 8520 Executive Leadership for the 21st Century	
Area B Residency 18 LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.		Area B Residency 18 LEAD 8920 Advanced Leadership Field-Based Experience I LEAD 8930 Advanced Leadership Field-Based Experiences II LEAD 8940 Advanced Leadership Field-Based Experiences III The residency will be completed at the candidate's work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.	
Total Hours Required for the Degree 27		Total Hours Required for the Degree 27 30	
Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs and pass the GACE Educational Performance-based Leadership Assessment.		Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs and pass the PASL Educational Performance-based Leadership Assessment.	

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 –

SACS requires 30 hours of graduate-level coursework to complete a Specialist degree. This change is being made to meet this requirement. Adding the course to the requirements also lets us enhance students' learning and expose them to more best practices for their profession.

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 –

Performance-based assessments are used through the program, as mandated by the State. This include but aren't limited to field work, hands-on projects, and observational assessments.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Interim Department Head	Dr. Steve Downey	Steven Downey	3/9/2020
College/Division Executive Committee	Bernard Choe	Bernard Choe	3/2/20
Dean/Director	Bernard Choe	Bernard Choe	3/12/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Adult and Career Education
Requestor's Name:	Pam Dobbins	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	MEd with a Major in Adult and Career Education/ Career and Technical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/adult-career-education/med-adult-career-education/		

Present Requirements:			Proposed Requirements: <i>(hover over for instructions)</i>		
Core Courses 15			Core Courses 15		
RSCH 7100	Research Methodology in Education	3	RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3	PSYC 7010	Learning and Assessment	3
or PSYC 7040	Adult Learning and Assessment		or PSYC 7040	Adult Learning and Assessment	
ACED 7620	Evaluation of Adult and Career Education Programs	3	ACED 7620	Evaluation of Adult and Career Education Programs	3
ACED 7640	Issues and Trends in Adult and Career Education	3	ACED 7640	Issues and Trends in Adult and Career Education	3
ACED 7990	Analysis of Research in Adult and Career Education	3	ACED 7990	Analysis of Research in Adult and Career Education	3
Area of Concentration 21			Area of Concentration 21		
EDUC 5999	Professional Orientation	0	EDUC 5999	Professional Orientation	0
ACED 7020	History and Philosophy of Adult and Career Education	3	ACED 7020	History and Philosophy of Adult and Career Education	3
ACED 7530	Supervision and Mentoring in Adult and Career Education	3	ACED 7530	Supervision and Mentoring in Adult and Career Education	3
ACED 7410	New Teacher Institute	3	ACED 7410	New Teacher Institute	3
or ACED 7680	Contemporary Instructional Practices in Workforce Education		or ACED 7680	Contemporary Instructional Practices in Workforce Education	
Select one of the following: 3			Select one of the following: 3		
ACED 7120	Electronic Courseware Design and Development		ACED 7120	Electronic Courseware Design and Development	
ACED 7430	Advanced New Teacher Institute		ACED 7430	Advanced New Teacher Institute	
ACED 8450	Multimedia Authoring and Design		ACED 8450	Multimedia Authoring and Design	
ACED 7150	Adult Learning and Development 3		ACED 7150	Adult Learning and Development 3	
or ACED 7710	Managing the Classroom and Laboratory Learning Environment		or ACED 7710	Managing the Classroom and Laboratory Learning Environment	

ACED 7950	Directed Study in Adult and Career	ACED 7950	Directed Study in Adult and Career
Education	3	Education	3
Guided Elective	3	Guided Elective	3
Total Hours Required for the Degree	36	Total Hours 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 –

EDUC 5999 Professional Orientation is no longer required for this program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Christopher K. Wang	Chris K. Wang	2/13/20
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Betty K. deCruz	Betty K. deCruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?

☒ No ☐ Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

**Valdosta State University Curriculum Form**

- **Request for a REVISED COURSE**

Date of Submission:

02/12/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Adult & Career Education
Requestor's Name:	Gwen Scott Ruttencutter, PhD	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	ACED 7990	Course Prefix and Number:	
Course Title:		Course Title:	
Lecture Hours:		Lecture Hours:	
Lab/Contact Hours:		Lab/Contact Hours:	
Credit Hours:		Credit Hours:	
Pre-requisites:	Not applicable	Pre-requisites:	RSCH 7100
CURRENT Course Description:		NEW Course Description: (hover over for instructions)	

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

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

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

The justification for requiring the RSCH 7100 as a pre-requisite to ACED 7990 is to ensure learners have the enabling knowledge, skills, and abilities to use the literature in addressing their respective problems of practice.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University - REVISED COURSE Form

• Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	C. Keith Waugh	<i>[Signature]</i>	3/5/2020
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	3/5/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	<i>[Signature]</i>	4-2-2020
Academic Committee			

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

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• CURRICULUM CHANGE or REVISED CATALOG COPY

Date of Submission: 02/11/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Kinesiology and Physical Education
Requestor's Name:	Eugene Asola	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching with a major in Health and Physical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/kinesiology-physical-education/mat-health-physical-education/		

Present Requirements:			Proposed Requirements: (hover over for instructions)		
Required Courses			Required Courses		
KSPE 2999	Entry to the Education Profession	0	KSPE 2999	Entry to the Education Profession	0
KSPE 2150	First Aid - CPR	2	EDUC 2999	Teacher Education Requirements	0
KSPE 1011	Personal Fitness	1	KSPE 2150	First Aid - CPR	2
KSPE 6101	Foundations and Technology in Health and Physical Education	3	KSPE 1011	Personal Fitness	1
KSPE 6150	Applied Sports Science	3	KSPE 6101	Foundations and Technology in Health and Physical Education	3
KSPE 6200	Nutrition for Health and Human Performance	3	KSPE 6150	Applied Sports Science	3
KSPE 6220	Management of Physical Education Programs	3	KSPE 6200	Nutrition for Health and Human Performance	3
KSPE 6301	Contemporary and Comprehensive Health Issues	3	KSPE 6220	Management of Physical Education Programs	3
KSPE 6401	Instructional Planning and Evaluation	3	KSPE 6301	Contemporary and Comprehensive Health Issues	3
KSPE 6700	Elementary Physical Education Methods and Content	3	KSPE 6401	Instructional Planning and Evaluation	3
KSPE 6710	Middle Grades & Secondary Physical Education Health Methods & Content	3	KSPE 6700	Elementary Physical Education Methods and Content	3
KSPE 6911	Diversity in Sport and Physical Education	3	KSPE 6710	Middle Grades & Secondary Physical Education Health Methods & Content	3
KSPE 6790	Student Teaching in Health and Physical Education	5	KSPE 6911	Diversity in Sport and Physical Education	3
or KSPE 6890	Internship in Health and Physical Education		KSPE 6790	Student Teaching in Health and Physical Education	5
KSPE 6800	Student Teaching Seminar in Health and Physical Education	1	or KSPE 6890	Internship in Health and Physical Education	
or KSPE 6900	Internship Seminar in Health and Physical Education		KSPE 6800	Student Teaching Seminar in Health and Physical Education	1
			or KSPE 6900	Internship Seminar in Health and Physical Education	
Total Hours	36		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 –

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	EUGENE ASOLA	<i>[Signature]</i>	3/5/2020
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	3/5/20
Dean/Director	Bernard Oliver	<i>[Signature]</i>	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	<i>[Signature]</i>	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY****Date of Submission:** 02/26/2020**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T in Education		
Current Catalog URL:	Not in catalog		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
	<p>The M.A.T. Education program is designed for candidates who are seeking a Level 5 Georgia teaching certificate and who already have content knowledge expertise in the certification area in which they want to teach.</p> <p><u>Selected Educational Outcomes</u> Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Students in initial teacher education programs apply content specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help students learn. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p><u>Examples of Outcome Assessments</u> Students in initial teacher education programs demonstrate content knowledge through passing the state-required content assessment. Students in initial teacher education programs 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. Students in initial teacher education programs demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and mentor teacher. Students in initial teacher education programs demonstrate their ability to positively impact P-12 learning.</p>

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, 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.

Program Retention, Dismissal, and Readmission Policies

1. Candidates must obtain a Georgia Pre-Service Teaching Certificate or hold a professional teaching certification to remain enrolled in program after the first semester.
2. Candidates must maintain professional liability insurance.
3. The maximum time allowed for completion of the master's 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 candidate's advisor, Dean of the Dewar College of Education and Human Services, and approval from the Associate Provost for Graduate Studies and Research.
4. No more than 9 semester hours of academic work may be transferred from another institution into a Dewar College of Education and Human Services graduate program. Transfer credit will be evaluation after admission by the academic department.
5. 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" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
6. 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.

Requirements for the Master of Arts in Teaching with a Major in Education

EDUC 2999	Teacher Education Requirements	0
MSED 5600	Content Teaching Methods	3
MSED 6001	Planning for Teaching	3
MSED 6004	Content Area Literacy	3
MSED 6000	Written/ Verbal Communication for Teachers	3
MSED 6002	Assessment for Teachers	3
MSED 6003	Differentiation and Multicultural Education	3
Select one of the following:		3
MSED 6010	Employed Teacher Track Internship 1	
MSED 6100	Apprenticeship in Teaching	
Select one of the following:		3
MSED 6300	MAT Capstone	
MSED 5840	Teaching Context for CTAE Educators	
Select one of the following:		5
MSED 6020	Employed Teacher Track Internship 2	
MSED 6200	Student Teaching	
MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 6021	Clinical Seminar	1
SPEC 7000	Serving Students with Diverse Needs	3
Total Hours Required for the Degree		36

There are requirements in addition to the above that candidates must complete before being recommended for certification. Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

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 –

This information was not previously available in the catalog.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/5/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4-2-2020
Academic Committee			

*Will this change impact another college/department? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (select college & indicate department(s))	
College: Select One.	Department(s):



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

02/26/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College: College of Education and Human Services

Dept. Initiating Request:

Initial Teacher Prep & Service

Requestor's Name: Barbie Radcliffe

Requestor's Role:

Faculty

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

MSED

NEW Course Number:
(Consult #s in the catalog)

5840

Proposed NEW Course Title:

Teaching Context for Career, Technical, and Agricultural Educators

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Teach Context CTAE Educators

Prerequisite(s):

EDUC 2999

Lecture Hours:

3

Lab/Contact Hours:

0

Credit Hours:

3

Proposed NEW Course Description: (Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- ☐ Undergraduate
☒ Graduate

- ☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

- ☒ Fall
☐ Spring
☐ Summer

2020

Once per Year

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

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

Candidates who are pursuing different teacher certification fields will be enrolling in the MAT Education program as a single cohort. In order to ensure teaching context is taught by someone in a similar certification field as the candidate, two courses with similar tasks will be available to candidates (MSED 6300 is for secondary-level educators). The candidate will be required to enroll in the capstone course that is aligned to his/her certification field.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff	[Signature]	3/15/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/15/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/15/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education**

**MSED 5840
MAT Capstone
3 Semester Hours**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

InTASC Model Core Teacher Standards*

(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

includes 11 components. Each component is listed below with the associated points. The combined point value of all components reflects the 100 points for the Capstone Portfolio. You will be provided a more detailed description of assignments and rubrics in class.

About Me: (2 points) – A well-crafted “About Me” page on your portfolio can give your readers a clear image of who you are as a professional.

Résumé and Professional Development Transcript: (3 points) – Create a résumé that outlines your relevant: educational experiences, including degrees earned, work experiences, skills, accomplishments, and other things you think are important to include.

Discovering Your FRAME: (10 points) – This is the program key assessment for the Diversity strand of the program. *(This will be submitted as an assignment in LiveText as well.)*

My Classroom (5 points) – The goal of this page is to convey to future students, parents, fellow teachers, and prospective employers what your classroom looks like in theory and in practice.

Critical Philosophy of Education: (10 points) – This is the key program assessment for the Ethics and Professional Dispositions strand of the program. *(This will be submitted as an assignment in LiveText as well.)*

Gallery of Links and Technology Integration: (10 points) – This is the key program assessment for the Technology strand of the program. *(This will be submitted as an assignment in LiveText as well.)*

Looking Back: (5 points) – You will look back in time to reflect on the educational goals you had upon entering the program and how those goals have changed (or not) since then.

Annotated Transcript: (10 points) – You will create an annotated transcript that lists and describes the courses you completed for your degree program.

Best Practices Content Pedagogy Showcase: (20 points) – This is the key program assessment for the Content Pedagogy strand of the program. You will create a page that showcases examples of your best work. This is a chance for you to focus on the artifacts you have created during your graduate studies (projects, papers, etc.) in a way that presents your work thematically, creatively, and effectively. *(This will be submitted as an assignment in LiveText as well.)*

Synthesis: (15 points) – Here you will bring all of your experiences throughout your master’s program together in an engaging way. It is a way to examine what you got out of your program, and it serves the purpose of a “final exam” or paper.

Looking Forward - Professional Learning Plan: (10 points) – This task asks you to think about how you will continue to learn and grow after your master’s program is over. Your Profession Learning Plan will include the sections noted below.

Professionalism – Dress code

In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

The College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

THE BLAZER CREED

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitinfor-students.php). (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitinfor-students.php>).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. Online tutoring available through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Odum Library.

Responsibility: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

Communication: Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

Interpersonal Skills: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

Classroom Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

Judgment: Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

Ethics: Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth. *Adapted from Mississippi State University COE

Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature

Your Name – Print

Date



Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	N/A
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	MAT or MEd Special Education/Deaf Education, Health and Physical Education, Instructional Technology, Middle Grades Education, Secondary Education, and Education		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>Graduation Requirements</p> <p>MASTERS PROGRAM</p> <p>...</p> <p>DEAF EDUCATION 5TH YEAR</p> <p>A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</p> <p>Students must submit an application for graduation one semester prior to their expected graduation date.</p> <p>Students will successfully complete an electronic portfolio.</p> <p>Students will successfully complete the College of Education Advanced Teacher Self-Assessment Instrument</p> <p>Students must take the GACE Content Tests: Special Education Deaf Education Test I (085) and Test II (086)</p> <p>...</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</p> <p>Students must submit an application for graduation one semester prior to their expected graduation date.</p> <p>Students will complete the College of Education Advanced Teacher Self-Assessment Instrument.</p> <p>Students will complete an advanced portfolio.</p> <p>INSTRUCTIONAL TECHNOLOGY: LIBRARY MEDIA</p>	<p>Graduation Requirements</p> <p>MASTERS PROGRAM</p> <p>...</p> <p>DEAF EDUCATION 5TH YEAR (M.Ed.)</p> <p>A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</p> <p>Students must submit an application for graduation one semester prior to their expected graduation date.</p> <p><i>Students will successfully complete an electronic portfolio.</i></p> <p><i>Students will successfully complete the College of Education Advanced Teacher Self-Assessment Instrument</i></p> <p><i>Students must take the GACE Content Tests: Special Education Deaf Education Test I (085) and Test II (086)</i></p> <p><u>Students must attempt all Georgia state-approved educator certification assessments for their program.</u></p> <p>...</p> <p>HEALTH AND PHYSICAL EDUCATION (M.Ed.)</p> <p>A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.</p> <p>Students must submit an application for graduation one semester prior to their expected graduation date.</p> <p><i>Students will complete the College of Education Advanced Teacher Self-Assessment Instrument.</i></p> <p><i>Students will complete an advanced portfolio.</i></p> <p>INSTRUCTIONAL TECHNOLOGY: LIBRARY MEDIA</p>

<p>A candidate must complete an application for graduation one semester prior to their expected graduation date. A candidate must have a GPA of 3.00 or above on all graduate coursework. No grade below a "C" will be credited toward the degree. A candidate in the Instructional Technology - Library Media program will successfully complete a electronic portfolio.</p> <p>INSTRUCTIONAL TECHNOLOGY: TECHNOLOGY APPLICATIONS</p> <p>A candidate must complete an application for graduation one semester prior to their expected graduation date. A candidate must have a GPA of 3.00 or above on all graduate coursework. No grade below a "C" will be credited toward the degree. A candidate in the Instructional Technology - Library Media program will successfully complete a electronic portfolio.</p> <p>MIDDLE GRADES EDUCATION</p> <p>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 will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.</p> <p>...</p> <p>SECONDARY EDUCATION</p> <p>Students must complete an application for graduation two semesters prior to their expected graduation date. A 3.0 cumulative institutional grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students are required to successfully complete an electronic portfolio.</p> <p>...</p> <p>MASTER OF ARTS FOR TEACHING (M.A.T.) MIDDLE GRADES AND SECONDARY EDUCATION</p> <p>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 will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.</p> <p>DEAF AND HARD OF HEARING EDUCATION</p>	<p>A candidate must complete an application for graduation one semester prior to their expected graduation date. A candidate must have a GPA of 3.00 or above on all graduate coursework. No grade below a "C" will be credited toward the degree. A candidate in the Instructional Technology - Library Media program will successfully complete a <u>an</u> electronic portfolio.</p> <p>INSTRUCTIONAL TECHNOLOGY: TECHNOLOGY APPLICATIONS</p> <p>A candidate must complete an application for graduation one semester prior to their expected graduation date. A candidate must have a GPA of 3.00 or above on all graduate coursework. No grade below a "C" will be credited toward the degree. <i>A candidate in the Instructional Technology - Library Media program will successfully complete a electronic portfolio.</i></p> <p>MIDDLE GRADES EDUCATION (M.E.D.)</p> <p>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. <i>Candidates will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.</i></p> <p>...</p> <p>SECONDARY EDUCATION</p> <p><i>Students must complete an application for graduation two semesters prior to their expected graduation date. A 3.0 cumulative institutional grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students are required to successfully complete an electronic portfolio.</i></p> <p>...</p> <p>MASTER OF ARTS FOR TEACHING (M.A.T.) MIDDLE GRADES <u>AND SECONDARY</u> EDUCATION</p> <p>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. <i>Candidates will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.</i> <u>Candidates must attempt all Georgia state-approved educator certification assessments for their program.</u></p>
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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 one semester prior to their expected graduation date.

Prior to recommendation for certification an applicant must pass the GACE Deaf Education Content Assessment.

Candidates will successfully complete a capstone applied research project.

...

MAT Health and Physical Education

Students must complete an application for graduation one semester prior to their expected graduation date;

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

SECONDARY EDUCATION

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 program.

HEALTH AND PHYSICAL EDUCATION (M.A.T.)

Candidates must complete an application for graduation one semester prior to their expected graduation date;

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 attempt all Georgia state-approved educator certification assessments for their program.

DEAF AND HARD OF HEARING EDUCATION

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 one semester prior to their expected graduation date.

Prior to recommendation for certification an applicant must pass the GACE Deaf Education Content Assessment.

Candidates will successfully complete a capstone applied research project.

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

...

MAT Health and Physical Education

Students must complete an application for graduation one semester prior to their expected graduation date;

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

EDUCATION

Students must complete an application for graduation one semester prior to their expected graduation date;

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

Students must attempt all Georgia state-approved educator certification assessments for their program.

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 –

All initial teacher educator preparation programs must require candidates to attempt all state-mandated assessments (edTPA, GACE Content Assessment, and Georgia Educator Ethics - Exit) in order to be considered a program completion. For this reason, we are adding them as graduation requirements for our initial teacher preparation programs.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff		3/5/2020
College/Division Executive Committee	Bernard Oliver		3/5/20
Dean/Director	Bernard Oliver		3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz		4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Service
Requestor's Name:	Regina Suriel	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.Ed. with a Major in Middle Grades Math and Science		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/med-programs-middle-grades-math-science-curriculum-instruction-accomplished-teaching/		

Present Requirements:			Proposed Requirements: <i>(hover over for instructions)</i>		
Core Courses			Core Courses		
		15			15
MGMS 5999	Professional Orientation	0	MGMS 5999	Professional Orientation	0
MGMS 7100	Research Methodology in Education	3	MGMS 7100	Research Methodology in Education	3
MGMS 7000	Professional Development Seminar I (VSU)	3	MGMS 7000	Professional Development Seminar I (VSU)	3
MGMS 7200	Conceptualizing Middle Level Learning and Diversity in Context (NGCSU)	3	MGMS 7200	Conceptualizing Middle Level Learning and Diversity in Context (NGCSU)	3
MGMS 7240	Instructional Leadership, Curriculum and Assessment (NGCSU)	3	MGMS 7240	Instructional Leadership, Curriculum and Assessment (NGCSU)	3
MGMS 7400	Physical Science for Middle Grades (NGCSU)	3	MGMS 7400	Physical Science for Middle Grades (NGCSU)	3
Content Courses			Content Courses		
		18			18
MATH 5180	Mathematics for Middle School Teachers (VSU)	3	MATH 5180	Mathematics for Middle School Teachers (VSU)	3
MATH 5190	Algebra and Geometry for Teachers (VSU)	3	MATH 5190	Algebra and Geometry for Teachers (VSU)	3
MATH 6161	Mathematical Reasoning (VSU)	3	MATH 6161	Mathematical Reasoning (VSU)	3
MGMS 7400	Physical Science for Middle Grades	3	MGMS 7400	Physical Science for Middle Grades	3
MGMS 7401	Chemistry, Earth Science and Astronomy for Middle Grades	3	MGMS 7401	Chemistry, Earth Science and Astronomy for Middle Grades	3
MGMS 7402	Life Science and Natural History for Middle Grades (NGCSU)	3	MGMS 7402	Life Science and Natural History for Middle Grades (NGCSU)	3
Capstone Course			Capstone Course		
MGMS 7650	Teaching Practicum	3	MGMS 7650	Teaching Practicum	3
Total Hours Required for the Degree			Total Hours Required for the Degree		
		36			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 –

EDUC 5999 Professional Orientation is no longer required for this program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver		2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz		4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 02/5/2020																			
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>																					
College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service																		
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head																		
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i> <input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>																				
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:																		
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020																		
Degree/Program Name:	M.A.T. in Agriculture Education																				
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-teaching-in-agriculture-education.php																				
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>																			
		M.A.T. in Agriculture Education <table border="0"> <tr> <td>ADMISSIONS AND ADVISING QUESTIONS</td> <td>PROGRAM COORDINATOR</td> <td>ADMISSION DEADLINES</td> </tr> <tr> <td>Dr. J.T. Cox</td> <td>Dr. J.T. Cox</td> <td>Fall Semester: No Admission</td> </tr> <tr> <td>Email: jtcox@valdosta.edu</td> <td>Email: jtcox@valdosta.edu</td> <td>Spring Semester: November 15</td> </tr> <tr> <td>Phone: 229-333-5611</td> <td>Phone: 229-333-5611</td> <td>Summer Semester: April 15</td> </tr> </table> ADMISSION REQUIREMENTS <table border="1"> <tr> <td>REQUIRED DOCUMENTS</td> <td>ADMISSION REQUIREMENTS</td> </tr> <tr> <td>Online Graduate Application</td> <td>Application Fee (credit or debit card and e-checks accepted) Apply Online</td> </tr> <tr> <td>One official transcript from bachelor's degree-granting institution as well as any graduate coursework</td> <td>Must hold a bachelor's degree from a regionally-accredited institution. Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).</td> </tr> </table>		ADMISSIONS AND ADVISING QUESTIONS	PROGRAM COORDINATOR	ADMISSION DEADLINES	Dr. J.T. Cox	Dr. J.T. Cox	Fall Semester: No Admission	Email: jtcox@valdosta.edu	Email: jtcox@valdosta.edu	Spring Semester: November 15	Phone: 229-333-5611	Phone: 229-333-5611	Summer Semester: April 15	REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS	Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online	One official transcript from bachelor's degree-granting institution as well as any graduate coursework	Must hold a bachelor's degree from a regionally-accredited institution. Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).
ADMISSIONS AND ADVISING QUESTIONS	PROGRAM COORDINATOR	ADMISSION DEADLINES																			
Dr. J.T. Cox	Dr. J.T. Cox	Fall Semester: No Admission																			
Email: jtcox@valdosta.edu	Email: jtcox@valdosta.edu	Spring Semester: November 15																			
Phone: 229-333-5611	Phone: 229-333-5611	Summer Semester: April 15																			
REQUIRED DOCUMENTS	ADMISSION REQUIREMENTS																				
Online Graduate Application	Application Fee (credit or debit card and e-checks accepted) Apply Online																				
One official transcript from bachelor's degree-granting institution as well as any graduate coursework	Must hold a bachelor's degree from a regionally-accredited institution. Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).																				

		This program provides initial teacher certification and a master's degree in Agriculture Education in 36 semester hours. See Important Program Information for additional information
	Passing scores or evidence of exemption eligibility on state assessments	Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption (by ACT, SAT, or GRE) Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/) -GACE Program Admission Assessment or exemption
	VSU College of Education Teacher Education Requirements	Must contact the VSU College of Education and Human Services to request a transcript evaluation. Completed transcript evaluation must be on file and evidence of satisfying all specified prerequisite content coursework. Present passing scores on the appropriate GACE Content Assessment. See Important Program Information below for details. For additional information on these requirements, please contact the program coordinator.
	Two Recommendations (General recommendation form required)	From professionals familiar with your professional or academic background.
	Personal statement	Statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.
	VSU Medical Form	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
	Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.)	This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.
Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's		

responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission.

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

GRE: Verbal - 143 and Quantitative 138 (or 750 combined if taken before August 1, 2011)

MAT: 375

3. Bachelor's degree from a regionally accredited college/university.

4. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.

5. Passing scores on the appropriate GACE Content assessments

6. Completed transcript evaluation on file and evidence of satisfying all specified prerequisite content coursework.

7. Two recommendations (form required) from professionals familiar with your professional or academic background.

8. Personal statement (no longer than 300 words) explaining what has led to your decision to become an educator.

IMPORTANT PROGRAM INFORMATION

The Master of Arts in Teaching in Agriculture Education (MAT) program is an opportunity for college graduates who hold a bachelor's degree or more advanced degree in Agriculture from an accredited college or university to earn a master's degree and be recommended for a Georgia teaching certificate. This is a 36 credit hour master's degree program requiring extensive field experiences and college course work. This program is designed for the preparation of teachers to teach agriculture in middle level schools and high school.

College of Education and Human Services Teacher Education Requirements:

These must be completed prior to admission to the program. Prospective students are encouraged to begin this process as early as possible to avoid delays in enrollment. See the Department's website for details or contact the program coordinator for information about program requirements.

INTERNATIONAL APPLICANTS

International applicants must meet all admission criteria and documentation requirements as defined by the program, however, additional documentation may be required. Please review the information below for specific information and guidelines.

Test of English as a Foreign Language (TOEFL) Exam, International English Language Testing System (IELTS), English Language Centers Level 109, or completion of level 6 at VSU's English Language Institute – Applicants whose first language is not English (based on country of citizenship) must submit one of the

	<p>above. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the language proficiency requirement.</p> <p>Certificate of Finances- The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. This document is considered a part of the application for admission and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.</p> <p>Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.</p> <p>ADMISSION CLASSIFICATIONS</p> <p>Regular Status</p> <p>Probationary Status</p> <p>The M.A.T. program will consider requests for Irregular Admission; however, requesting Irregular Admission does not guarantee approval to enroll. See the Graduate School Irregular Form for specific information.</p> <p>ADMISSION QUESTIONS</p> <p>For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.</p> <p>Call Us: 229-333-5694 or toll free 800-618-1878, Option #5</p> <p>Email Us: gradschool@valdosta.edu or lfdecarlo@valdosta.edu</p> <p>Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100</p> <p>APPLICANT RESOURCES</p> <p>Check your application status</p> <p>Office of Financial Aid</p> <p>Admission Forms</p>
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<p>Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field </div> <div> <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other – </div> </div>	
<p>The MAT Agriculture Education program is an approved graduate program that is already listed in the academic catalog but had not been added to the Graduate School website. In addition, the Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level for educator preparation programs.</p>	
<p>Source of Data to Support Change <i>(select one or more of the following):</i></p> <div style="display: flex;"> <div style="flex: 1;"> <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) </div> </div>	
<p>Plans for assessing course effectiveness/meeting program learning outcomes <i>(select one or more of the following and provide appropriate narrative below):</i></p>	

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



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Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	4/1/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4-4-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/11/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching with a Major in Agriculture Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/mat-agriculture-education/		
Present Requirements:		Proposed Requirements: (hover over for instructions)	
Employed Teacher Track		Employed Teacher Track	
MGED 2999	Entry to the Education Profession	0	MGED 2999 Entry to the Education Profession 0
or SEED 2999	Entry to the Education Profession		or SEED 2999 Entry to the Education Profession
MSED 5600	Content Teaching Methods of Middle Grades or Secondary Education	3	EDUC 2999 Teacher Education Requirements 0
MSED 6001	Planning for Middle or Secondary Teaching	3	MSED 5600 Content Teaching Methods of Middle Grades or Secondary Education 3
MSED 6002	Assessment in Middle or Secondary Education	3	MSED 6001 Planning for Middle or Secondary Teaching 3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3	MSED 6002 Assessment in Middle or Secondary Education 3
MSED 6010	Employed Teacher Track Internship 1	3	MSED 6004 Content Area Literacy for Middle and Secondary Teachers 3
MSED 6020 & MSED 6021	Employed Teacher Track Internship 2 and Clinical Seminar Employed Teacher Track	6	MSED 6010 Employed Teacher Track Internship 1 3
MSED 6000	Written and Verbal Communication for Teachers	3	MSED 6020 & MSED 6021 Employed Teacher Track Internship 2 and Clinical Seminar Employed Teacher Track 6
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3	MSED 6000 Written and Verbal Communication for Teachers 3
MSED 6005	Educational Philosophy, Law and Ethics	3	MSED 6003 Differentiation and Multicultural Education in Middle or Secondary Education 3
MSED 6300	MAT Capstone	3	MSED 6005 Educational Philosophy, Law and Ethics 3
RSCH 7100	Research Methodology in Education	3	MSED 6300 MAT Capstone 3
Total Hours		36	RSCH 7100 Research Methodology in Education 3
			Total Hours 36
Full-Time Student Track		Full-Time Student Track	
MGED 2999	Entry to the Education Profession	0	

or SEED 2999	Entry to the Education Profession		MGED 2999	Entry to the Education Profession	0
MSED 6001	Planning for Middle or Secondary Teaching	3	or SEED 2999	Entry to the Education Profession	
MSED 6002	Assessment in Middle or Secondary Education	3	EDUC 2999	Teacher Education Requirements	0
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3	MSED 6001	Planning for Middle or Secondary Teaching	3
MSED 6000	Written and Verbal Communication for Teachers	3	MSED 6002	Assessment in Middle or Secondary Education	3
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3	MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
MSED 6005	Educational Philosophy, Law and Ethics	3	MSED 6000	Written and Verbal Communication for Teachers	3
MSED 5700	Agriculture Education Methods	3	MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 6100	Apprenticeship in Teaching	3	MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 6200 & MSED 6201	Student Teaching and Clinical Seminar Full-time Student Track	6	MSED 5700	Agriculture Education Methods	3
MSED 6300	MAT Capstone	3	MSED 6100	Apprenticeship in Teaching	3
RSCH 7100	Research Methodology in Education	3	MSED 6200 & MSED 6201	Student Teaching and Clinical Seminar Full-time Student Track	6
Total Hours	36		MSED 6300	MAT Capstone	3
			RSCH 7100	Research Methodology in Education	3
			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 –

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course



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Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	[Signature]	3/5/2020

College/Division Executive Committee	Bernard Oliva	Bernard Oliva	3/5/20
Dean/Director	Bernard Oliva	Bernard Oliva	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
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Valdosta State University Curriculum Form

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Date of Submission: 02/4/2020

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College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
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Degree/Program Name:	M.A.T in Middle Grades OR M.A.T. in Secondary Education		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/mat-msrd-admission-requirements.php		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <p>-Must hold a bachelor's degree from a regionally-accredited institution.</p> <p>-Minimum cumulative undergraduate 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 below).</p> <p>-This program provides initial certification and a master's degree in education in 36 semester hours. See Important Program Information for additional information</p> <p>Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills</p> <p>-Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption (by ACT, SAT, or GRE)</p> <p>VSU College of Education Teacher Education Requirements</p> <p>-Must contact the VSU College of Education to request a transcript evaluation.</p> <p>-Completed transcript evaluation must be on file and evidence of satisfying all specified prerequisite content coursework.</p> <p>-Present passing scores on the appropriate GACE Content Assessment.</p>	<p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <p>-Must hold a bachelor's degree from a regionally-accredited institution.</p> <p>-Minimum cumulative undergraduate 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 <i>not meeting the required GPA</i> may <i>also</i> be eligible for admission by an alternative pathway (see below).</p> <p>-This program provides initial certification and a master's degree in education in 36 semester hours. See Important Program Information for additional information</p> <p>Passing scores or evidence of exemption eligibility on state assessments</p> <p>-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/)</p> <p>-GACE Program Admission Assessment or exemption</p> <p><i>Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills</i></p> <p><i>-Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption (by ACT, SAT, or GRE)</i></p> <p>VSU College of Education and Human Services Teacher Education Requirements</p>

See Important Program Information below for details. For additional information on these requirements, contact the program coordinator, Dr. J.T. Cox (jtcox@valdosta.edu).

Two Recommendations (General recommendation form required)

-From professionals familiar with your professional or academic background.

Personal statement

-Statement explaining what has led to your decision to become an educator.

-The statement should be no longer than 300 words.

-Must contact the VSU College of Education [and Human Services](#) to request a transcript evaluation.

-Completed transcript evaluation must be on file and evidence of satisfying all specified prerequisite content coursework.

-Present passing scores on the appropriate GACE Content Assessment.

-See Important Program Information below for details. For additional information on these requirements, contact the program coordinator, Dr. J.T. Cox (jtcox@valdosta.edu).

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 mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level. The applicable exemptions for the GACE Program Admission Assessment are being removed from each programs' admission criteria and, instead, are being linked to a separate webpage that lists the exemptions in order to better manage the methods and offer resources for applicants.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rudcliffe		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver		2/11/20

Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	4/2/2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY****Date of Submission:**

02/11/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T. in Middle Grades and M.A.T. in Secondary Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/mat-middle-grades-secondary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Employed Teacher Track		Employed Teacher Track	
MGED 2999	Entry to the Education Profession	0	MGED 2999 Entry to the Education Profession 0
or SEED 2999	Entry to the Education Profession		or SEED 2999 Entry to the Education Profession
MSED 5600	Content Teaching Methods of Middle Grades or Secondary Education	3	EDUC 2999 Teacher Education Requirements 0
MSED 6001	Planning for Middle or Secondary Teaching	3	MSED 5600 Content Teaching Methods of Middle Grades or Secondary Education 3
MSED 6002	Assessment in Middle or Secondary Education	3	MSED 6001 Planning for Middle or Secondary Teaching 3
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3	MSED 6002 Assessment in Middle or Secondary Education 3
MSED 6010	Employed Teacher Track Internship 1	3	MSED 6004 Content Area Literacy for Middle and Secondary Teachers 3
MSED 6020	Employed Teacher Track Internship 2	5	MSED 6010 Employed Teacher Track Internship 1 3
MSED 6021	Clinical Seminar Employed Teacher Track	1	MSED 6020 Employed Teacher Track Internship 2 5
MSED 6000	Written and Verbal Communication for Teachers	3	MSED 6021 Clinical Seminar Employed Teacher Track 1
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3	MSED 6000 Written and Verbal Communication for Teachers 3
MSED 6005	Educational Philosophy, Law and Ethics	3	MSED 6003 Differentiation and Multicultural Education in Middle or Secondary Education 3
MSED 6300	MAT Capstone	3	MSED 6005 Educational Philosophy, Law and Ethics 3
RSCH 7100	Research Methodology in Education	3	MSED 6300 MAT Capstone 3
Total Hours Required for the Degree		36	RSCH 7100 Research Methodology in Education 3
			Total Hours Required for the Degree 36
Full-Time Student Track		Full-Time Student Track	
MGED 2999	Entry to the Education Profession	0	MGED 2999 Entry to the Education Profession 0
or SEED 2999	Entry to the Education Profession		

MSED 6001	Planning for Middle or Secondary Teaching	3	or SEED 2999	Entry to the Education Profession	0
MSED 6002	Assessment in Middle or Secondary Education	3	EDUC 2999	Teacher Education Requirements	0
MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3	MSED 6001	Planning for Middle or Secondary Teaching	3
MSED 6000	Written and Verbal Communication for Teachers	3	MSED 6002	Assessment in Middle or Secondary Education	3
MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3	MSED 6004	Content Area Literacy for Middle and Secondary Teachers	3
MSED 6005	Educational Philosophy, Law and Ethics	3	MSED 6000	Written and Verbal Communication for Teachers	3
Select one of the following		3	MSED 6003	Differentiation and Multicultural Education in Middle or Secondary Education	3
MSED 5100	Mathematics Methods for Middle Grades or Secondary Education		MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 5200	Science Methods for Middle Grades or Secondary Education		Select one of the following		3
MSED 5300	Social Science Methods for Middle Grades or Secondary Education		MSED 5100	Mathematics Methods for Middle Grades or Secondary Education	
MSED 5400	English/Language Arts Methods for Middle Grades or Secondary Education		MSED 5200	Science Methods for Middle Grades or Secondary Education	
MSED 5500	Methods of Teaching Reading for Middle Grades or Secondary Education		MSED 5300	Social Science Methods for Middle Grades or Secondary Education	
MSED 6100	Apprenticeship in Teaching	3	MSED 5400	English/Language Arts Methods for Middle Grades or Secondary Education	
MSED 6200	Student Teaching	5	MSED 5500	Methods of Teaching Reading for Middle Grades or Secondary Education	
MSED 6201	Clinical Seminar Full-time Student Track	1	MSED 6100	Apprenticeship in Teaching	3
MSED 6300	MAT Capstone	3	MSED 6200	Student Teaching	5
RSCH 7100	Research Methodology in Education	3	MSED 6201	Clinical Seminar Full-time Student Track	1
Total Hours Required for the Degree		36	MSED 6300	MAT Capstone	3
			RSCH 7100	Research Methodology in Education	3
			Total Hours 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 –

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radeloff	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Clus	Bernard Clus	3/5/20
Dean/Director	Bernard Clus	Bernard Clus	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

03/26/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Services
Requestor's Name:	Melody Fuller	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	ELED 4690	Course Prefix and Number:	
Course Title:	Elementary Education Practicum and Seminar: Grades 1-3	Course Title:	
Lecture Hours:	2	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	2	Credit Hours:	
Pre-requisites:	Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ELED 3190 and in ELED 3690	Pre-requisites:	Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ELED 3190 and in ELED 3690 "C" or better in ELED 3190 and ELED 3690

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Graded "Satisfactory" or "Unsatisfactory." Grades 1-3 classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.	Graded "Satisfactory" or "Unsatisfactory." Grades 1-3 classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

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

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

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

An academic letter grade will reflect the performance of the student more accurately.

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

- | |
|--|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Barbie Radcliffe	<small>DocuSigned by:</small> <small>2ADAA54805944DA...</small>	4/6/2020
College/Division Executive Committee	Dr. Bernard Oliver		
Dean/Director	Dr. Bernard Oliver		
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of
Submission:

03/26/2020

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

College: College of Education and Human Services

Dept. Initiating
Request:

Initial Teacher
Preparation and Services

Requestor's
Name: Melody Fuller

Requestor's
Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix
and Number:

ELED 3690

Course Prefix
and Number:

Course Title:

Elementary Education Practicum
and Seminar: Grades 4-5

Course Title:

Lecture Hours:

2

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

2

Credit Hours:

Pre-requisites:

Appropriate 2999 course, minimum
GPA 2.75, and grade of "S" in ELED
3190.

Pre-requisites:

Appropriate 2999 course, minimum
GPA 2.75, and grade of "S" in ELED
3190. "C" or higher in ELED 3190.

CURRENT Course Description:

Graded "Satisfactory" or "Unsatisfactory." Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

NEW Course Description: (hover over for instructions)

Graded "Satisfactory" or "Unsatisfactory." Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies.

Program Level:

Course Classification:

Semester to be
Effective:

Year to be
Effective:

Estimated Frequency of
Course Offering:

☒ Undergraduate

☐ Graduate

☐ Core (Area A-E)

☒ Major Requirement

☐ Elective

☒ Fall

☐ Spring

☐ Summer

2020

Twice per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field

☒ Other –

An academic letter grade will reflect the performance of the student more accurately.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

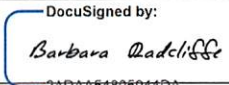
(select one or more of the following and provide appropriate narrative below):

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



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Barbie Radcliffe	DocuSigned by:  2ADAA54805944DA...	4/6/2020
College/Division Executive Committee	Dr. Bernard Oliver		
Dean/Director	Dr. Bernard Oliver		
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

03/26/2020

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

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Services
Requestor's Name:	Melody Fuller	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	ELED 3190	Course Prefix and Number:	
Course Title:	Elementary Education Practicum and Seminar: PreK-K	Course Title:	
Lecture Hours:	2	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	2	Credit Hours:	
Pre-requisites:	Appropriate 2999 course, and minimum GPA of 2.75	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Graded "Satisfactory" or "Unsatisfactory." Pre-K or K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.	<i>Graded "Satisfactory" or "Unsatisfactory."</i> Pre-K or K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

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

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

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other – |

An academic letter grade will reflect the performance of the student more accurately.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University - REVISED COURSE Form

- [Request for a REVISED COURSE](#)

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Barbie Radcliffe	DocuSigned by: 2ADAA54805944DA...	4/6/2020
College/Division Executive Committee	Dr. Bernard Oliver		
Dean/Director	Dr. Bernard Oliver		
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE or REVISED CATALOG COPY

Date of Submission: 02/4/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Communication Sciences and Disorders and Special Education
Requestor's Name:	Kelly Heckaman	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T. in Special Education - Adapted Curriculum M.A.T. in Special Education - General Curriculum		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/mat-special-education/		

Present Requirements:	Proposed Requirements: (hover over for instructions)
<p>1 - Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended.</p> <p>2 - Have a cumulative grade point average of 2.75 on all graduate and undergraduate coursework previously attempted.</p> <p>3 - Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with a non-renewable non-professional (NNT) certificate. While enrolled in the program, candidates must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to the teachers' selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a clinical practice, in which they serve in the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for 15 weeks (one semester) to complete the clinical practice requirement.</p> <p>4 - Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).</p> <p>5 - Provide documentation of a content concentration that consists of 15 semester hours of academic content that</p>	<p>1 - Submit <i>two copies of one copy of</i> official transcripts from each institution (graduate and undergraduate) previously attended.</p> <p>2 - Have a cumulative grade point average of <i>2.75 3.00</i> on all <i>graduate and</i> undergraduate coursework previously attempted <i>or a cumulative grade point average of 3.00 on all graduate and undergraduate coursework previously attempted.</i></p> <p>3 - Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), <i>with a non-renewable non-professional (NNT) certificate 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 (e.g., general curriculum) and seeking certification in adapted curriculum.</i> While enrolled in the program, candidates must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to the teachers' selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a clinical practice, in which they serve in the role of a special educator. Any candidates not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full-time for 15 weeks (one semester) to complete the clinical practice requirement.</p>

<p>conforms to the GaPSC preparation requirements of the content concentrations for middle grades.</p>	<p><u>4. Provide documentation of passing scores on the GACE Basic Skills Test Program Admission Assessment or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative). See Graduate School website for exemption details.</u></p> <p><u>5. 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.</u></p> <p><u>6. 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 special education certification field (e.g., general curriculum certification seeking adapted curriculum certification).</u></p> <p><u>7. 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.</u></p>
--	--

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

<input type="checkbox"/> Improving student learning outcomes	<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency
<input type="checkbox"/> Adopting current best practice(s) in field	<input type="checkbox"/> Other –

Employment and admission requirements have changed for this program so they need to be updated in the academic catalog. They have already been changed on the Graduate School website.

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

<input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc.
<input type="checkbox"/> 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:)

<input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc.
<input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
<input type="checkbox"/> Other Data Source Descriptions –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Bernard Oliver	Bernard Oliver	3/11/20
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/4/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/4/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**

• CURRICULUM CHANGE or REVISED CATALOG COPY

Date of
Submission:

02/6/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Special Education/Deaf and Hard of Hearing (M.A.T. and M.Ed.)		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/deaf-hard-of-hearing-education.php		

Present Requirements:

MASTER OF ARTS FOR TEACHERS (M.A.T) IN DEAF AND HARD OF HEARING EDUCATION
 Majors in special education/deaf education demonstrate content knowledge through passing the state required content assessment in deaf education. Students in this graduate program 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. This is an online program.
 -M.A.T. Deaf/Hard of Hearing Program Admission Information
 -M.A.T. Deaf/Hard of Hearing Program Retention, Dismissal, and Readmission Policies
 -M.A.T. Deaf/Hard of Hearing Program Graduation Requirements

M.ED. IN DEAF AND HARD OF HEARING EDUCATION (5TH YEAR PROGRAM)
 Valdosta State University students with B.S.Ed. pre-professional degree in deaf and hard-of-hearing have the option to do a fifth year master's program to earn initial certification. Majors in special education/deaf education demonstrate content knowledge through passing the state required content assessment in deaf education. Students in this graduate program 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.
 -M.Ed. 5th Year Program Admission Information

Proposed Requirements: (*hover over for instructions*)

MASTER OF ARTS ~~FOR TEACHERS~~ IN TEACHING (M.A.T) IN SPECIAL EDUCATION/DEAF AND HARD OF HEARING EDUCATION
 Majors in special education/deaf education demonstrate content knowledge through passing the state required content assessment in deaf education. Students in this graduate program 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. This is an online program.
 -M.A.T. Deaf/Hard of Hearing Program Admission Information
 -M.A.T. Deaf/Hard of Hearing Program Retention, Dismissal, and Readmission Policies
 -M.A.T. Deaf/Hard of Hearing Program Graduation Requirements

M.ED. IN SPECIAL EDUCATION/DEAF AND HARD OF HEARING EDUCATION
Majors in special education/deaf education demonstrate content knowledge through passing the state required content assessment in deaf education. Students in this graduate program 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. This is an online program and requires that candidates already hold a professional teaching certificate outside the field of Deaf Education.
-M.Ed. Special Education Deaf/Hard of Hearing Program Admission Information

-M.Ed. 5th Year Program Retention, Dismissal, and Readmission Policies
-M.Ed. 5th Year Program Graduation Requirements

[-M.Ed. Special Education Deaf/Hard of Hearing Program Retention, Dismissal, and Readmission Policies](#)
[-M.Ed. Special Education Deaf/Hard of Hearing Program Graduation Requirements](#)

M.ED. IN [SPECIAL EDUCATION/DEAF AND HARD OF HEARING EDUCATION \(5TH YEAR PROGRAM\)](#)
Valdosta State University students with B.S.Ed. pre-professional degree in deaf and hard-of-hearing have the option to do a fifth year master's program to earn initial certification. Majors in special education/deaf education demonstrate content knowledge through passing the state required content assessment in deaf education. Students in this graduate program 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.
-M.Ed. 5th Year Program Admission Information
-M.Ed. 5th Year Program Retention, Dismissal, and Readmission Policies
-M.Ed. 5th Year Program Graduation Requirements

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

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

These are minor corrections to the content on the Graduate School's webpage to better and more accurately reflect the three different Deaf Education programs that are 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 –



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		2/13/2020
College/Division Executive Committee			

Dean/Director	Bernard Dwyer	Bernard Dwyer	2/4/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. de Cruz	Becky K. de Cruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T. in Special Education/Deaf and Hard of Hearing		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/mat-special-education-deaf-hard-hearing/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>Admission Requirements</p> <p>Candidates must:</p> <ol style="list-style-type: none"> 1. Hold a bachelor's degree from a regionally-accredited institution. 2. Have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken. 3. Submit a completed application packet to the Graduate School by the admission deadline. 	<p>Admission Requirements</p> <p>Candidates must:</p> <ol style="list-style-type: none"> 1. Hold a bachelor's degree from a regionally-accredited institution. 2. Have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements. 3. Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see Graduate School website for exemption methods). 4. Provide documentation of completing the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/). 5. Have a transcript evaluation completed 6. Provide two recommendations 7. Provide a personal statement 3.8. Submit a completed application packet to the Graduate School by the admission deadline.

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 mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry and GACE Program Admission Assessment be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for this program. We are also aligning the program admission criteria listed on the Graduate School webpage with the catalog.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver		2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz		4-4-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form CURRICULUM CHANGE or REVISED CATALOG COPY		Date of Submission: 02/6/2020	
<i>* Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.A.T. in Special Education/Deaf and Hard of Hearing		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-teaching-in-deaf-and-hard-of-hearing-education.php		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Master of Teaching in Deaf and Hard Hearing Education (Online)</p> <p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <p>-Must hold a bachelor's degree from a regionally-accredited institution.</p> <p>-Minimum cumulative undergraduate 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 below).</p> <p>Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills</p> <p>-Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption.</p> <p>-Qualifying exemptions include minimum scores on the ACT, GRE, and SAT</p> <p>Completed Transcript Evaluation</p> <p>-Must have completed transcript evaluation on file and evidence of satisfying all specified prerequisite content coursework.</p> <p>-Contact program coordinator for information on completing this requirement.</p>		<p>Master of <u>Arts in Teaching (M.A.T.)</u> in <u>Special Education/Deaf and Hard Hearing Education (Online)</u></p> <p><i>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).</i></p> <p><u>One official transcript from the bachelor's degree-granting institution as well as any graduate coursework.</u> (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <p>-Must hold a bachelor's degree from a regionally-accredited institution.</p> <p>-Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. <i>VSU has a "no forgiveness" policy when calculating GPAs.</i> Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).</p> <p><u>Passing scores or evidence of exemption eligibility on state assessments</u></p> <p><u>-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/)</u></p> <p><u>-GACE Program Admission Assessment or exemption</u></p> <p><i>Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills</i></p> <p><i>-Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption (by ACT, SAT, or GRE)</i></p> <p><i>-Qualifying exemptions include minimum scores on the ACT, GRE, and SAT</i></p>	

<p>Two Recommendations (General recommendation form required) -From professionals familiar with your professional or academic background.</p> <p>Personal statement -Statement explaining what has led to your decision to become an educator. -The statement should be no longer than 300 words.</p>	<p>Completed Transcript Evaluation -Must have completed transcript evaluation on file and evidence of satisfying all specified prerequisite academic content concentration coursework. Contact program coordinator for information on completing this requirement. -Contact program coordinator for information on completing this requirement.</p> <p>Two Recommendations (General recommendation form required) -From professionals familiar with your professional or academic background.</p> <p>Personal statement -Statement explaining what has led to your decision to become an educator. -The statement should be no longer than 300 words.</p>
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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 –


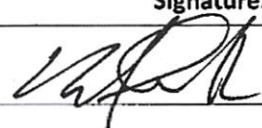

The Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry and GACE Program Admission Assessment be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for this program.

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

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

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

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

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver		2/11/20

Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY****Date of Submission:** 02/11/2020**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts for Teachers with a Major in Special Education (Deaf and Hard-of-Hearing)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/mat-special-education-deaf-hard-hearing/		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
Core Courses 10		Core Courses 10	
DEAF 2999	Entry to the Profession 0	DEAF 2999	Entry to the Profession 0
DEAF 6100	Seminar: Deaf Education and Language Learning 3	EDUC 2999	Teacher Education Requirements 0
RSCH 7100	Research Methodology in Education 3	DEAF 6100	Seminar: Deaf Education and Language Learning 3
PSYC 7010	Learning and Assessment 3	RSCH 7100	Research Methodology in Education 3
LEAD 7210	Ethics and Law 1	PSYC 7010	Learning and Assessment 3
		LEAD 7210	Ethics and Law 1
Area of Concentration - Deaf and Hard-of-Hearing 26		Area of Concentration - Deaf and Hard-of-Hearing 26	
DEAF 6000	Integration and Management of Instruction in the Classroom 3	DEAF 6000	Integration and Management of Instruction in the Classroom 3
DEAF 6010	Integrated Instruction: Individualized Education Program 3	DEAF 6010	Integrated Instruction: Individualized Education Program 3
DEAF 6110	Professional Capstone Course 3	DEAF 6110	Professional Capstone Course 3
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students 3	DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students 3
DEAF 5370	Teaching Thinking Skills 3	DEAF 5370	Teaching Thinking Skills 3
DEAF 6030	Internship in Teaching 3	DEAF 6030	Internship in Teaching 3
DEAF 5380	Curriculum Development Instruction for Deaf Students 4	DEAF 5380	Curriculum Development Instruction for Deaf Students 4
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf 4	DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf 4
Total Hours Required for the Degree		Total Hours Required for the Degree	
Total Hours	36	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 –

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/5/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			

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

College:	Select One.	Department(s):	
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**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY****Date of Submission:** 02/11/2020**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Education with a Major in Special Education (Deaf and Hard-of-Hearing Education)		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/med-special-education-deaf-hard-hearing-education/		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education-Deaf and Hard-of-Hearing		Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education-Deaf and Hard-of-Hearing	
Core Courses	4	Core Courses	4
RSCH 7100 Research Methodology in Education	3	RSCH 7100 Research Methodology in Education	3
LEAD 7210 Ethics and Law	1	LEAD 7210 Ethics and Law	1
Area of Concentration	32	Area of Concentration	32
DEAF 5010 Student Teaching: Deaf and Hard-of-Hearing	10	DEAF 5010 Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020 Student Teaching Seminar: Deaf and Hard-of-Hearing	2	DEAF 5020 Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310 Methods of Teaching Reading and Writing to Deaf Students	3	DEAF 5310 Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370 Teaching Thinking Skills	3	DEAF 5370 Teaching Thinking Skills	3
DEAF 5380 Curriculum Development Instruction for Deaf Students	4	DEAF 5380 Curriculum Development Instruction for Deaf Students	4
DEAF 6000 Integration and Management of Instruction in the Classroom	3	DEAF 6000 Integration and Management of Instruction in the Classroom	3
DEAF 6010 Integrated Instruction: Individualized Education Program	3	DEAF 6010 Integrated Instruction: Individualized Education Program	3
DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4	DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours Required for the Degree	36	Total Hours Required for the Degree	36
Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education		Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education	
Core Courses	7	Core Courses	7

DEAF 2999	Entry to the Profession	0	DEAF 2999	Entry to the Profession	0
RSCH 7100	Research Methodology in Education	3	EDUC 2999	Teacher Education Requirements	0
LEAD 7210	Ethics and Law	1	RSCH 7100	Research Methodology in Education	3
DEAF 6100	Seminar: Deaf Education and Language Learning	3	LEAD 7210	Ethics and Law	1
			DEAF 6100	Seminar: Deaf Education and Language Learning	3
Area of Concentration		20	Area of Concentration		20
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3	DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3	DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4	DEAF 5380	Curriculum Development Instruction for Deaf Students	4
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)	3	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)	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4	DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
DEAF 6030	Internship in Teaching	3	DEAF 6030	Internship in Teaching	3
Required Endorsement		9	Required Endorsement		9
Reading Endorsement			Reading Endorsement		
READ 7010	Diagnosis and Correction of Reading Difficulties		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 Strategy Instruction		READ 7130	Comprehension and Study Strategy Instruction	
or			or		
ESOL Endorsement			ESOL Endorsement		
ESOL 6010	Applied Linguistics for ESOL Teachers		ESOL 6010	Applied Linguistics for ESOL Teachers	
ESOL 6020	Cultural Perspectives for ESOL Teachers		ESOL 6020	Cultural Perspectives for ESOL Teachers	
ESOL 6030	Methods and Materials for Teaching ESOL		ESOL 6030	Methods and Materials for Teaching ESOL	
Total Hours Required for the Degree		36	Total Hours 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 –

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the 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 –

Retention data and student success in the course

**Valdosta State University – Curriculum Change or Revised Catalog Copy Form**

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rudolph	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Oliver	[Signature]	4/8/20
Dean/Director	Bernard Oliver	[Signature]	4/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			

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

College:	Select One.	Department(s):	
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Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.Ed. in Special Education/Deaf and Hard of Hearing (5th Year)		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-deaf-and-hard-of-hearing-education-5th-year.php		
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>	
<p>Master of Teaching in Deaf and Hard Hearing Education 5th Year Program</p> <p>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <ul style="list-style-type: none"> - Must hold a bachelor's degree from a regionally-accredited institution. - Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded. <p>Graduate Record Exam or Miller Analogies Test</p> <p>Minimum GRE Requirements:</p> <ul style="list-style-type: none"> -750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. -Minimum MAT Requirement: 375 		<p><i>Master of Teaching in Deaf and Hard Hearing Education 5th Year Program</i></p> <p><u>M.Ed. in Special Education/Deaf and Hard Hearing Education 5th Year Program</u></p> <p><i>One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).</i></p> <p><u>One official transcript from the bachelor's degree-granting institution as well as any graduate coursework.</u> (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <ul style="list-style-type: none"> - Must hold a <i>bachelor's degree from a regionally-accredited institution.</i> <u>B.S.Ed. in Special Education/Deaf and Hard of Hearing Education from VSU.</u> - <i>Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.</i> -<u>Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale.</u> <u>Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).</u> <p><i>Graduate Record Exam or Miller Analogies Test</i></p> <p><i>Minimum GRE Requirements:</i></p> <p><i>750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350.</i></p> <p><i>Minimum MAT Requirement: 375</i></p> <p><u>Passing scores or evidence of exemption eligibility on state assessments</u></p> <p><u>-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register:</u></p> <p><u>https://gace.ets.org/ethics/register/)</u></p>	

-GACE Program Admission Assessment or exemption

Verification of Lawful Presence

(Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a residency waiver.)

-This is not required for individuals who do not qualify for in-state tuition or a residency waiver.

-This must be received prior to enrollment (if applicable), NOT prior to admission.

-Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.

-Complete list of accepted documents and information on residency.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or
Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission.

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

GRE: Verbal - 143 and Quantitative 138 (or 750 combined if taken before August 1, 2011)

MAT: 375

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

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 mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	2/13/2020
College/Division Executive Committee		<i>[Signature]</i>	
Dean/Director	Bernard Oliver	<i>[Signature]</i>	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	<i>[Signature]</i>	4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.ED. in Special Education/Deaf and Hard of Hearing		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/initial-teacher-preparation-service/med-special-education-deaf-hard-hearing-education/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1) Applicants must:</p> <ol style="list-style-type: none"> 1. Hold a bachelor's degree from a regionally accredited institution. 2. Have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate coursework taken. 3. Submit a completed application packet to the Graduate School by the admission deadline. <p>M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2) Applicants must:</p> <ol style="list-style-type: none"> 1. Hold a bachelor's degree from a regionally accredited institution. 2. Have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate coursework taken. 3. Hold a professional teaching certificate outside the field of Deaf Education. 4. Submit a completed application packet to the Graduate School by the admission deadline. 	<p>M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1) Applicants must:</p> <ol style="list-style-type: none"> 1. Hold a <i>bachelor's degree from a regionally accredited institution. B.S.Ed. in Special Education/Deaf and Hard of Hearing Education from VSU.</i> 2. Have a <u>minimum</u> cumulative undergraduate <i>minimum</i> GPA <u>or combined undergraduate and graduate GPA</u> of 2.75 <i>on all undergraduate coursework taken or meet alternative pathway requirements.</i> 3. <u>Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see Graduate School website for exemption methods).</u> 4. <u>Provide documentation of completing the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/).</u> 5. Submit a completed application packet to the Graduate School by the admission deadline. <p>M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2) Applicants must:</p> <ol style="list-style-type: none"> 1. Hold a bachelor's degree from a regionally accredited institution. 2. Have a <u>minimum</u> cumulative undergraduate <i>minimum</i> GPA <u>or combined undergraduate and graduate GPA</u> of 2.75 <i>on all undergraduate coursework taken or meet alternative pathway requirements.</i>

3. [Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption \(see Graduate School website for exemption methods\).](#)
4. [Provide documentation of completing the Georgia Educator Ethics Assessment – Program Entry \(Test 350\) \(To Register: <https://gace.ets.org/ethics/register/>\).](#)
5. [Have a transcript evaluation completed](#)
6. [Provide two recommendations](#)
7. [Provide a personal statement](#)
3. 8. Hold a professional teaching certificate outside the field of Deaf Education.
4. 9. Submit a completed application packet to the Graduate School by the admission deadline.

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 mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry and GACE Program Admission Assessment be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for this program.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Ruckhoff	[Signature]	2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020

Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/6/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Nanci Scheetz	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	M.Ed. in Special Education/Deaf and Hard of Hearing (Track 2)		
Current Catalog URL:	Not yet on Graduate School website		

Present Requirements:	Proposed Requirements: (hover over for instructions)
	<p>M.Ed. in Special Education/Deaf and Hard Hearing Education (Track 2) Program</p> <p>PROGRAM ADMISSION DEADLINES ADDITIONAL LINKS</p> <p>COORDINATOR</p> <p>Dr. Nanci Scheetz Fall Semester: July 15 Retention/Dismissal/Readmission Policy</p> <p>Email: nascheet@valdosta.edu Spring Semester: November 15 Graduation Requirements</p> <p>Phone: 229-333-5611 Summer Semester: April 15 Department of Initial Teacher Preparation & Service</p> <p>ADMISSION REQUIREMENTS</p> <p>Online Graduate Application</p> <p>-Application Fee (credit or debit card and e-checks accepted)</p> <p>-Apply Online</p> <p>One official transcript from the bachelor's degree-granting institution as well as any graduate coursework. (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School)</p> <p>-Must hold a bachelor's degree from a regionally- accredited institution.</p> <p>-Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway (see below).</p> <p>Passing scores or evidence of exemption eligibility on state assessments</p>

-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: <https://gace.ets.org/ethics/register/>)
-GACE Program Admission Assessment or exemption

Completed Transcript Evaluation

- Must have completed transcript evaluation on file and evidence of satisfying all specified prerequisite academic content concentration coursework. Contact program coordinator for information on completing this requirement.

Two Recommendations

(General recommendation form required)

-From professionals familiar with your professional or academic background.

Personal Statement

-Statement explaining what has led to your decision to become an educator.

-The statement should be no longer than 300 words.

Professional Certification

-Must hold a professional teaching certificate outside the field of Deaf Education.

Verification of Lawful Presence

(Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a residency waiver.)

-This is not required for individuals who do not qualify for in-state tuition or a residency waiver.

-This must be received prior to enrollment (if applicable), NOT prior to admission.

-Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.

-Complete list of accepted documents and information on residency.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission.

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

GRE: Verbal - 143 and Quantitative 138 (or 750 combined if taken before August 1, 2011)

MAT: 375

3. Bachelor's degree from a regionally accredited college/university.

4. Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills.

5. Completed transcript evaluation on file and evidence of satisfying all specified prerequisite content coursework.
6. Two recommendations (form required) from professionals familiar with your professional or academic background.
7. Personal statement (no longer than 300 words) explaining what has led to your decision to become an educator.

IMPORTANT PROGRAM INFORMATION

-Individuals seeking initial teacher certification can obtain certification and the Master's degree through this program.

-Before entering the program, prospective students must demonstrate proficiency in American Sign Language (ASL). Prerequisite coursework at the undergraduate level may be required. Additionally, before taking some of the core courses in the program, students must provide verification of the SLPI (Speech Language Proficiency Interview) at an Intermediate Level. Before applying, applicants should contact the program coordinator for details.

INTERNATIONAL APPLICANTS

To qualify for admission to this program, applicants must have recently completed the VSU Bachelor of Science in Education (B.S.Ed.) program of the same name. Please review the information below for specific information and guidelines for this program. Applicants who are eligible to apply for this program will hold a B.S.Ed. from VSU and are therefore exempt from submitting TOEFL scores.

Certificate of Finances: The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. If you will require a new visa to continue your studies at Valdosta State University, you will be required to complete this form as part of your application for admission. Applicants who do not require an I-20 student visa to continue their studies are exempt from this requirement.

ADMISSION CLASSIFICATIONS

-Regular Status

-Probationary Status

-Non-Degree Status

-The Deaf/Hard of Hearing program will consider requests for Irregular Admission; however, requesting Irregular Admission does not guarantee approval to enroll. See the Graduate School Requirements and Guidelines for Irregular Admission for specific information.

ADMISSION QUESTIONS

For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.

Call Us: 229-333-5694 or toll free 800-618-1878, Option #5

Email Us: gradschool@valdosta.edu or lfdecarlo@valdosta.edu

Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100

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

- | | |
|---|---|
| <input type="checkbox"/> Improving student learning outcomes | <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

The Deaf Education Track 2 program is an approved graduate program that is already listed in the academic catalog but had not been added to the Graduate School website. In addition, the Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level for educator preparation programs.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliff		2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Ohoc		2/4/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz		4-2-2020
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/26/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching (M.A.T.) in Education		
Current Catalog URL:	Graduate School Website - URL N/A for Admission Requirements		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
	<p>ADMISSION REQUIREMENTS</p> <p><u>One official transcript from the bachelor's degree-granting institution as well as any graduate coursework. Transcripts of coursework completed in residence at VSU will be attained by the Graduate School.</u></p> <p><u>-Must hold a bachelor's degree from a regionally-accredited institution.</u></p> <p><u>-Minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.75 on a 4.0 Scale. Applicants may also be eligible for admission by an alternative pathway (see below).</u></p> <p><u>-Evidence of content knowledge in the certification field sought through one of three options:</u></p> <p><u>a. Earned bachelor's or higher degree from a regionally-accredited institution of higher education in the field of certification sought;</u></p> <p><u>b. A passing score on the Georgia state-approved content assessment in the field of certification sought; or</u></p> <p><u>c. Evidence of successful completion of a minimum number of semester hours of content area coursework in the field of certification sought. The number of semester hours of content area coursework required for certification is 21 semester hours. The semester hours must have been upper-division (typically 3000- or 4000-level) undergraduate coursework or graduate coursework. The VSU Graduate School in conjunction with the program coordinator will determine which coursework satisfy this option.</u></p> <p><u>Passing scores or evidence of exemption eligibility on state assessments</u></p>

-Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: <https://gace.ets.org/ethics/register/>)
-GACE Program Admission Assessment or exemption

VSU Medical Form

-The form must be completed and signed by the student/applicant.
-This form must be received prior to enrollment, NOT prior to admission.
-Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Verification of Lawful Presence for applicants who believe they qualify for in-state tuition or a residency waiver

-This is not required for individuals who do not qualify for in-state tuition or a residency waiver.
-This must be received prior to enrollment (if applicable), NOT prior to admission.
-Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
-Complete list of accepted documents and information on residency.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

ADMISSION BY ALTERNATE PATHWAY REQUIREMENTS

Applicants with a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA below 2.75 on a 4.0 scale may still be eligible for admission if they meet the following additional two admission requirements.

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission.

2. Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

GRE: Verbal - 143 and Quantitative 138 (or 750 combined if taken before August 1, 2011)
MAT: 375

IMPORTANT PROGRAM INFORMATION

The Master of Arts in Teaching in Education (MAT) program is a 36 credit hour master's degree program requiring extensive field experiences and college course work. It is an opportunity for college graduates who meet content knowledge expertise requirements to learn content pedagogy, earn a master's degree in education, and obtain a Georgia Level 5 induction teaching certificate.

Program completers will be recommended for a Georgia Level 5 teaching certificate in one of the following certification fields (depending on area of content expertise):

- Agricultural Education
- Business Education
- Economics Education
- Family and Consumer Sciences Education
- Geography Education
- Science Education

INTERNATIONAL APPLICANTS

International applicants must meet all admission criteria and documentation requirements as defined by the program, however, additional documentation may be required. Please review the information below for specific information and guidelines.

Test of English as a Foreign Language (TOEFL) Exam, International English Language Testing System (IELTS), English Language Centers Level 109, or completion of level 6 at VSU's English Language Institute – Applicants whose first language is not English (based on country of citizenship) must submit one of the above. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the language proficiency requirement.
Certificate of Finances- The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. This document is considered a part of the application for admission and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.

Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc. The

	<p><u>transcript evaluation does not replace the transcript requirement. Official transcripts are still required.</u></p> <p><u>ADMISSION CLASSIFICATIONS</u> <u>Regular Status</u> <u>Probationary Status</u> <u>The M.A.T. program will consider requests for Irregular Admission; however, requesting Irregular Admission does not guarantee approval to enroll. See the Graduate School Irregular Form for specific information.</u></p> <p><u>ADMISSION QUESTIONS</u> <u>For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office. Call Us: 229-333-5694 or toll free 800-618-1878, Option #5</u> <u>Email Us: gradschool@valdosta.edu</u> <u>Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100</u></p>
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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 –


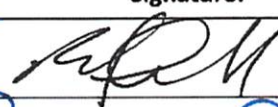
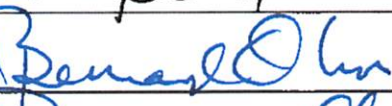
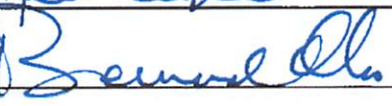
This information was not previously available on the web/catalog.

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

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

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

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

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rudolph		3/5/2000
College/Division Executive Committee	Bernard Oliver		3/5/00
Dean/Director	Bernard Oliver		3/5/00
Graduate Executive Committee (for graduate course)			

Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

**Valdosta State University Curriculum Form**• **CURRICULUM CHANGE OR REVISED CATALOG COPY****Date of Submission:** 02/26/2020**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree) <input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020
Degree/Program Name:	Master of Arts in Teaching (M.A.T.) in Education		
Current Catalog URL:	Graduate School Website - URL N/A		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
		M.A.T. IN EDUCATION The Department of Initial Teacher Preparation & Service offers a Master of Arts in Teaching (M.A.T) degree in Education. Majors in education demonstrate content knowledge prior to admission as well as through passing the aligned GACE Content Assessment prior to program completion. Students in this graduate program will demonstrate skills in content pedagogy, assessment, instructional strategies, and use of technology. Candidates will monitor/modify their instruction and be evaluated by a university supervisor and P-12 mentor teacher during observed teaching. This is a face-to-face program. M.A.T. Education Program Admission Information M.A.T. Education Program Retention, Dismissal, and Readmission Policies M.A.T. Education Program Graduation Requirements	

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

- | | |
|---|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input type="checkbox"/> Adopting current best practice(s) in field | <input checked="" type="checkbox"/> Other -- |

This information was not previously available on the web.

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

- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> 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):*

- | |
|--|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
|--|

- ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
- ☐ Other Data Source Descriptions –



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

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rydcliff	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/5/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. daCruz	Becky K. daCruz	4-2-2020
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/26/2020

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service
Requestor's Name:	Barbie Radcliffe	Requestor's Role:	Department Head

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 be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2020

Degree/Program Name: Master of Arts in Teaching (M.A.T.) in Education

Current Catalog URL: Graduate School Website - URL N/A for Retention, Dismissal, and Readmission Policy

Present Requirements:

Proposed Requirements: *(hover over for instructions)*

MASTER OF ARTS IN TEACHING (M.A.T.) EDUCATION

1. Candidates must obtain a Georgia Pre-Service Teaching Certificate or hold a professional teaching certification to remain enrolled in program after the first semester.
2. Candidates must maintain professional liability insurance.
3. The maximum time allowed for completion of the master's 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 candidate's advisor, Dean of the Dewar College of Education and Human Services, and approval from the Associate Provost for Graduate Studies and Research.
4. No more than 9 semester hours of academic work may be transferred from another institution into a Dewar College of Education and Human Services graduate program. Transfer credit will be evaluation after admission by the academic department.
5. 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" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
6. 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.

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 –

This information was not previously available on the web.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	[Signature]	3/5/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/5/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/5/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	4-2-2020
Academic Committee			


*Will this change impact another college/department?

☒ No ☐ Yes [select college & indicate department(s)]

College:

Select One.

Department(s):

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: Select Date.																																																	
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Select Area of Change:	*[Specify if Core Curriculum]	Semester to be Effective:	Year to be Effective:																																																
Select One.	N/A	Fall	2020																																																
Degree/Program Name:	Spanish for Professionals Certificate																																																		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/humanities-social-sciences/modern-classical-languages/certificate-spanish-professionals-online/																																																		
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Requirements for the Certificate in Spanish for Professionals <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>SPAN 2001</td> <td>Intermediate Spanish Language and Hispanic Cultures I (if needed)</td> <td>0-3</td> </tr> <tr> <td>SPAN 2002</td> <td>Intermediate Spanish Language and Hispanic Cultures II (if needed)</td> <td>0-3</td> </tr> <tr> <td>SPAN 3012</td> <td>Applied Spanish Conversation for Professionals</td> <td>3</td> </tr> <tr> <td>SPAN 3014</td> <td>Language, Culture, and Advanced Conversation</td> <td>3</td> </tr> <tr> <td>SPAN 4500</td> <td>Profession-Related Practicum or Study Abroad 1</td> <td>3</td> </tr> <tr> <td>SPAN 4501</td> <td>Research Project in Spanish for Professionals 1</td> <td>3</td> </tr> <tr> <td>Total Hours</td> <td></td> <td>12-18</td> </tr> </tbody> </table>		Code	Title	Hours	SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I (if needed)	0-3	SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II (if needed)	0-3	SPAN 3012	Applied Spanish Conversation for Professionals	3	SPAN 3014	Language, Culture, and Advanced Conversation	3	SPAN 4500	Profession-Related Practicum or Study Abroad 1	3	SPAN 4501	Research Project in Spanish for Professionals 1	3	Total Hours		12-18	Requirements for the Certificate in Spanish for Professionals <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>SPAN 2001</td> <td>Intermediate Spanish Language and Hispanic Cultures I (if needed)</td> <td>0-3</td> </tr> <tr> <td>SPAN 2002</td> <td>Intermediate Spanish Language and Hispanic Cultures II (if needed)</td> <td>3</td> </tr> <tr> <td>SPAN 3012</td> <td>Applied Spanish Conversation for Professionals</td> <td>3</td> </tr> <tr> <td>SPAN 3014</td> <td>Language, Culture, and Advanced Conversation</td> <td>3</td> </tr> <tr> <td>SPAN 4500</td> <td>Profession-Related Practicum or Study Abroad 1</td> <td>3</td> </tr> <tr> <td>SPAN 4501</td> <td>Research Project in Spanish for Professionals 1</td> <td>3</td> </tr> <tr> <td>Total Hours</td> <td></td> <td><u>12-15</u></td> </tr> </tbody> </table>		Code	Title	Hours	SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I (if needed)	0-3	SPAN 2002	Intermediate Spanish Language and Hispanic Cultures II (if needed)	3	SPAN 3012	Applied Spanish Conversation for Professionals	3	SPAN 3014	Language, Culture, and Advanced Conversation	3	SPAN 4500	Profession-Related Practicum or Study Abroad 1	3	SPAN 4501	Research Project in Spanish for Professionals 1	3	Total Hours		<u>12-15</u>
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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 research course SPAN 4501 proved problematic for the more practically-oriented pool of students and community members interested in the Spanish for Professionals Certificate. On the other hand, SPAN 2002 which offers an excellent foundation for both writing and speaking becomes a required class for the certificate. Even among heritage speakers, many need a tighter grip on the grammar in that class.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	<i>Ofélia R. Nikolova</i>	03-23-2020
College/Division Executive Committee	<i>James T. LePlante</i>	<i>J. T. LePlante</i>	4-8-20
Dean/Director	<i>James T. LePlante</i>	<i>J. T. LePlante</i>	4-8-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

03/11/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College: College of Humanities and Social Sciences

Dept. Initiating Request: College of Humanities and Social Sciences

Requestor's Name: James LaPlant

Requestor's Role: Dean

Proposed NEW Course Prefix:
(Consult abbreviations in the catalog)

EXPL

NEW Course Number:
(Consult #s in the catalog)

3000

Proposed NEW Course Title: Internship Preparation for Nonprofits

NEW Course Title Abbreviation:
(Limit to 30 character spaces)

Intern Prep for Nonprofits

Prerequisite(s):

ENGL 1102 or ENGL 1102 H

Lecture Hours: 3

Lab/Contact Hours: 0

Credit Hours: 3

Proposed NEW Course Description: (Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*

Course to prepare students to intern at nonprofits. Students will learn to write a basic press release, create a basic spreadsheet, and design a basic brochure as well as create a resume, write a letter of application, and interview with a potential nonprofit.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

☒ Undergraduate

☐ Graduate

☐ Core (Area A-E)

☐ Major Requirement

☒ Elective

☒ Fall

☐ Spring

☐ Summer

2020

Once per Year

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

☐ Improving student learning outcomes

☐ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field

☐ Other –

This is an experiential learning course that allows students to develop and apply skills learned in the broader context of concepts learned in CoHSS courses such that they see the connection between those skills and professions.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	J. T. J. for Dr. Sewell	J. T. J. for Dr. Sewell	4-8-20
College/Division Executive Committee	T. J. J.	T. J. J.	4-8-20
Dean/Director	T. J. J.	T. J. J.	4-8-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:

03/11/2020

**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	College of Humanities and Social Sciences
Requestor's Name:	James LaPlant	Requestor's Role:	Dean
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	EXPL	NEW Course Number: <i>(Consult #s in the catalog)</i>	3010
Proposed NEW Course Title:	College of Humanities and Social Sciences Internship		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	College of Humanities and Social Sciences Internship		
Prerequisite(s):	EXPL 3000 and/or permission of instructor		
Lecture Hours:	0	Lab/Contact Hours:	Varies with hours of credit
Credit Hours:	3-12		

Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

PREQ: EXPL 3000. Supervised work at a nonprofit. Students who have not taken EXPL 3000 must be recommended by a faculty member. This course can be repeated. Graded S/U.

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

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

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

This is an experiential learning course that allows students to implement skills learned in the broader context of concepts learned in CoHSS courses.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Donna Sewell	J.T.D. Jr Dr. Sewell	4-8-20
College/Division Executive Committee	James LePlant	T. J. At	4-8-20
Dean/Director	James LePlant	T. J. At	4-8-20
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)]

College:

Select One.

Department(s):



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of
Submission:

03/25/2020

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

College: College of Business Administration

Dept. Initiating
Request:

Curriculum Committee

Requestor's
Name: Ellis Heath

Requestor's
Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix
and Number:

BUSA3999

Course Prefix
and Number:

Course Title:

Experiential Learning

Course Title:

Lecture Hours:

0

Lecture Hours:

Lab/Contact Hours:

0

Lab/Contact Hours:

Credit Hours:

0

Credit Hours:

Pre-requisites:

None

Pre-requisites:

CURRENT Course Description:

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all students pursuing a Bachelor of Business Administration degree. Students are to complete one of the following: a study abroad experience, an approved internship, or 150 hours of servant leadership activities. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

NEW Course Description: ([hover over for instructions](#))

Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all students pursuing a Bachelor of Business Administration degree. Students are to complete one of the following: a study abroad experience, an approved internship, [an approved undergraduate research project](#), or 150 hours of servant leadership activities. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

Program Level:

Course Classification:

Semester to be
Effective:

Year to be
Effective:

Estimated Frequency of
Course Offering:

- ☒ Undergraduate
☐ Graduate

- ☐ Core (Area A-E)
☒ Major Requirement
☐ Elective

- ☒ Fall
☐ Spring
☐ Summer

2020

Every Semester

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 –


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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Curriculum Committee Chair	Ellis Heath	<i>Ellis B Heath</i>	14 April 2020
Associate Dean	Sanjay Gupta	<i>Sanjay Gupta</i>	15 April 2020
Dean/Director	Wayne Plumly	<i>L. Wayne Plumly, Jr</i>	15 April 2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	All departments in LCOBA