# 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).
- 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).
- 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. <u>College of the Arts</u>

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

Respectfully submitted,

Stanley Jones Registrar

A to a start of the start of th	sta State Un Jest for a NEW C	iversity Curricu ourse	lum Fo	rm	Su	Date of bmission:	01/17	7/2020
*Course/curriculum	change or additio	n originates with a fac	ulty membe	er or curr	iculum c	ommittee in	the Aca	demic Program.
College:	College of Hum	anities and Social Sc	iences			Initiating Request:	NAIS	
Requestor's Name:	F. E. Knowles, J	nowles, Jr.				questor's Role:	Depa	rtment Head
	/ Course Prefix: ions in the catalog)	NAIS				Number: the catalog)	5500	
Proposed NE	W Course Title:	Special Topics in N	AIS					
NEW Course Title (Limit to 3	e Abbreviation: O character spaces)	SpecTopicsNAIS						
	Prerequisite(s):	Graduate Standing						
Lecture Hours:	3	Lab/Contact Hour	rs: 0			Credit H	lours:	3
Proposed NEW Course	Description: (Lim	it to 50 words. Include re	quisites, cros	s listings,	special re	quirements,	etc.)*	
Program Level:	Course Cl	assitication	Semester Effective:	to be	Year to Effectiv		S. March	ated Frequency of e Offering:
□ Undergraduate ⊠ Graduate		(Area A-E) or Requirement tive	⊠ Fall □ Sprin □ Sumr	-	2	020		ce per Year
Justification: (select on	e or more of the j	following and provid	e appropri	ate narr	rative be	low:)		
<ul> <li>Improving student</li> <li>Adopting current b</li> </ul>	100 0 0 0 0 0 0 0		_	Aandate Other —	of State	e/Federal//	Accredi	ting Agency
The intent is to serve th and Indigenous Studies course will also help pre	e graduate stude	ent who wishes to tal	ko courso y	work or	to pursi	ue a certific	cation i	
			duate sect					

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

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

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

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

Plans for 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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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 \*\*

		tate University – NEW COL or a NEW COURSE	JRSE Form		
Approva	Approvals: Print:		Sig	Date:	
Departn	Department Head F. E Knowles, Jr.		gt Kunt	hef	02/17/2020
College/Division Executive Committee		Mark Smith	Mr Sitt		3-11-20
Dean/Director		MeikSmith	nSite		3-11-20
C	Executive committee duate course)				
Graduate Dean (for graduate course)		Becky K. da Cruz	Becky	K dechury	4/2/2020
Academic C	ommittee			0	
*Will this ch	ange impac	t another college/department?	🗆 No 🖾 Yes	select college & indicate	department(s))
College:	Select On	е.	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

<u>Course Description</u>: 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..

<u>Reading American Indian Law</u>. (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 <u>Mapp v. Ohio</u> (1961) extended the protection of the Exclusionary Rule to cover actions by the states.

Citing a case on your "works cited" page-<u>Mapp v. Ohio</u>, 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 02/11/2020 Submission:

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

College of Humanities and SocialDept. InitiatingSciencesRequest:	iges
Requestor's     Requestor's       Name:     Randy Gladwin         Role:	
Check One Option: Curriculum Change Curriculum Change Changes to Program/Degree (Changes to Program/Degree) (New Learning Outcomes, Admissions/Program Policies, Narrow	ative, etc.)
Program Level: Course Classification: Semester to be Effective: Year to be Effective	
Core (Area A-E)	
Undergraduate Major Requirement Spring 2020	
Graduate	
Degree/Program Name: Master of Arts in Teaching with a major in Foreign Language Education (Spanish or Frend	ch)
Current Catalog http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts-sciences/modern URL: languages/mat-fled/	n-classical-
Present Requirements: Proposed Requirements: (hover over for instruction)	ons)
Requirements for the M.A.T. in Foreign Language Requirements for the M.A.T. in Foreign Language	
Education	
Prerequisite: SPEC 3000 Prerequisite: SPEC 3000	
Required Core Courses 27 Required Core Courses	27
FLED 2999 Entry to the Education Profession 0 EDUC 2999 Teacher Education Requirements	0
FLED 6000 World Languages and TESOL FLED 6000 World Languages and TESOL	
Methods P-8 2 Methods P-8	2
FLED 6010 P-8 Classroom Laboratory 1 FLED 6010 P-8 Classroom Laboratory	1
FLED 7000 Curriculum and Instruction of FLED 7000 Curriculum and Instruction of	
World Languages & TESOL 2 World Languages & TESOL	2
FLED 7010     6-12 Classroom Laboratory     1     FLED 7010     6-12 Classroom Laboratory	1
FLED 7500Theory and Practice in SecondFLED 7500Theory and Practice in Second	
Language Acquisition 3 Language Acquisition	3
ESOL 6010 Applied Linguistics for ESOL Teachers 3 ESOL 6010 Applied Linguistics for ESOL Teach	
ESOL 6020 Cultural Perspectives for ESOL Teachers 3 ESOL 6020 Cultural Perspectives for ESOL Tea	
ESOL 6030 Methods and Materials for Teaching ESOL 6030 Methods and Materials for Teaching	•
ESOL 3 ESOL	3
FLED 6780         Supervised Internship - Clinical Practice 6         FLED 6780         Supervised Internship - Clinical Practice 7           FLED 6780         Supervised Internship - Clinical Practice 6         FLED 6780         Supervised Internship - Clinical Practice 7	
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 French: Guided Electives (FREN courses at the 500	0
level or above) 9 level or above)	9
Spanish: Guided Electives (SPAN courses at the 5000 Spanish: Guided Electives (SPAN courses at the 500	00
level or above) 9 level or above)	9
Total Hours Required for the Degree36Total Hours Required for the Degree	36
Requirements for the M.A.T FLED Requirements for the M.A.T FLED	
Accelerated Undergraduate-to-Graduate Track 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		FLED 6000	World Languages and TESOL	
	Methods P-8	2		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		FLED 7000	Curriculum and Instruction of World	
	Languages & TESOL	2		Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second		FLED 7500	Theory and Practice in Second	
	Language Acquisition	3		Language Acquisition	3
ESOL 6020	Cultural Perspectives for ESOL Teacher	's 3	ESOL 6020	Cultural Perspectives for ESOL Teache	rs 3
or ESOL 6030	Methods and Materials for Teaching Es	SOL	or ESOL 6030	Methods and Materials for Teaching B	SOL
FLED 6780	Supervised Internship - Clinical Practice	e 6	FLED 6780	Supervised Internship - Clinical Practic	:e 6
FLED 6800	Clinical Practice Seminar	3	FLED 6800	Clinical Practice Seminar	3
Select one of th	ne following tracks:	6	Select one of t	he following tracks:	6
French: Guided above)	Electives (FREN courses at the 5000 lev	el or	French: Guideo above)	Electives (FREN courses at the 5000 le	vel or
Spanish: Guide	d Electives (SPAN courses at the 5000 le	vel	Spanish: Guide	d Electives (SPAN courses at the 5000 l	evel
or above)			or above)		
Total hours req	uired for the degree	27	Total hours rec	uired for the degree	27

Justification: (select one or more of the following and provid	le 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	e following):						
Indirect Measures; SOIs, student/employer/alumni surv	/eys, etc.						
Direct Measures; Materials collected/evaluated for property of the property	gram 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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Retention data and student success in the course

Approv	/als:	Print:	Signature:	Date:
Depart	ment Head	OFELIX R. NIKOLOVA	Okly & Diko	loy 3-4-200
	ge/Division Committee	Mork Smith	nzite	3-11-92
Dean/Director		Mank Smith	n Site	3-11-90
	e Executive Committee raduate course)			
	duate Dean raduate course)			
Academic	Committee			
*Will this o	hange impa	t another college/department?	No Ves [select college	& indicate department(s)]

# RECEIVED

# MAR 1 1 2020

OFFICE OF THE REGISTRAR



\*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. **College of Humanities and Social Dept. Initiating College:** Modern and Classical Languages Sciences **Request: Requestor's Requestor's** Randy Gladwin Faculty **Role:** Name:  $\square$ **Curriculum Change Revised Catalog Copy** Check One Option: (Changes to Program/Degree) (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) Semester to be Effective: **Course Classification:** Year to be Effective: **Program Level:** Core (Area A-E) 🖾 Fall Undergraduate Major Requirement □ Spring 2020 Graduate Elective Summer Degree/Program Master of Arts in Teaching with a major in English to Speakers of Other Languages (ESOL) Name: **Current Catalog** http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts-sciences/modern-classical-URL: languages/mat-esol/ **Present Requirements: Proposed Requirements:** (hover over for instructions) Requirements for the M.A.T. in English to Speakers of Requirements for the M.A.T. in English to Speakers of Other Other Languages Languages Prerequisite: SPEC 3000 Prerequisite: SPEC 3000 36 **Required Core Courses** 36 **Required Core Courses** 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 6030 Methods and Materials for Teaching **ESOL** 3 3 **ESOL** ESOL 6040 Assessing English Language ESOL 6040 Assessing English Language Learners (Ells) 3 Learners (Ells) 3 **Teaching English Grammar for ESOL** ESOL 6050 **Teaching English Grammar for ESOL** 3 ESOL 6050 3 FLED 6000 World Languages and TESOL **FLED 6000** World Languages and TESOL Methods P-8 2 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 FLED 7000 Curriculum and Instruction of World 2 Languages & TESOL Languages & TESOL 2 FLED 7010 6-12 Classroom Laboratory 1 FLED 7010 6-12 Classroom Laboratory 1 FLED 7500 Theory and Practice in Second FLED 7500 Theory and Practice in Second Language Acquisition 3 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 RECEIVED Required for the Degree Total Hours Required for the Degree 36 MAR 1 1 2020 OFFICE OF THE REGIST RAP

Requirements	for the M.A.T. in ESOL		Requirements	for the M.A.T. in ESOL	
Accelerated U	ndergraduate-to-Graduate Track		Accelerated U	ndergraduate-to-Graduate Track	
ESOL 2999	Entry to the Education Profession	0	EDUC 2999	Teacher Education Requirements	_0
Select two of t	he following not completed as an		1	he following not completed as an	
undergraduate	:	6	undergraduate	2:	6
ESOL 6020			ESOL 6020		
Cultural Perspe	ectives for ESOL Teachers			ectives for ESOL Teachers	
ESOL 6030			ESOL 6030		
Methods and N	Materials for Teaching ESOL		1	Materials for Teaching ESOL	
ESOL 6040			ESOL 6040		
	ish Language Learners (Ells)			ish Language Learners (Ells)	
ESOL 6050			ESOL 6050		
	sh Grammar for ESOL			sh Grammar for ESOL	
FLED 6000	World Languages and TESOL		FLED 6000	World Languages and TESOL	
	Methods P-8	2		Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of		FLED 7000	Curriculum and Instruction of	
	World Languages & TESOL	2		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		FLED 7500	Theory and Practice in Second	
	Language Acquisition	3		Language Acquisition	3
ESOL 6780 <sup>-</sup>	Supervised Internship – Clinical Practice		ESOL 6780	Supervised Internship – Clinical Practic	
ESOL 6800	Clinical Practice Seminar	3	ESOL 6800	Clinical Practice Seminar	3
Total hours rec	quired for the degree 27		Total hours ree	quired for the degree 27	
<b></b>					
Justification: (	select one or more of the following and p	rovid	e appropriate na	arrative below:)	
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	current best practice(s) in field		🛛 Other –		
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	s course by improving efficiencies. This co	ourse	will be offered	in both face-to-face and online options t	0
	nt success in the course.				
Source of Data	to Support Change (select one or more of	of the	e following):		

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

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

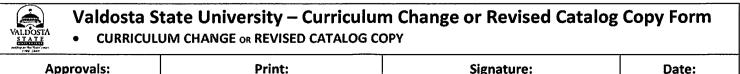
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

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



• Departr	ment Head	OFELIA	R. NIKOL	ova	Ofer	R.	Nikolory	3-4	-2020
Colleg Executive (	ge/Division Committee				V ,				<u></u> -
Dea	n/Director								
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College:	Select One	2.			Department(s	;):			

Var Street	uest for a NEW C	iversity Curricul	um Form	Su	Date of bmission:	10/22/	2019	
*Course/curricului	m change or additio	n originates with a facul	ty member or cu	rriculum c	ommittee in	the Aca	demic Program.	
College:	College of the	Arts		Dept.	Initiating Request:			
Requestor's Name:	Bruce Mackh, F	n, Ph.D. Requestor's Role:				Department Head		
	Proposed NEW Course Prefix: (Consult abbreviations in the catalog)         ART         NEW Course Number: (Consult #s in the catalog)				5210			
Proposed N	EW Course Title:	Design Thinking						
	le Abbreviation: 30 character spaces)	Design Thinking						
· 李秋秋 · 竹枝	Prerequisite(s):	None						
Lecture Hours:	3	Lab/Contact Hours:	0		Credit H	lours:	3	
Proposed NEW Course	Description: (Lim	it to 50 words. Include requ	isites, cross listing	s, special re	quirements,	etc.)*		
Program Level:	Course Cl	assification	emester to be ifective:	Year to Effectiv			ated Frequency of e Offering:	
Г. н. н	Core	e (Area A-E)	🛛 Fall					
☐ Undergraduate ☑ Graduate	🗌 🗆 Maje	or Requirement	Spring	2	2020		Once per Year	
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#### **SYLLABUS**

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

10/2019

#### 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
- Jcanne Liedtka and Tim Ogilvic. (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 (2<sup>nd</sup> 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

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 <a href="http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php">http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php</a>. 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 <a href="http://www.valdosta.edu/access">http://www.valdosta.edu/access</a>,

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

		State University Curricului RRICULUM CHANGE OR REVISED CATA		Su	Date of Ibmission:	02/19/2020	
*Course/curricu	ılum	change or addition originates with a facu	Ity member or curi	riculu	m committe	ee in the Academic Program.	
College: College of the Arts			Dept. Initia Requ		Music		
Requestor's Name: Anita Davis			Request R	or's ole:	Faculty		
		Curriculum Change (Changes to Program/Degree)	Revised C			ions/Program Policies, Narrotive, etc.)	
Program Level:		Course Classification:			ective:	Year to be Effective:	
Undergraduat Graduate	e	□ Core (Area A-E) ⊠ Major Requirement ⊠ Elective	☑ Fall □ Spring □ Summer	-		2020	
Degree/Progra Nam		MASTER OF MUSIC EDUCATION and	MAT MUSIC EDL	ICAT	ION		
Current Catal UI	og RL:	https://www.valdosta.edu/academic requirements.php#matmusic	cs/graduate-scho	ol/o	ur-prograr	ns/graduation-	
Present Requireme	ents	:	Proposed Requ	irem	ents: <u>(hov</u>	ver over for instructions)	
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MUSIC EDUCATION Students must com semester prior to th	l Iplet heir	JCATION (M.M.ED.) te an application for graduation one expected graduation date; point average (GPA) is required for	MASTER OF MUSIC EDUCATION (M.M.ED.) MUSIC 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				
the degree. Students must com Assessment.	plet	elow a "C" will be credited toward te the COE Teacher Advanced Self- the coursework is completed, or	graduation. No grade below a "C" will be credited toward the degree. Students must complete the COE Teacher Advanced Self- Assessment. During the term which the coursework is completed, or				
and oral portions of before receiving the procedures for adm	ust successfully complete written e Comprehensive Examination .M.E. A description of the stration of the comprehensive e in the music department office. al requirements	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. Thesis Option: additional requirements					
Students who choo Electives area of the process outlined be	se t e M elow	o complete a thesis in the Guided .M.E. program will follow the	Students who choose to complete a thesis in the Guided Electives area of the M.M.E. program will follow the process outlined below. The student will consult with the academic advisor about				
proposal describing of the Department When approved by student will register credit, for two cons	g the of N the r foi iecu	e advisor, the student will submit a thesis project of the consideration fusic Graduate Committee advisor and the Committee, the MUE 7999 Thesis, three hours tive semesters, or a total of 6 hours.	proposal descri of the Departm When approved student will reg credit, for two d	val oj bing ent o l by t ister conse	the thesis f Music Gi he advisor for MUE 7 cutive sen	or, the student will submit a project of the consideration raduate Committee r and the Committee, the '999 Thesis, three hours nesters, or a total of 6 hours.	
A grade of incomple the thesis is comple		will be recorded for MUE 7999 until and approved.	A grade of inco the thesis is con			recorded for MUE 7999 until proved.	

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

VALINOSIA

Approva	als:	Print:	Sig	nature:	Date:
Department Head		Doug Formell	Ig J	my	3/12/2020
College/Division Executive Committee		M. Scumo	Ulls	MA	5.12 2020
Dean/Director		A Bloke Pearce	hits	M	3-16-120
С	Executive committee duate course)		<i>v</i>		
Graduate Dean (for graduate course)		Becky K. da Cruz	Becky K	( dalrey	4-2-2020
Academic C	ommittee			- 0	
*Will this ch	ange impa	ct another college/department?	🗆 No 🖾 Yes /	select college & indicat	e department(s)]
College:	College of	Education and Human Services	Department(s):	The Graduate Schoo	1

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	ta State University Curriculu	Construction of the second	Da Submis	te of sion:	02/19/2020			
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.								
	College of the Arts	Dept. Initiating Request: Music						
Requestor's Name:	Anita Davis	Requesto	or's Facu ple:	lty				
Check One Option	: Curriculum Change (Changes to Program/Degree)	Revised Ci (New Learning			ons/Program Policies, Narrative, etc.)			
Program Level:	Course Classification:	Semester to be			Year to be Effective:			
Undergraduate Graduate	<ul> <li>□ Core (Area A-E)</li> <li>☑ Major Requirement</li> <li>□ Elective</li> </ul>	⊠ Fall □ Spring □ Summer			2020			
Degree/Program Name	I M.A. I IN MUSIC Education							
Current Catalog URL	https://www.valdosta.edu/academ	ics/graduate-schoo	ol/our-pro	gram	os/master-of-arts-in-teaching-			
Present Requiremen	ts:	Proposed Requi	irements:	(hove	er over for instructions)			
ADMISSIONS REQUIR	EMENTS	ADMISSIONS REQUIREMENTS						
One Official Transcrip have previously enrol (Transcripts of course will be obtained by th -Must hold a bachelo accredited institution Music). -Must have fulfilled th for acceptance into th may be granted to ap prerequisites. -Minimum undergrad will be calculated on a coursework in which Three Recommendation (General Recommend -Recommendation let observations of the ap current. -Letters of recommend required General Grad	have previously (Transcripts of c will be obtained -Must hold a bac accredited instit Music). -Must have fulfil for acceptance in may be granted prerequisites. -Minimum unde will be calculated coursework in w -Must pass a pia -Successfully cor program faculty Three Recomme (General Recomme (General Recomme -Recommendatio of the applicant', -Letters	enrolled oursewor l by the Gi chelor's d cution (Ba lled the sp nto the pi to applica ergraduate d on all at which a let <u>mplete a p</u> endations mendations <i>is characte</i> recomment neral Grad	(unde k com radua egree chelou pecifie rogram nts la e GPA temp ter gr <u>ency</u> profes n Form from er and ati luate	e in music from a regionally- r of Arts or Bachelor of ed prerequisites (see below) m. Probationary admission acking the specified of 2.75 on a 4.0 scale. GPA ted undergraduate ade was awarded. <u>exam</u> <u>esional interview with</u>				

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Passing scores or evidence of exemption eligibility on state
assessments:
-Complete the Georgia Educator Ethics Assessment -
Program Entry (Test 350) (To Register:
https://gace.ets.org/ethics/register/)
-GACE Program Admission Assessment or exemption
ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS
Students with GPAs lower than 2.75 on a 4.0 scale may
gualify for admission by one of the following alternative
pathways, as determined by the Department of Music.
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:
Alternative Pathway 1: The GPA is equal to or above 2.5 on
a 4.0 scale for undergraduate music content courses; or
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)

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

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.

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 –

	culun ALOG	n Form COPY	Su	Date of Ibmission:	02/11/2020				
*Course/curric	a facul	ty member or curr	riculu	m committe	ee in the Academic Progra	ım.			
College:	Dept. Initiating Request: Music								
Requestor's Name: Doug Farwell				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.)				e. etc.)		
Program Level:		Course Classification:		Semester to b			Year to be Effective:		
Undergraduat Graduate	e	<ul> <li>□ Core (Area A-E)</li> <li>☑ Major Requirement</li> <li>□ Elective</li> </ul>		⊠ Fall □ Spring □ Summer			2020		
Degree/Progr Nar		Master of Arts in Teaching with	h a Maj	jor in Music Edu	catio	n			
Current Cata U	log RL:	http://catalog.valdosta.edu/ur	ndergra	aduate/academi	c-pro	grams/art	ts/art/bfa-art-education	n/	
Present Requirem	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					
MUE 7100 Pro Foundations MUE 7101 Pro Clinical Practice MUE 7102 Pro Capstone Select one of the for MUE 7640 Ge MUE 7810 Erro Education I & MUE 7820 and Education II MUE 7790 Cli MUE 7800 Pro MUSC 7040 Teo	try t ofes:	o the Education Profession sional Development Seminar I: sional Development Seminar II: sional Development Seminar III: ving: al Music Curriculum yed Teacher Internship in Music aployed Teacher Internship in M Practice in Music Education um in Music ology for Teachers ate Conducting	2 6 lusic 6 3 1 2 15	Required Core of MUE 2999 EDUC 2999 MUE 7100 Foundations MUE 7101 Clinical Practice MUE 7102 Capstone MUE 7640 Select either Te MUE 7810 MUE 7820 OR MUE 7790 MUE 7800 MUSC 7040 MUSC 7650 Select one of th	Entri Teac Prof Prof Gen Edu Emy Edu Clini Prac Tech Grac	ry to the Education of	r Teachers ducting	3 1 1 1 2 3	
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	ge/Division Committee	M. Scimmy	Upl	an	3/12/200
Dea	n/Director	A. Blake Pearco	hit		3/16/020
C	e Executive Committee aduate course)				
	luate Dean aduate course)	Becky K. dalmz	Becky	1. da Cruzy	4-2-2020
Academic (	Committee				
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College:	College of the A	DEOEN/EDept. Initiating			- Contraction	nunication Arts	
Requestor's Name:	Melissa Pihos	Requestor's Role:			Facul	0117733745ES	
Proposed NEW (Consult abbreviati		DANC			/ Course Number: nsult #s in the catalog)	3950	antid as an a
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NEW Course Title (Limit to 30	Abbreviation: Character spaces)	Dance for Camera	а	- 	ich V nafri	1 2 2 1	a in a tubi
Р	Prerequisite(s):	DANC 2700 and D	DANC 3200 or	perm	ission of instructor	8	
Lecture Hours: 1	e el salisadar e	Lab/Contact Ho	urs: 2		Credit	Hours:	2
Proposed NEW Course	Description: (lim	it to 50 words. Include	requisites, cross	listinas	special requirements.	etc.)*	
Program Level:	Course Cl	assification:	Semestert	o be	Year to be	and the second second	ated Frequency of
⊠ Undergraduate □ Graduate		e (Area A-E) or Requirement tive	Effective:		<i>Effective:</i> 2020		se Offering: ery other Year
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<ul> <li>Improving student</li> <li>Adopting current b</li> </ul>	-			andat ther –	e of State/Federal,	/Accred	liting Agency
Adopting current b					career choices upo	on grad	uation. Creating
dance for camera and u							
The class would also be	appropriate for	students in Mass	Media.				
** Attach	General Course	Syllabus/Support	documents w	ith co	ourse outcomes/as	sessme	onts **
Attach	Scheral Course	synasasy support					
					R	ECE	EIVED

MAR 16 2020

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Source of Data to Support Change (select one or more of the following):
Indirect Measures; SOIs, student/employer/alumni surveys, etc.
Direct Measures Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for 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 \*\*

Vistania I V	Valdosta State University – NEW COURSE Form  Request for a NEW COURSE						
Approva	ls:		Print:	Sig	nature:	Date:	
Departn	nent Head	MA	eh Benzi	Mul	4	3/3/2020	
College/Division C	Executive ommittee	M.	sh Barzi Soume	ille	1 s	3/3/2020 3.10,2020	
Dear	n/Director						
	Executive ommittee luate course)						
	uate Dean luate course)						
Academic C	ommittee						
*Will this change impact another college/department?		🗆 No 🖾 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:

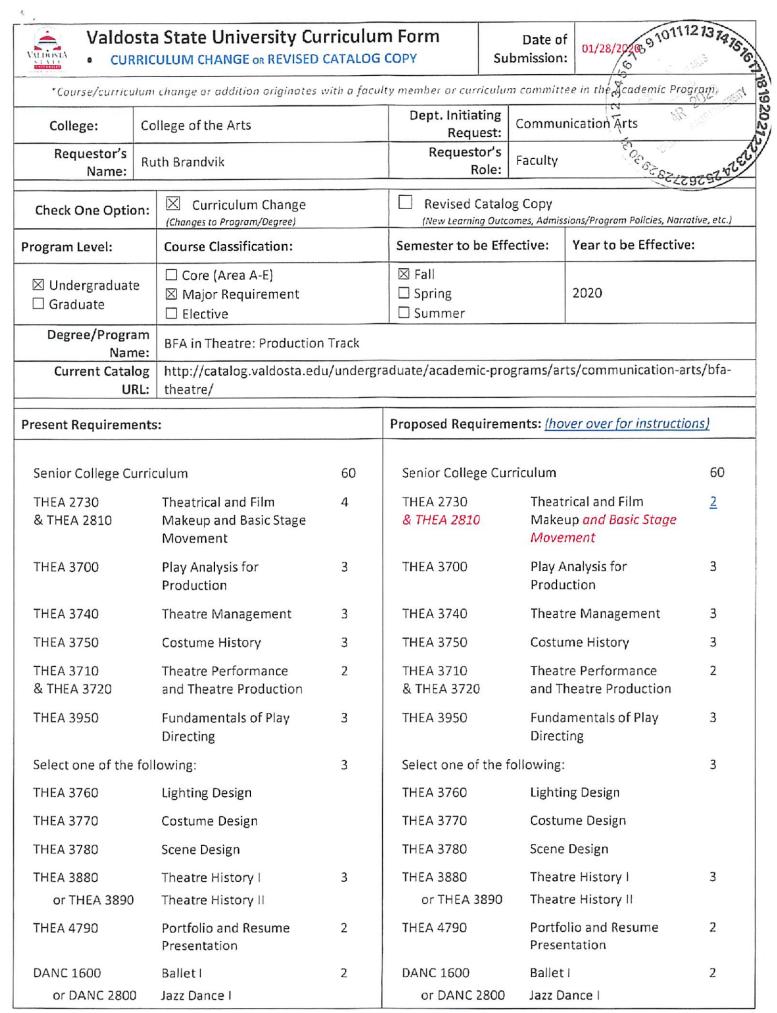
ASSIGNMENT DUE

Jan 13	Course Introductions & Expectations What is dance Film?	
Jan 15	Dance Films	
Jan 17	Films	Read Ch 1 and Ch 2 in Envisioning Dance-
	Assign Study #1	Watch coinciding videos on dvd with book
		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</u> <u>Camera</u> (Maya Deren, 1945)
		#2 <u>Nine Variations on a dance</u> <u>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	7 - 1 <sub>80</sub>
	Choreographic Inspiration and Process	Read <u>EnvisioningDance</u> Chapte Ch 10, 14, 15, 16
	Creating Movement	Watch
	Share Movement phrases	#4 <u>Intolerance</u> (, 1945)
	Developing a Theme	#2 <u>Air for the G String</u> , humphr
	Planning , Assign Study 2	#
		#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	
		L A star
Feb 10	NEW MEDIA Center – Adobe Premiere	

Feb 12	ТВА	Read <u>EnvisioningDance</u> Chapter17, 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 Pas de Deux (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	Study #2 Due
	Assign Study 3 , TBA	
Feb 28	TBA work on Study 3	
March 2	ТВА	Watch:
		#32 sistersister (Susana Szperling, 1999)
		#34 Mothers and Daughters (Margaret Williams, 1994)
		#35 Outside In (Margaret Williams, 1994)
March 4	ТВА	
March 6	ТВА	
March 9	TBA – work on study 3	

March 11	TBA – work in Study 3	
March 13	ТВА	
March 16-20	SPRING BREAK no Class	
March 23	ТВА	
March 25	Present Study #3	Study #3 Due
Mar 27	Storyboardplan 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	ТВА	Filming and Editing
April 10	ТВА	Filming and Editing
Apr 13	Rough Cut showing	Rough cut due
Apr 15	ТВА	
Apr 17	ТВА	
April 20	ТВА	
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



					-A.,
Guided electives		10	Guided electives	al 12 gar, Ula	10
Select one of the fo	ollowing Tracks	22	Select one of the fo	ollowing Tracks	24
Performance			Performance		
Production			Production		
Musical Theatre			Musical Theatre		
Theatre Manageme	ent		Theatre Managem	ent	
Total Hours	, and the second second	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 Stage Management Practi	4 cum	<u>THEA 3725</u>	Stage Management Practicum	<u>1</u>
Select one of the fo		3	THEA 3720	Theatre Production	<u>5</u>
THEA 3760	Lighting Design		or THEA 3725	Stage Management Practic	um
THEA 3770	Costume Design		Select one of the fo	elect one of the following:	
THEA 3780	a state of the second state of		THEA 3760	Lighting Design	
	Scene Design	2	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 Theatre History II	3	THEA 3790	Computer-aided Drafting for the Theatre	2
THEA 4760	Principles of Technical	6	THEA 3880	Theatre History I	3
& THEA 4770	Theatre	0	or THEA 3890	Theatre History II	
	and Scene Painting		THEA 4760 & THEA 4770	Principles of Technical Theatre and Scene Painting	6

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Just	ification: (select one or more of the following and provid	de ap	propriate narrative below:)
$\boxtimes$	Improving student learning outcomes		Mandate of State/Federal/Accrediting Agency
$\boxtimes$	Adopting current best practice(s) in field		Other –
Mov	ving THEA 2810 out of the Senior College Curriculum and	d into	the specific track curriculum allows for additional credits
that	are relevant to the focus of the specific educational out	tcom	es in those tracks. The shift in hours/additional hours
with	in the tracks will provide additional experiential learnin	g in t	he students' chosen area of study. One hour of THEA

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

2725 is required. The other additional hour is adjusted (from 4 to 5) in the option THEA2720 or 3725.

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

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

 $\times$ 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):

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

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

Other Data Source Descriptions -

12

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 Valdosta Stati	<ul> <li>Valdosta State University – Curriculum Change or Revised Catalog Copy Form</li> <li>CURRICULUM CHANGE OR REVISED CATALOG COPY</li> </ul>					
Approva	als:	Print:	Sig	nature:	Date:	
Departn	nent Head	MARK BORZi	Mul	1	3-11-2020	
Colleg Executive C	e/Division Committee	MARK BORZI M. SCHMM	Me	A	3.1.0.2020	
Dear	n/Director	A.Bloke Pearis	hit	St-	3-12-020	
C	Executive ommittee duate course)					
	uate Dean <sup>duate course</sup> )					
Academic C	ommittee					
*Will this ch	ange impa	ct another college/department?	🖾 No 🗌 Yes [	select college & indicate	department(s)]	
College:	Select One	2.	Department(s):			

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VALDOSTA STATE STATE Manual State	sta State University Cu RICULUM CHANGE OR REVISED	CATALOO	S COPY Sul	Date of bmission:	<b>513</b> /2020 - 6-	01282
*Course/curricu	um change or addition originates	with a fact	Ulty member or curriculur	n committe	e in 468 Academic Brog NVK 5050	ran R.
College:	College of the Arts		Request:	Commun		37
Requestor's Name:	Ruth Brandvik		Requestor's Role:	Faculty	RI-24401681954	22
Check One Optio	n: Curriculum Change (Changes to Program/Degree)		Revised Catalo		ions/Program Policies, Narra	tive, etc.
Program Level:	Course Classification:		Semester to be Effe	ective:	Year to be Effective	
⊠ Undergraduate	Core (Area A-E) ⊠ Major Requirement □ Elective		<ul> <li>☑ Fall</li> <li>☑ Spring</li> <li>☑ Summer</li> </ul>		2020	л — 1 Пана
Degree/Progra	BEA IN Theatre: Elective St	tudies in T	heatre Management	- 1 36		
Nam Current Catal UF	bg http://catalog.valdosta.ec	lu/underg	raduate/academic-pro	grams/art	s/communication-ar	ts/bfa
Present Requireme	nts:		Proposed Requirem	ents: <u>(hov</u>	er over for instructio	<u>ns)</u>
Senior College Cu	rriculum	60	Senior College Cur	riculum		60
THEA 2730 & THEA 2810	Theatrical and Film Makeup and Basic Stage Movement	4	THEA 2730 & THEA 2810		ical and Film Ip <i>and Basic Stage</i> nent	<u>2</u>
THEA 3700	Play Analysis for Production	3	THEA 3700		Play Analysis for Production	
THEA 3740	Theatre Management	3	THEA 3740	Theatr	Theatre Management	
THEA 3750	Costume History	3	THEA 3750	Costur	me History	3
THEA 3710 & THEA 3720	Theatre Performance and Theatre Production	2	THEA 3710 & THEA 3720		e Performance leatre Production	2
THEA 3950	Fundamentals of Play Directing	3	THEA 3950	Funda Directi	mentals of Play ng	3
Select one of the	following:	3	Select one of the following:		3	
THEA 3760	Lighting Design		THEA 3760	Lightin	g Design	
	Costume Design		THEA 3770	Costur	ne Design	
THEA 3770			THEA 3780	Scene	Design	
THEA 3770 THEA 3780	Scene Design		1112/10/00			- 1
	Scene Design Theatre History I	3	THEA 3880	Theatr	e History I	3
THEA 3780	_	3			e History I e History II	3
THEA 3780 THEA 3880	Theatre History I	3 2	THEA 3880	Theatr	e History II lio and Resume	3
THEA 3780 THEA 3880 or THEA 3890	Theatre History I Theatre History II Portfolio and Resume		THEA 3880 or THEA 3890	Theatr Portfo	e History II lio and Resume Itation	

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Guided electives	it.	10	Guided electives		10
Select one of the fo		22	Select one of the f	ollowing Tracks	24
Performance	W. BINB		Performance		
Production	ðr.		Production		
Musical Theatre			Musical Theatre		
Theatre Manageme	ent		Theatre Managem	ent	
Total Hours		120	Total Hours		120
Elective Studies in	Theatre Management	Hours	Elective Studies in	Theatre Management	Hours
THEA 1710	Improvisation	1	THEA 1710	Improvisation	1
THEA 2840	Stage Management	2	<u>THEA 2810</u>	Basic Stage Movement	2
ACCT 2099	Accounting Principles	6	THEA 2840	Stage Management	2
& MKTG 3050	for Entrepreneurs and Introduction to Marketing	2	ACCT 2099 & MKTG 3050	Accounting Principles for Entrepreneurs and Introduction to	6
Select one of the fo		3		Marketing	-
ACED 2400	Computer Technology for the Workplace		Select one of the f		3
BUSA 2201	Fundamentals of Computer Applications		ACED 2400	Computer Technology for the Workplace	
CS 1000	Introduction to		BUSA 2201	Fundamentals of Computer Applications	
THEA 3730	Microcomputers and Applications Theatre Management	1	CS 1000	Introduction to Microcomputers and Applications	
	Practicum		THEA 3730	Theatre Management	1
THEA 3880	Theatre History I	3		Practicum	
or THEA 3890	Theatre History II		THEA 3880	Theatre History I	3
Select one of the fo	llowing:	3	or THEA 3890	Theatre History II	
THEA 3710	Theatre Performance		Select one of the fo	ollowing:	<u>1</u>
THEA 3720	Theatre Production		THEA 3710	Theatre Performance	
THEA 3725	Stage Management Practicum		THEA 3720	Theatre Production	
THEA 3745	Front of House	5	THEA 3725	Stage Management Practicum	
& THEA 4740	Management and Theatre, Labor Relations, and the Law		THEA 3745 & THEA 4740	Front of House Management and Theatre, Labor Relations, and the Law	5

Justification: (select one or more of the following an	d provide appropriate narrative below:)
Improving student learning outcomes	Mandate of State/Federal/Accrediting Agency
Adopting current best practice(s) in field	□ Other –
	lum and into the specific track curriculum allows for additional credi focus of the educational outcomes in those tracks. The additional n the students' chosen area of study.
The adjustment of "Select one of the following: THE, catalog. This should be 1 hour, not 3. With this corre	A 3710, 3720, 3725" from 3 hours to 1 hour, corrects a mistake in the ection, this track will add up to 24 hrs.
Source of Data to Support Change (select one or mo	pre of the following):
Indirect Measures; SOIs, student/employer/alu	mni surveys, etc.
Direct Measures; Materials collected/evaluated	l for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting pl (select one or more of the following and provide app	
Indirect Measures; SOIs, student/employer/alu	mni surveys, etc.
Direct Measures; Materials collected/evaluated	l for program assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –	

- 40

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 Valdosta •	<ul> <li>Valdosta State University – Curriculum Change or Revised Catalog Copy Form</li> <li>CURRICULUM CHANGE OR REVISED CATALOG COPY</li> </ul>					
Approva	als:	Print:	Sig	nature:	Date:	
Departr	nent Head	MARCH BOAZi	Alla	IN	3-11-2020	
Colleg Executive C	e/Division Committee	MARCH BORZi M. Scunt	May	5ª	3.10.2020	
Dea	n/Director	A Blake Pearce	hit	Ry	3-12-020	
C	Executive Committee duate course)					
	uate Dean <sup>duate course</sup> )					
Academic C	committee					
*Will this ch	ange impa	ct another college/department?	🛛 No 🗌 Yes	select college & indicate	(ED)	
College:	College: Select One.		Department(s):	MAR 162	020	

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		State University Cu ULUM CHANGE OR REVISED		n Form	Date o Submission	01/28/2020	
*Course/curricu	ulum	change or addition originates v	with a facul	ty member or curri	culum comm	ee in the Academic A	gram.
College:	Co	llege of the Arts	A.	Dept. Initiati Reque	- Commi	nication Arts20	1181920
Requestor's Name:	Ru	th Brandvik		Requesto Ro	r's Faculty	MAIK	92027
Check One Optic	on:	Curriculum Change (Changes to Program/Degree)		Revised Ca	atalog Copy Outcomes, Admis	sions/Program Policies, Nar	rative, etc.)
Program Level:		Course Classification:		Semester to be		Year to be Effectiv	
⊠ Undergraduat □ Graduate	e	<ul> <li>□ Core (Area A-E)</li> <li>⊠ Major Requirement</li> <li>□ Elective</li> </ul>		⊠ Fall □ Spring □ Summer	□ Spring 2020		21 - 5 2011 - 5 2011 - 5
Degree/Progra		BFA in Theatre: Musical Th	eatre Trac	k			
Nan Current Cata U		http://catalog.valdosta.edu theatre/	u/undergra	aduate/academic	-programs/aı	ts/communication-a	rts/bfa-
Present Requirem	ents	:		Proposed Requi	rements: <u>(ho</u>	ver over for instructi	ons)
Senior College Cu	urric	ulum	60	Senior College	Curriculum		60
THEA 2730 & THEA 2810		Theatrical and Film Makeup and Basic Stage Movement	4	THEA 2730 <u>&amp; THEA 2810</u>	Make	rical and Film up <i>and Basic Stage</i> ment	<u>2</u>
THEA 3700		Play Analysis for Production	3	THEA 3700	Play A Produ	Analysis for action	3
THEA 3740		Theatre Management	3	THEA 3740	Theat	re Management	3
THEA 3750		Costume History	3	THEA 3750	Costu	me History	3
THEA 3710 & THEA 3720		Theatre Performance and Theatre Production	2	THEA 3710 & THEA 3720		re Performance heatre Production	2
THEA 3950		Fundamentals of Play Directing	3	THEA 3950	Funda Direc	amentals of Play ting	3
Select one of the	e foll	owing:	3	Select one of t	the following	:	3
THEA 3760		Lighting Design		THEA 3760	Lighti	ng Design	
THEA 3770		Costume Design		THEA 3770	Costu	me Design	
THEA 3780		Scene Design		THEA 3780	Scene	e Design	
THEA 3880		Theatre History I	3	THEA 3880	Theat	re History I	3
or THEA 3890	)	Theatre History II		or THEA 38	390 Theat	re History II	
THEA 4790		Portfolio and Resume Presentation	2	THEA 4790		olio and Resume ntation	2
DANC 1600		Ballet I	2	DANC 1600	Ballet	1	2
or DANC 2800	0	Jazz Dance I		or DANC 2	800 Jazz D	ance I	

_						, "
	Guided electives		10	Guided electives		10
	Select one of the fo	llowing Tracks	22	Select one of the f	ollowing Tracks	24
	Performance			Performance		
	Production			Production		
	Musical Theatre			Musical Theatre		
	Theatre Manageme	nt		Theatre Managem	ent	
	Total Hours		120	Total Hours		120
	Musical Theatre Tra	ck	Hours	Musical Theatre Tr	ack	Hours
	MUSC 1000 & DANC 1900	Fundamentals of Music and Tap Dance I	4	MUSC 1000 & DANC 1900	Fundamentals of Music and Tap Dance I	4
	DANC 1600	Ballet I	2	DANC 1600	Ballet I	2
	or DANC 2800	Jazz Dance I		or DANC 2800	Jazz Dance I	
	DANC 3800	Jazz Dance II	3	DANC 3800	Jazz Dance II	3
	THEA 3020	Theatre Voice	4	THEA 2810	Basic Stage Movement	<u>2</u>
	or THEA 4020	Advanced Theatre Voice		THEA 3020	Theatre Voice	4
ŝ	DANC 2910	Social Dance	1	or THEA 4020	Advanced Theatre Voice	
	or DANC 3930	Ballroom Dance		DANC 2910	Social Dance	1
	THEA 3200	Audition Techniques	1	or DANC 3930	Ballroom Dance	1
	THEA 3021 & THEA 3031	Sight Singing and Aural Training for Musical Theatre I and Sight Singing and Aural Training for Musical Theatre II	2	THEA 3021 & THEA 3031	Sight Singing and Aural Training for Musical Theatre I and Sight Singing and Aural Training for Musical Theatre II	2
	THEA 3710	Theatre Performance	2	THEA 3710	Theatre Performance	2
	THEA 4810	Musical Theatre Technique	3	THEA 4810	Musical Theatre Technique	3

Justification: (select one or more of the following and provi	de 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	d into the specific track curriculum allows for additional credits					
that are relevant to the focus of the specific educational ou	tcomes 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: Perform	nance, 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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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 VALDOSTA VALDOSTA	Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY					
Approva	als:	Print:	Signature:	Date:		
Department Head		Manh Bunzi	Allas	3-11-2020		
College/Division Executive Committee		Marsh Bonzi M. Scum	Molto	3.19.2020		
Dea	n/Director	A Blate Pearce	hetter	3-12-020		
C	Executive Committee duate course)					
	uate Dean duate course)					
Academic C	committee					
*Will this ch	ange impa	ct another college/department?	No  Yes [select college & ind	icate department(s)]		
College:	Select One	2.	Department(s):			

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OFFICE OF THE REGISTRAR

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ICULUM CHANGE OF REVISED	CATALOG	OFIVED	Submission	01/28/2020011127	3 24 75
im change or addition originates	with a faculi	ty member or curricu	ılum committ	CON STORE	
College of the Arts		111 (	- Commu	N COLL RECEIL OPC	NEBSITY 18192
Ruth Brandvik		· · · · · · · · · · · · · · · · · · ·		KALOSIAS"	15
Curriculum Change (Changes to Program/Degree)				sions/Program Policies, Narro	ative, etc.)
Course Classification:		Semester to be B	Effective:	Year to be Effective	::
<ul> <li>□ Core (Area A-E)</li> <li>⊠ Major Requirement</li> <li>□ Elective</li> </ul>		<ul> <li>☑ Fall</li> <li>□ Spring</li> <li>□ Summer</li> </ul>		2020	
BEA IN Theatre: Performan	ice Track				
g http://catalog.valdosta.ed	u/undergra	aduate/academic-p	programs/ar	ts/communication-a	rts/bfa-
		Proposed Require	ements: <u>(ho</u>	ver over for instructio	ons)
					A10
riculum	60	Senior College (	Curriculum		60
Theatrical and Film Makeup and Basic Stage Movement	4	THEA 2730 <u>&amp; THEA 2810</u>	Make	up and Basic Stage	<u>2</u>
Play Analysis for Production	3	THEA 3700		Play Analysis for Production	
Theatre Management	3	THEA 3740	Theat	re Management	3
Costume History	3	THEA 3750	Costu	me History	3
Theatre Performance and Theatre Production	2	THEA 3710 & THEA 3720			2
Fundamentals of Play Directing	3	THEA 3950			3
ollowing:	3	Select one of th	e following:		3
Lighting Design		THEA 3760	Lighti	ng Design	
Costume Design		THEA 3770	Costu	me Design	
Scene Design		THEA 3780	Scene	Design	
Theatre History I Theatre History II	3	THEA 3880 or THEA 389		5. 	3
Portfolio and Resume	2	THEA 4790		lio and Resume ntation	2
Presentation					
	ICULUM CHANGON REVISED Im change or addition originates College of the Arts Ruth Brandvik I:	Inculum Change or addition originates with a faculation originates (Changes to Program/Degree)         Course Classification:       □       Course Classification:         □       Core (Area A-E)       □         ○       Defation frequirement       □         □       Core (Area A-E)       □         ■       BFA in Theatre: Performance Track       ■         Itelective       0       0         Theatre Management       3       0         Production       1       1         Theatre Performance       2       1         Analysi	Action       Proposed Require         Image or addition originates with a faculty member or curricul       Dept. Initiating Requess         College of the Arts       Requestor         Ruth Brandvik       Requestor         Ruth Brandvik       Requestor         Requestor       Requestor         Ruth Brandvik       Requestor         Revised Cat       (Changes to Program/Degree)         Course Classification:       Semester to be I         Core (Area A-E)       Spring         Elective       Summer         BFA in Theatre: Performance Track       Senior College O         Ittp://catalog.valdosta.edu/undergraduate/academic-pt         theatre/       Senior College O         Theatre and Film       4         Makeup and Basic Stage       & THEA 2230         Makeup and Basic Stage       & THEA 3700         Production       Theatre Performance         Theatre Performance       2         Theatre Performance       2     <	Submission         Submission         Submission         Concernation originates with a faculty member or curriculum committed         College of the Arts       Dept. Initiating Request:       Community         Ruth Brandvik       Requestor's Role:       Faculty         Course Classification:       Semester to be Effective:         Course Classification:       Semester to be Effective:       Spring         Course Classification:       Semester to be Effective:       Spring         BFA in Theatre: Performance Track       g       http://catalog.valdosta.edu/undergraduate/academic-programs/ar         riculum       60         Senior College Curriculum       Theatrical and Film       4         Makeup and Basic Stage       & THEA 2730       Theat         Movement       Movement       Moven         Play Analysis for       3       THEA 3700       Play A         Production       3       THEA 3740       Theat         Theatre Performance       2       THEA 3710       Theat         And Theatre Production       & THEA 3750       Costuu         Theatre Performance       2       THEA 3750	International and Film       Submission:       International and Film         International and Film       4       THEA 2730       Theatrical and Film         International and Film       6       Senior College Curriculum       Theatrical and Film         International and Film       6       Senior College Curriculum       Theatrical and Film         International and Film       7       Theatrical and Film       Theatrical and Film         International and Film       4       THEA 2730       Theatrical and Film         Play Analysis for       3       THEA 3700       Play Analysis for Production         Theatre Performance       2       THEA 3720       Theatre Performance and Theatre Production         Theatrical and Film       4       THEA 2730       Theatrical and Film         Makeup and Basic Stage       Movement       Movement       Movement         Play Analysis for       3       THEA 3700       Play Analysis for Production         Theatre Performance       2       THEA 3720       Theatre Performance and Theatre Production         Flay Analysis for       3       THEA 2810       Movement       Movement         Play Analysis for       3       THEA 3700       Play Analysis for Production       Production         Theatre Performance

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Guided electives10Guided electives10Select one of the following Tracks22Select one of the following Tracks24PerformancePerformancePerformance10ProductionProductionProduction10Musical TheatreMusical TheatreMusical Theatre10Theatre Management120Total Hours120
Performance     Performance       Production     Production       Musical Theatre     Musical Theatre       Theatre Management     Theatre Management
Production     Production       Musical Theatre     Musical Theatre       Theatre Management     Theatre Management
Musical Theatre     Musical Theatre       Theatre Management     Theatre Management
Theatre Management Theatre Management
Performance Track Hours Performance Track Hours
THEA 1710     Improvisation     2     THEA 1710     Improvisation     2
& THEA 3200 and Audition & THEA 3200 and Audition Techniques Techniques
DANC 1600     Ballet I     2     DANC 1600     Ballet I     2       or DANC 2800     Jazz Dance I     or DANC 2800     Jazz Dance I     2
THEA 2110     Stage Dialects     3     THEA 2110     Stage Dialects     3
THEA 3800     Scene Study     3     THEA 2810     Basic Stage Movement     2
THEA 4800 Period Styles of Acting 3 THEA 3800 Scene Study 3
THEA 2830 Fundamentals of Stage 3 THEA 4800 Period Styles of Acting 3
& THEA 3710 Combat and Theatre THEA 2830 Fundamentals of Stage <u>4</u>
Performance & THEA 3710 Combat
THEA 3880 Theatre History I 3 Performance
or THEA 2800 Theatre History II
The are history in S
THEA 3010 Oral Interpretation 2

Justi	Justification: (select one or more of the following and provide appropriate narrative below:)								
$\boxtimes$	Improving student learning outcomes		Mandate of State/Federal/Accrediting Agency						
$\boxtimes$	Adopting current best practice(s) in field		Other –						
that with	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. <u>* See AC Packet from 3/11/2019; P. 64-67</u>									
Sour	rce of Data to Support Change (select one or more of th	e foll	owing):						
	Indirect Measures; SOIs, student/employer/alumni surv	veys,	etc.						

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

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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 VALDOSTA VALDOSTA VIENDE INTERNATIONALITY VIENDE INTERNATIONALITY VIE	Valdosta State University – Curriculum Change or Revised Catalog Copy Form  • CURRICULUM CHANGE OR REVISED CATALOG COPY								
Approva	als:	Р	rint:	Sig	nature:	Date:			
Departr	nent Head	MARK	Bunzi	Mu	11	3-11-2020			
College/Division Executive Committee		MARK M. Scun	m	MAC		3.10. 2020			
Dean/Director		A Bla	Ke Peorce	hite	Sel	3-12-020			
Graduate Executive Committee (for graduate course)									
Graduate Dean (for graduate course)									
Academic Committee									
*Will this change impact another college/department?		No Pes [select college & indicate department(s)]							
College:	Select On	2.		Department(s):					

## RECEIVED

### MAR 1 6 2020

OFFICE OF THE REGISTRAR

		State University Currie			Su	Date of Ibmission:	02/5/2020	
*Course/cu	rriculum	change or addition originates with	a facu	Ity member or curi	riculu	m committe	e in the Academic Prog	gran
College: College of Education and Human Services				Dept. Initia Requ	-	Human S	ervices	
Requesto Nam		ddi Cunningham		Request R	or's ole:	Faculty		
Check One O	ption:	Curriculum Change				-		
Program Level:		(Changes to Program/Degree) Course Classification:		Semester to b			ions/Program Policies, Narro Year to be Effective	
□ Undergrad ⊠ Graduate	uate	□ Core (Area A-E) ⊠ Major Requirement ⊠ Elective		☐ Fall ☐ Spring ☐ Summer			2020	
Degree/Pre	ogram Name:	Ed. S. Degree with a Major in S	School	Counseling				
Current C		http://catalog.valdosta.edu/gr services/human-services/educ					ducation-human-	
Present Requir	Present Requirements: Proposed Requirements: (hover over for instructions)							
Requirements f Counseling	or the l	d.S. Degree with a Major in Sch	lool	Requirements for the Ed.S. Degree with a Major in School Counseling				
Course	Title	Но	urs	Course	Title	e		Но
EDUC 5999	Profes	sional Orientation	0	EDUC 5999	Proj	fessional O	rientation	
SCHC 8150		m Evaluation	3	SCHC 8150		gram Evalu		
SCHC 8160		act. in Cog. Behavioral Therapy	3	SCHC 8160			og. Behavioral Thera	
SCHC 8220		Justice in Professional Practice	3	SCHC 8220			n Professional Practi	ce
SCHC 8300		Counseling	3	SCHC 8300		is Counseli		
SCHC 8891		Counseling Practicum I	3	SCHC 8891			ling Practicum I	
SCHC 8995		ne Seminar	3	SCHC 8995		stone Sem		
PSYC 8200		sychopathology	3	PSYC 8200		d Psychop		
PSYC 8610		or Modification	3	PSYC 8610 Behavior Modification				
RSCH 8000       Advanced Research Methodology       3       RSCH 8000       Advanced Research Methodology         Total Hours Required for the Degree       27       Total Hours Required for the Degree								
Justification: (s	elect or	e or more of the following and p	orovide	e appropriate na	rrativ	ve below:)		
	studen	t learning outcomes		Mandate of	Stat	e/Federal/	Accrediting Agency	
Adopting of	urrent	best practice(s) in field		🛛 Other –				
EDUC 5999 Prot	fessiona	al Orientation is no longer requi	red for	this program.				
Source of Data	to Supp	oort Change (select one or more	of the	following):				
<ul> <li>Indirect Measures; SOIs, student/employer/alumni surveys, etc.</li> <li>Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)</li> </ul>								

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

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

Other Data Source Descriptions -

Va Viliona •	Valdosta State University – Curriculum Change or Revised Catalog Copy Form CURRICULUM CHANGE on REVISED CATALOG COPY								
Approva	als:	Print:		Sig	Date:				
Departn	nent Head	Heather Kell	ey	death	ren Kella	2/5/20			
Colleg Executive C	e/Division ommittee								
Dear	n/Director	BernardUlive	- (	Benc	Der	2/11/20			
Graduate Executive Committee (for graduate course)									
	uate Dean Juate course)	Becky K. du Cn	12	Becky	K. der Cruz	4-2-2020			
AcademicCommittee									
*Will this change impact another college/department?			No  Yes [select college & indicate department(s)]						
College:	Select One	2.	_	Department(s):					

	State University Curriculun		Su	Date of Ibmission:	03/9/2020				
*Course/curricu	lum	change or addition originates with a facul	y member or curi	riculu	m committe	ee in the Academic Program.			
College:	1	llege of Education and Human rvices	Dept. Initiating Request: Curriculum, Leadership, & Tec			ım, Leadership, & Technology			
Requestor's Name:	Mi	ke Bochenko	Request R	or's ole:	Faculty	·			
Check One Optic	Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)								
Program Level:		(Changes to Program/Degree) Course Classification:	Semester to b			Year to be Effective:			
<ul> <li>Undergraduate</li> <li>Graduate</li> </ul>	e	<ul> <li>☑ Core (Area A-E)</li> <li>□ Major Requirement</li> <li>□ Elective</li> </ul>	⊠ Fall □ Spring □ Summer			2020			
Degree/Progra Nam		Educational Leadership							
Current Catal	og RL:	http://catalog.valdosta.edu/graduate services/curriculum-leadership-techn							
Present Requireme	ents	:	Proposed Requirements: (hover over for instructions)						
Requirements for the Leadership (Tier II Ce		S. Degree with a Major in Educational cation	Requirements for the Ed.S. Degree with a Major in Educational Leadership (Tier II Certification)						
Area A Core		9	Area A Core 9 1						
Environment LEAD 8620 Leading a	Prof	r Creating an Effective Learning Tessional Learning Community dership for the 21st Century	LEAD 8530 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	Area B Residen	cy		18			
LEAD 8930 Advanced LEAD 8940 Advanced	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					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	n of	a Candidate Support Team consisting of a advisor/coach, and the candidate.							
Total Hours Required	the Degree 27	Total Hours Required for the Degree 27 30							
and/or GaPSC educat EDUC 5999. Prior to b Georgia leadership ce Special Requirements Education of Children	ertifi s (PS	nts who hold or are seeking this degree ertification must successfully complete g recommended for a clear/renewable cate, a candidate must meet the GaPSC C Rule 505-2-20)Identification and h Special Needs and pass the GACE -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:	Sig	Date:				
Interim Department Head		Dr. Steve Downey	Steven D	owney	3/9/2020			
College/ Executive Con	Division <sup>1</sup> mmittee		Berrend	alia	3/2/20			
Dean/Director		bornardilli se;	Benalder		3/12/20			
	xecutive mmittee ate course)				/			
Graduate Dean (for graduate course)		Becky K. daCruz	Becky	(. da Cruzy	4-2-2020			
Academic Committee				U				
*Will this change impact another college/department?			No Yes [select college & indicate department(s)]					
College: S	Select One	e.	Department(s):					



Valdosta State University Curriculum Form .

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of 02/6/2020 Submission:

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

*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.								
College:		llege of Education and Human rvices		Dept. Initia Requ	- 1	st:		
Requestor' Name	I Pa	m Dobbins		Request R	tor's tole:	I Facility		
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:				
□Undergradua ⊠ Graduate	ite	□ Core (Area A-E) ⊠ Major Requirement ⊠ Elective		Z Fall     Spring     2020     □Summer			2020	
Degree/Prop	gram ame:	MEd with a Major in Adult and O	Caree	er Education/ Ca	ireer a	ind Techi	nical Education	
Current Cat		http://catalog.valdosta.edu/graservices/adult-career-education					education-human-	
Present Require	ments	:		Proposed Requ	uirem	ents: <u>(ho</u>	ver over for instructions)	
Core Courses	15			Core Courses	15			
PSYC 7010 I or PSYC 7040 A ACED 7620 I	SYC 7010Learning and Assessment3r PSYC 7040Adult Learning and Assessment			RSCH 7100 PSYC 7010 or PSYC 7040 ACED 7620	Lear Adul Eval	Research Methodology in Education3Learning and Assessment3Adult Learning and AssessmentEvaluation of Adult and CareerEducation Programs3		
ACED 7990	Career Analys	and Trends in Adult and Education is of Research in Adult preer Education	3 3	ACED 7640 ACED 7990	Care Anal	Issues and Trends in Adult and Career Education Analysis of Research in Adult and Career Education		
Area of Concenti	ration	21		Area of Concentration 21				
			3	EDUC 5999 ACED 7020 ACED 7530 ACED 7410 or ACED 7680	Histo Care Supe and New Cont	Professional Orientation History and Philosophy of Adult and Career Education Supervision and Mentoring in Adult and Career Education New Teacher Institute Contemporary Instructional Practices in Workforce Education		
Select one of the	follov	ving: 3		Select one of th	he foll	owing:	3	
D	evelop				Devel	opment	rseware Design and	
Development ACED 7430 Advanced New Teacher Institute ACED 8450 Multimedia Authoring and Design ACED 7150 Adult Learning and Development 3 or ACED 7710 Managing the Classroom and Laboratory Learning Environment			,	ACED 8450 ACED 7150	Multi Adult Mana	media Au Learning aging the	v Teacher Institute uthoring and Design g and Development 3 Classroom and Laboratory ronment	,

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 pro	ovide 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 require	d for this program.								
Source of Data to Support Change (select one or more o	f 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								
Approv	als:	Print:	Sig	Date:				
Departi	ment Head	Christopher K Wang L	/ In the	ull	2/13/20			
	ge/Division Committee							
Dea	n/Director	Bernard Olive.	Barnad	20hor	2/1/22			
	e Executive Committee aduate course)							
	uate Dean aduate course)	Becky K. da Cruz	BerlyK	dalrug	4-2-2020			
Academic (	Committee							
*Will this cl	nange impa	ct another college/department?	No Pres [select college & indicate department(s)]					
College:	Select On	е.	Department(s):					

Valdosta State University Curriculum Form • Request for a REVISED COURSE						Date of ubmission:	02/12/2020	
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.								
College:	Col	llege of Education and Human S	Services	5	Dep	t. Initiating Request:	Adult & Career Education	
Requestor's Name:	Gwen Scott Ruttencutter, PhD				Requestor's Role:		Faculty	
CURRENT:				REQUESTED	: (list c	nly items to	be changed)	
Course Prefix and Number:	AC	ED 7990		Course and Nu				
Course Title:				Course	Title:			
Lecture Hours:				Lecture	Hours:			
Lab/Contact Hours:				Lab/Contact	Contact Hours:			
Credit Hours:				Credit	t Hours:			
Pre-requisites:	No	t applicable		Pre-requ	e-requisites: RSCH 710		0	
CURRENT Course	esc	ription:		NEW Course	e Descr	iption: <u>(hove</u>	er over for instructions)	
Program Level:		Course Classification:	Seme Effect	ester to be tive:	Year Effec	to be tive:	Estimated Frequency of Course Offering:	
		Core (Area A-E)	Ø	Fall		,		
Undergraduat	e	🛛 Major Requirement		Spring		2020	Once per Year	
🛛 Graduate		Elective		Summer				
Justification: (selec	ct on	e or more of the following and	provide	appropriate	narrati	ve below:)		
Improving stu	dent	learning outcomes		Mandat	te of St	ate/Federal/	Accrediting Agency	
□ Adopting current best practice(s) in field □ Other –								
			pre-re	quisite to AC	ED 79	90 is to ens	ure learners have the	
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 –

		itate University - REVISED	COURSE Form		
Approva	als:	Print:	Sigr	ature:	Date:
Departn	nent Head	C. KEITH WALLEH	Chill	M	3/5/2020
Colleg Executive C	e/Division committee		Bend	Obn	3/2/20
Dear	n/Director	Bennel Olu	Bernad duver		3/5/20
C	Executive committee duate course)				
	uate Dean duate course)	Becky K. dalruz	Bellyk	. darry	4-2-2020
Academic C	ommittee				
*Will this change impact another college/department?		No Yes [select college & indicate department(s)]			
College: Select One.			Department(s):		

Valposta Valposta	Idosta State University Curriculum Form CURRICULUM CHANGE OR REVISED CATALOG COPY					Date of mission:	02/11/2020	
*Course/cu	ırriculur	n change or addition originates with	a facul	ty member or curri	culun	n committe	e in the Academic Program.	
College:		ollege of Education and Human ervices		Dept. Initiati Reque		Kinesiolo	gy and Physical Education	n
Requesto Nar		ugene Asola		Requesto Ro	r's le:	Departm	ent Head	
Check One C	Check One Option: Curriculum Change Change Change Changes to Program/Degree Changes to Program/Degree Changes to Program Policie				ions/Program Policies, Narrative, e	tc.)		
Program Level	:	Course Classification:		Semester to be	e Effe	ective:	Year to be Effective:	
Service		🖾 Core (Area A-E)		🖾 Fall				
Undergrad	duate	Major Requirement		Spring			2020	
🛛 Graduate				□Summer				
Degree/Pr	-	Master of Arts in Teaching with	n a ma	jor in Health and	Phys	ical Educa	ation	
Current (	Name:		aduate	e/graduate-degre	e-pro	ograms/e	ducation-human-	
Current C	URL:				Sec. 2000			-
Present Requi	rement	ts:		Proposed Requi	irem	ents: (hov	ver over for instructions)	
Required Cour	ses			Required Course	es			
KSPE 2999	Entry	to the Education Profession	0	KSPE 2999	Entr	v to the E	ducation Profession	0
KSPE 2150		Aid - CPR	2		Contraction of the second		ation Requirements	0
KSPE 1011		nal Fitness	1	and and a second s		st Aid - CPR		2
KSPE 6101	Foun	dations and Technology in		KSPE 1011	Pers	ersonal Fitness		1
	Heal	th and Physical Education	3	KSPE 6101	Four	Foundations and Technology in		
KSPE 6150	Appli	ed Sports Science	3				hysical Education	3
KSPE 6200		tion for Health and Human				lied Sport		3
		ormance	3				Health and Human	
KSPE 6220		agement of Physical Education	-			ormance		3
		rams	3	KSPE 6220			of Physical Education	3
KSPE 6301		emporary and Comprehensive	3			grams	y and Comprehensive	5
KSPE 6401		th Issues uctional Planning and Evaluation	3	K3FE 0301		Ith Issues		3
KSPE 6700		entary Physical Education	5	KSPE 6401			Planning and Evaluation	3
		ods and Content	3				hysical Education	
KSPE 6710		le Grades & Secondary Physical		· · · · · · · · · · · · · · · · · · ·		hods and		3
	Educa	ation Health Methods & Content	3				s & Secondary Physical	
KSPE 6911		sity in Sport and Physical	20				alth Methods & Content	3
	Educ		3	A CHARTER HERE CARRENDED CONTRACTOR			oort and Physical	7
KSPE 6790		ent Teaching in Health and	c			cation	ning in Health and	3
		cal Education nship in Health and Physical	5			ical Educa	ning in Health and	5
or KSPE 6890 Education	inter	nsilip ili nealti allu Physical					Health and Physical Educa	
KSPE 6800	Stude	ent Teaching Seminar in Health					ning Seminar in Health	
		Physical Education	1	C10200 A12 CO24 A27 A28 A			ducation	1
or KSPE 6900		nship Seminar in Health and Phys	ical	or KSPE 6900			minar in Health and Physi	cal
Education				Education		(i)		
	36			Total Hours	36			

Ble

Jus	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	$\boxtimes$	Other –						
pre stu	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.								
So	urce of Data to Support Change (select one or more of the	he fol	lowing):						
	Indirect Measures; SOIs, student/employer/alumni su	rveys	etc.						
	Direct Measures; Materials collected/evaluated for pr	ograr	n assessment (tests/portfolios/assignments, etc.)						
1.000	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 pr	ograr	n assessment (tests/portfolios/assignments, etc.)						
	Ø Other Data Source Descriptions −								
Re	Retention data and student success in the course								
1									

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

Approva	als:	Print:	Signature:	Date:
Departr	ment Head	EVAENE ASOLA	Ethype P	3/5/2020
Colleg Executive C	e/Division ' Committee	Bernard Oliver	BonnelOlie	3/2/2
Dea	n/Director	Bernarollivor	Beno RObie	3/5/25
C	Executive Committee			
	uate Dean duate course)	Becky K. da Cruz	Becky K. darling	4-2-2020
Academic C	Committee			
*Will this ch	*Will this change impact another college/department?		No DYes [select college & indicat	e department(s)]
College:	Select On	е.	Department(s):	

Valdosta State University Curriculum Form CURRICULUM CHANGE OR REVISED CATALOG COPY					Date of ubmission	02/26/2020
*Course/curricu			ddition originates with a facult		im committe	ee in the Academic Program.
College:		ege of Edu vices	ication and Human	Dept. Initiating Request:	Initial Te	acher Prep & Service
Requestor's Name:	Bar	bie Radclif	fe	Requestor's Role:	1 Denarm	nent Head
			culum Change Program/Degree)	Revised Cata		sions/Program Policies, Narrative, etc.)
Program Level:		Course Cla	assification:	Semester to be Ef	fective:	Year to be Effective:
□Undergraduate ⊠ Graduate		□ Core (A ⊠ Major ⊠ Elective	Requirement	⊠ Fall □ Spring □Summer		2020
Degree/Progra		M.A.T in E	ducation	L		
Current Catal	00	Not in cat	alog			
Present Requireme	ents:		Proposed Requirements:	hover over for instr	uctions)	
			that they plan to teach and in professional, state, and Students in initial teacher of subject area content and of that draws upon content a professional, state, and ins Students in initial teacher of and incorporate new inform Students in initial teacher of make appropriate adjustm positive effect on learning Examples of Outcome Asses Students in initial teacher of through passing the state- Students in initial teacher of knowledge and knowledge lesson plans identifying use pedagogy. Students in initial teacher of instructional strategies, use	education program d can explain impor institutional standa education program lemonstrate a broa nd pedagogical kno stitutional standard education program mation into their pro- education program ents to instruction, for all students.	tant princip rds. s apply con d knowledge owledge an s to help st s analyze e ractice. s assess an monitor st s demonstr strategies ted procee s demonstri	udents learn. ducational research findings d analyze student learning, tudent learning, and have a rate content knowledge rate pedagogical content through development of dures and effective content

	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
1	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.
	specific conditions and contingencies on any offer of readingsion.
	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
	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.

		100 0000						
	Improving student learning outcomes	$\boxtimes$	Mandate of State/Federal/Accrediting Agency					
	Adopting current best practice(s) in field		Other –					
This	This information was not previously available in the catalog.							
Sour	rce of Data to Support Change (select one or more of th	e fol	lowing):					
$\boxtimes$	Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
	Direct Measures; Materials collected/evaluated for pro	gran	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):								
$\boxtimes$	Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
	Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)							
	Other Data Source Descriptions –							

		tate University – Curricului UM CHANGE OR REVISED CATALOG C		talog Copy Form		
Approv	als:	Print:	Signature:	Date:		
Departi	ment Head	Barbar Radelifk	hfell	3/5/2020		
	ge/Division Committee	Bernard Oliver	Benne Oli	n 3/5/20		
Dea	n/Director	Bennedling	Bernard Ul.	UPT 3 5 20		
(	e Executive Committee aduate course}			- /		
	luate Dean aduate course)	Becky K. da Cruz	Becky K. da Cre	ly 4-2-2020		
Academic (	Committee					
*Will this c	*Will this change impact another college/department?		No Pres [select college & indicate department(s)]			
College:	Select On	е.	Department(s):			

		tate Uni r a NEW C	iversity Currico	ulum Fo	orm	Su	Date of bmission:	02/26/2	2020				
*Course/curriculun	*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.												
College:	e: College of Education and Human Services Request:							Initial Service	Teacher Prep & e				
Requestor's Name:	Barb	ie Radcliffe	2			Re	questor's Role:	Facult	y				
Proposed NEV (Consult abbrevia			MSED				Number: the catalog)	5840					
Proposed N	EW Cou	ırse Title:	Teaching Context	for Career	Technic	al, and /	Agricultura	l Educat	ors				
NEW Course Tit		reviation: ter spaces)	Teach Context CT	AE Educato	ors								
		uisite(s):	EDUC 2999										
Lecture Hours:	3		Lab/Contact Hou	u <b>rs:</b> 0			Credit H	lours:	3				
Proposed NEW Course	Descri	iption: (Lim	it to 50 words. Include r	equisites, cr	oss listings	, special re	equirements,	etc.)*					
The culmination of the thought in education, approach to education	make c	onnections	s between their clin	ical experi	ences ar	philoso nd cours	phical and work, and	develo	p a professional				
Program Level:		Course Cl	assification:	Semeste Effective		Year to Effecti			ated Frequency of e Offering:				
□ Undergraduate ⊠ Graduate			e (Area A-E) or Requirement tive	□ Spr	Fall Spring 2020		020	Onc	e per Year				
Justification: (select or				de approp									
Improving studen					Mandat Other –	e of Stat	e/Federal/	Accredit	ting Agency				
Adopting current				fields will		lling in t	he MAT Ed	ucation	program as a				
single cohort. In order	•												
courses with similar ta	sks will	be availab	ole to candidates (N	1SED 6300	is for se	condary	level educ	ators). T	he candidate will				
be required to enroll in													
** Attac	h Gene	ral Course	Syllabus/Support	document	s with co	ourse ou	tcomes/as	sessme	nts **				
Source of Data to Sup					g):								
<ul> <li>Indirect Measures; SOIs, student/employer/alumni surveys, etc.</li> <li>Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)</li> </ul>													
Plans for assessing con (select one or more of	urse efi	fectivenes	s/meeting program	learning	outcome	s							
			mployer/alumni su			82							
	10 CO 10 32		ed/evaluated for pro		essment	(tests/p	ortfolios/a	ssignme	ents, etc.)				
Other Data Source			20 										
** Attac	h Gene	ral Course	Syllabus/Support	document	s with co	ourse ou	tcomes/as	** Attach General Course Syllabus/Support documents with course outcomes/assessments **					

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Victorra		tate University – NEW COU or a NEW COURSE	RSE Form	
Approvals	:	Print:	Signature:	Date:
Departme	ent Head	Barburn Radchff	- Fill	3 15/2020
College/Division E Co	xecutive mmittee	Bernard Oliver	Bundli	or 3/5/20
Dean	/Director	BernardOlives	Berne Ol	len 3/5/20
	Executive mmittee uate course)			
	ate Dean uate course)	Becky K. dalniz	Billy K. del	Cruy 4-2-2020
Academic Co	mmittee			
*Will this change impact another college/department?		No Pes [select college & indicate department(s)]		
College:	Select On	е.	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)

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

Equity Principle: All learners deserve high expectations and support.

<u>Process</u> 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.

<u>Support</u> 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.

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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.

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#### 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 <u>Professional Improvement Plan Process</u> 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.

**MSED 5840** 

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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 <u>Turnitin for Students</u>. (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, <u>titleix@valdosta.edu</u>, 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: <a href="mailto:access@acces@access@aceess@acce

#### 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 <u>asc@valdosta.edu</u>, or visit our website <u>www.valdosta.edu/asc</u>. Located in Odum Library.

MSED 5840

**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.

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**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

	State University Curriculun M CHANGE OR REVISED CATALOG COP		Su	Date of bmission:	02/6/2020		
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.							
College:		llege of Education and Human rvices	Dept. Initiat Requ		N/A		
Requestor's Name:	Na	talie Kuhlmann	Request Re	or's ole:	Select Oi	ne.	
Check One Optic	on:	Curriculum Change (Changes to Program/Degree)	Revised C			ions/Program Policies, Narrative, etc.)	
Program Level:		Course Classification:	Semester to b	e Eff	ective:	Year to be Effective:	
□Undergraduate ⊠ Graduate		<ul> <li>Core (Area A-E)</li> <li>Major Requirement</li> <li>Elective</li> </ul>	⊠ Fall □ Spring □ Summer			2020	
Degree/Progra Nan		MAT or MEd Special Education/Deaf Technology, Middle Grades Education					
Current Catal	_	https://www.valdosta.edu/academic requirements.php					
Present Requireme	ents	:	Proposed Requ	Proposed Requirements: (hover over for instructions)			
graduation. No gra the degree. Students must sub semester prior to t Students will succe Students will succe Education Advance Students must take	M 5TH rade de l mit hein essfu essfu essfu essfu		Graduation Requirements MASTERS PROGRAM  DEAF EDUCATION 5TH YEAR (M.Ed.) 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 submit an application for graduation one semester prior to their expected graduation date. Students will successfully complete an electronic portfolio. Students will successfully complete the College of Education Advanced Teacher Self-Assessment Instrument Students must take the GACE Content Tests: Special Education Deaf Education Test I (085) and Test II (086) Students must attempt all Georgia state-approved educator certification assessments for their program.				
HEALTH AND PHYS A 3.0 cumulative g graduation. No gra the degree. Students must sub semester prior to t Students will comp Teacher Self-Asses Students will comp INSTRUCTIONAL TR	HEALTH AND PHYSICAL EDUCATION (M.Ed.) 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 submit an application for graduation one semester prior to their expected graduation date. Students will complete the College of Education Advanced Teacher Self-Assessment Instrument. Students will complete an advanced portfolio.						

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.

#### INSTRUCTIONAL TECHNOLOGY: TECHNOLOGY APPLICATIONS

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.

#### MIDDLE GRADES 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 will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.

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#### SECONDARY EDUCATION

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.

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#### MASTER OF ARTS FOR TEACHING (M.A.T.)

MIDDLE GRADES AND 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 will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.

DEAF AND HARD OF HEARING EDUCATION

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 an electronic portfolio.

#### INSTRUCTIONAL TECHNOLOGY: TECHNOLOGY APPLICATIONS

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.

#### MIDDLE GRADES EDUCATION (M.ED.)

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.

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#### SECONDARY EDUCATION

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.

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#### MASTER OF ARTS FOR TEACHING (M.A.T.) MIDDLE GRADES AND 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 will successfully complete the Dewar College of Education Advanced Teacher Self-Assessment Instrument. Candidates will successfully complete an advanced portfolio.

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

A 3.0 cumulative grade point average (GPA) is required for	
	SECONDARY EDUCATION
graduation. No grade below a "C" will be credited toward	
the degree.	A 3.0 cumulative grade point average (GPA) is required for
Candidates must submit an application for graduation one	graduation. No grade below a "C" will be credited toward
semester prior to their expected graduation date.	the degree.
Prior to recommendation for certification an applicant	Candidates must submit an application for graduation at
must pass the GACE Deaf Education Content Assessment.	least one semester prior to their expected graduation date.
Candidates will successfully complete a capstone applied	Candidates must attempt all Georgia state-approved
research project.	educator certification assessments for their program.
	HEALTH AND PHYSICAL EDUCATION (M.A.T.)
	Candidates must complete an application for graduation
MAT Health and Physical Education	one semester prior to their expected graduation date;
Students must complete an application for graduation one	A 3.0 cumulative grade point average (GPA) is required for
	graduation. No grade below a "C" will be credited toward
semester prior to their expected graduation date;	
A 3.0 cumulative grade point average (GPA) is required for	the degree.
graduation. No grade below a "C" will be credited toward	Candidates must attempt all Georgia state-approved
the degree.	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	$\boxtimes$	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				
(edTP	A, GACE Content Assessment, and Georgia Educator E	thics	- 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):				
🛛 II	ndirect Measures; SOIs, student/employer/alumni sur	veys,	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** B 3/51 2020 College/Division Je1 2 **Executive Committee** Dean/Director Je/ **Graduate Executive** Committee (for graduate course) Becky K. dachiz Belly K. du Crey 4-2-2020 Graduate Dean (for graduate course) Academic Committee \*Will this change impact another college/department? No 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 Te	al Teacher Preparation and Service	
Requestor's Name:	Regina Suriel	Requestor's Role:	Faculty		
Check One Optic	Curriculum Change (Changes to Program/Degree)	Revised Catalo (New Learning Outc		sions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Eff	ective:	Year to be Effective:	
□Undergraduate ⊠ Graduate	<ul> <li>□ Core (Area A-E)</li> <li>☑ Major Requirement</li> <li>☑ Elective</li> </ul>	⊠ Fall □ Spring □Summer		2020	
Degree/Progra Nan	I MLED, WITH A MAIOF IN MIDDLE GRAD	es Math and Science			
Current Catal Ul	og RL: http://catalog.valdosta.edu/gradua services/initial-teacher-preparation curriculum-instruction-accomplish	n-service/med-program			
Present Requirem	ents:	Proposed Requirem	ents: (ho	ver over for instructions)	
Core Courses	15	Core Courses		15	
MGMS 5999 Pro	ofessional Orientation 0	MGMS 5999 Prot	fessional	Orientation 0	

MGMS 5999	Professional Orientation	0	MGMS 5999	Professional Orientation	0
MGMS 7100	<b>Research Methodology in Education</b>	3	MGMS 7100	<b>Research Methodology in Education</b>	3
MGMS 7000	Professional Development		MGMS 7000	Professional Development	
	Seminar I (VSU)	3		Seminar I (VSU)	3
MGMS 7200	Conceptualizing Middle Level Learning		MGMS 7200	Conceptualizing Middle Level Learning	.
	and Diversity in Context (NGCSU)	3		and Diversity in Context (NGCSU)	3
MGMS 7240	Instructional Leadership, Curriculum		MGMS 7240	Instructional Leadership, Curriculum	
	and Assessment (NGCSU)	3		and Assessment (NGCSU)	3
MGMS 7400	Physical Science for Middle Grades		MGMS 7400	Physical Science for Middle Grades	
	(NGCSU)	3		(NGCSU)	3
Content Course	25	18	Content Course	es	18
MATH 5180	Mathematics for Middle School		MATH 5180	Mathematics for Middle School	
	Teachers (VSU)	3		Teachers (VSU)	3
MATH 5190	Algebra and Geometry for		MATH 5190	Algebra and Geometry for	
	Teachers (VSU)	3		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		MGMS 7401	Chemistry, Earth Science and	
	Astronomy for Middle Grades	3		Astronomy for Middle Grades	3
MGM\$ 7402	Life Science and Natural History for		MGMS 7402	Life Science and Natural History for	
	Middle Grades (NGCSU)	3		Middle Grades (NGCSU)	3
Capstone Cour	se		Capstone Cour	se	
MGMS 7650	Teaching Practicum	3	MGMS 7650	Teaching Practicum	3
Total Hours Re	quired for the Degree	36	Total Hours Re	quired for the Degree	36

Justification: (select one or more of the following an	provide appropriat	e narrative below:)
Improving student learning outcomes	🗋 Mandat	e of State/Federal/Accrediting Agency
Adopting current best practice(s) in field	🛛 Other –	
EDUC 5999 Professional Orientation is no longer req	ired for this program	n.
Source of Data to Support Change (select one or mo	e of the following):	
Indirect Measures; SOIs, student/employer/alu	nni surveys, etc.	
Direct Measures; Materials collected/evaluated	for program assessn	nent (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting pl (select one or more of the following and provide app		Service States
Indirect Measures; SOIs, student/employer/alu	nni surveys, etc.	
Direct Measures; Materials collected/evaluated	for program assessn	nent (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –		

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

Approv	als:	Print:	Signature:	Date:
Depart	ment Head	Barbara Radeloffe	RAN	2/13/2020
	ge/Division Committee		P	
Dea	an/Director	Barnard Oliver	Benaldlue	2(1/20
	e Executive Committee aduate course)			
	duate Dean aduate course)	Becky K. de Cruz	Becky K. de Cruz	r 4-2-2020
Academic	Committee		-	
*Will this c	hange impa	ct another college/department?	No 🗍 Yes [select college & int	dicate department(s)]
College:	Select On	2.	Department(s):	

VALIXISTA LIAIL • CU	osta State U iculum Form IRRICULUM CHAP DPY		Date of Submission:			<b>1:</b> 02/5/20	20	
*Course/currie	culum change or ad	dition	originates with a facult	y membe	r or curriculum co	ommittee in	the Academic Program.	
College:	College of Educa and Human Serv		Dept. Initiating Request: Initial Teacher P			Prep & Se	rvice	
Requestor's Name:	Barbie Radcliffe		Requestor	's Role:	Department H	lead		
Check One Optio	n: Change (Changes to Program/Degree)		Revised Catalo (New Learning Outco		ssions/Program Policie	es, Narrative, el	rc.)	
Program Level: Course Classification:			Semester to be Effe	ective:		Year to be	Effective:	
□ Core (Area □ A-E) Undergraduate ⊠ Major ⊠ Graduate Requirement ⊠ Elective			⊠ Fall □ Spring □ Summer			2020		
Degree/Program Name: M.A.T. in Agricul			re Education					
The second se			dosta.edu/academics/graduate-school/our-programs/master-of-teaching-in- ation.php					
Present Requirem	Present Requirements:		Proposed Requirements: (hover over for instructions)					
	rresent requirements.		M.A.T. in Agriculture Education					
			ADMISSIONS AND PROGRAM CO ADVISING QUESTIONS			RDINATOR	ADMISSION DEADLINES	
			Dr. J.T. Cox		Dr. J.T. Cox		Fall Semester: No Admission	
			Email: jtcox@valdost	a.edu	<u>Email: itcox@valdosta.edu</u> <u>Spr</u> <u>Ser</u> <u>15</u>		Semester: November	
			Phone: 229-333-561				Summer Semester: April 15	
2		Í				UREMENT	s	
			REQUIRED DOCUMENTS ADMISSION REQ		(credit or debit card and e-checks			
			Application			cieur or u	ent card and e-criccks	
			One official transcrip from bachelor's degr granting institution a well as any graduate coursework		Apply Online <u>Must hold a bachelor's degree from a regionally- accredited institution.</u> <u>Minimum cumulative undergraduate GPA or</u> <u>combined undergraduate and graduate GPA of 2.</u> <u>on a 4.0 Scale. Applicants not meeting the require</u> <u>GPA may be eligible for admission by an alternative</u> <u>pathway (see below).</u>			

r		r
		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
	<u>VSU College of Education</u> <u>Teacher Education</u> <u>Requirements</u>	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.
	<u>VSU Medical Form</u>	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.
		above, all required documents must be received on or
<u>1</u>	before the admission deadli	ne 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
<u>1, 2011)</u>
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.
teach agriculture in mudie level schools and high school.
College of Education and Human Convices Teacher Education Desurisoner to
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
25

	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 transcript evaluation does not replace the transcript
	requirement, Official transcripts are still required.
	requirement, official clausarities are surrequired.
	ADMISSION CLASSIFICATIONS
	ADMISSION CLASSIFICATIONS
1	Regular Status
	Probationary Status
	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.
1	ADMISSION QUESTIONS
	For admission questions about this program, please contact the Graduate School
1	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 Ifdecarlo@valdosta.edu
	Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100
	APPLICANT RESOURCES
	Check your application status
	Check your application status Office of Financial Aid
	Office of Financial Aid

Justification: (select one or more of the following and prov	ide appropriate narrative below:)
Improving student learning outcomes	Mandate of State/Federal/Accrediting Agency
Adopting current best practice(s) in field	Other-
The MAT Agriculture Education program is an approved gr	aduate program that is already listed in the academic catalog
but had not been added to the Graduate School website. I	n addition, the Georgia Professional Standards Commission
mandates that the appropriate state-approved Assessmen	t of Educator Ethics – Program Entry be completed prior to
enrollment for all initial teacher educator preparation prop	grams. For this reason, we are adding it as an admission
requirement for our initial teacher preparation programs a	at the graduate level. This is already an admission to teacher
education requirement at the undergraduate level for edu	cator preparation programs.
Source of Data to Support Change (select one or more of t	he following):
Indirect Measures; SOIs, student/employer/alumni su	rveys, etc.
Direct Measures; Materials collected/evaluated for pr	rogram assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropria	

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

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

		tate University – Curricului UM CHANGE OR REVISED CATALOG C		Revised Catalog	Copy Form
Approva	als:	Print:	Sig	nature:	Date:
Departr	nent Head	Barbara Radeliffe	hat		2/13/2020
	e/Division			_	
Dea	n/Director	Barnard Olive.	Bouncel	Olio	411/20
C	Executive committee duate course)				
Grad (for gra	uate Dean duate course)	Becky K. da Cruy	Becky	L. da Crey	4-4-2020
Academic C	ommittee	U		0	
*Will this ch	ange impa	ct another college/department?	🛛 No 🗌 Yes	select college & indicate	e department(s)]
College:	Select On	е.	Department(s):		

College: Requestor's Name: Check One Opt Program Level: □ Undergradua ⊠ Graduate Degree/Prog Na Current Cata L Present Requiren Employed Teache MGED 2999 EI or SEED 2999 EI MSED 5600 C MSED 6001 P TT MSED 6002 A E MSED 6004 C S MSED 6010 E	co Ser Ser Bar tion: tion: ate gram ame: calog URL: ments er Trac Entry t Conter Grades	ck o the Education Profession o the Education Profession at Teaching Methods of Middle s or Secondary Education	a Ma	Dept. Initiat Reque Requesto Requesto Revised Co (New Learning Semester to be Semester to be Sem	ing est: Initial T pr's Depart datalog Copy g Outcomes, Admi e Effective: e Education ee-programs/ culture-educat irements: (he her Track Entry to the Entry to the	reacher Preparation and Ser ment Head ssions/Program Policies, Narrative, e Year to be Effective: 2020	rvice
Requestor's Name: Check One Opt Program Level: □ Undergradua ⊠ Graduate Degree/Prog Na Current Cata U Present Requiren Employed Teache MGED 2999 E MSED 2999 E MSED 5600 C MSED 5600 C MSED 6001 P T MSED 6002 A E MSED 6004 C S MSED 6010 E	Ser Ser Bai tion: ate gram ame: calog URL: ments er Trac Entry t Entry t Conter Grades	vices  rbie Radcliffe  Curriculum Change (Changes to Program/Degree)  Course Classification:  Core (Area A-E)  Major Requirement Elective Master of Arts in Teaching with http://catalog.valdosta.edu/gra services/initial-teacher-prepara  k o the Education Profession o the Education Profession of the Education Profession of Middle or Secondary Education	oduate tion-s	Request         Request         Request         Request         Request         Request         Revised Classical         Semester to be         Bester to be         Semester to be         Bester tob	e Education ee-programs/ culture-educa irements: [he her Track	ment Head ssions/Program Policies, Narrative, e Year to be Effective: 2020 /education-human- ation/ <i>over over for instructions</i> Education Profession Education Profession	(0
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or SEED 2999 E MSED 5600 C MSED 6001 P MSED 6002 A E MSED 6004 C S MSED 6010 E	Entry t Conter Grades	o the Education Profession It Teaching Methods of Middle 5 or Secondary Education		or SEED 2999 EDUC 2999	Entry to the	Education Profession	
or SEED 2999 E MSED 5600 C MSED 6001 P MSED 6002 A E MSED 6004 C S MSED 6010 E	Entry t Conter Grades	o the Education Profession It Teaching Methods of Middle 5 or Secondary Education	3	EDUC 2999			0
MSED 5600 C G MSED 6001 P T MSED 6002 A E MSED 6004 C S MSED 6010 E	Conter Grades	nt Teaching Methods of Middle s or Secondary Education	3		Teacher Edu	ucation Requirements	0
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T MSED 6002 A E MSED 6004 C S MSED 6010 E	lanni			MSED 5600		ching Methods of Middle	
MSED 6002 A E MSED 6004 C S MSED 6010 E		ing for Middle or Secondary				econdary Education	3
MSED 6004 C S MSED 6010 E	leachi	-	3	MSED 6001	a concernation for the restrict of	Middle or Secondary	2
MSED 6004 C S MSED 6010 E		ment in Middle or Secondary	3	MSED 6002	Teaching	in Middle or Secondary	3
S MSED 6010 E	Educat	nt Area Literacy for Middle and	2	MISED 0002	Education	In Midule of Secondary	3
MSED 6010 E		lary Teachers	3	MSED 6004		a Literacy for Middle and	
	Employed Teacher Track Internship 1		3		Secondary T	A second s	3
	MSED 6020 & MSED 6021 Employed Teacher Track			MSED 6010	Employed To	eacher Track Internship 1	3
		Internship 2 and Clinical		MSED 6020 & N		nployed Teacher Track	
		Seminar Employed Teacher				ternship 2 and Clinical	
		Track	6			eminar Employed Teacher	c
		n and Verbal Communication	3	MSED 6000		rack Verbal Communication	6
	or Tea	icners Intiation and Multicultural	3	INISED BOOD	for Teachers		3
		ion in Middle or Secondary		MSED 6003		, on and Multicultural	1
	Educat		3		Education in	Middle or Secondary	
		ional Philosophy, Law and Ethics	3		Education		3
		apstone	3	MSED 6005		Philosophy, Law and Ethics	
RSCH 7100 R	Resear	ch Methodology in Education	3	MSED 6300	MAT Capsto	ne ethodology in Education	3 3
Total Hours			36	RSCH 7100	Research M	ethodology in Education	5
				Total Hours			36
Full-Time Student	t Trac	k		-			
MGED 2999 E				Full-Time Stude	mt Track		

	Teaching	3	EDUC 2999	<b>Teacher Education Requirements</b>	0
MSED 6002	Assessment in Middle or Secondary	-	MSED 6001	Planning for Middle or Secondary	
	Education	3		Teaching	3
MSED 6004	Content Area Literacy for Middle and		MSED 6002	Assessment in Middle or Secondary	
	Secondary Teachers	3		Education	3
MSED 6000	Written and Verbal Communication		MSED 6004	Content Area Literacy for Middle and	
	for Teachers	3		Secondary Teachers	3
MSED 6003	Differentiation and Multicultural		MSED 6000	Written and Verbal Communication	
	Education in Middle or Secondary			for Teachers	3
	Education	3	MSED 6003	Differentiation and Multicultural	
MSED 6005	Educational Philosophy, Law and Ethics	3		Education in Middle or Secondary	
MSED 5700	Agriculture Education Methods	3		Education	3
MSED 6100	Apprenticeship in Teaching	3	MSED 6005	Educational Philosophy, Law and Ethics	3
MSED 6200 & M	ASED 6201 Student Teaching and		MSED 5700	Agriculture Education Methods	3
	Clinical Seminar Full-time		MSED 6100	Apprenticeship in Teaching	3
	Student Track	6	MSED 6200 & I	MSED 6201 Student Teaching and	
MSED 6300	MAT Capstone	3		Clinical Seminar Full-time	
RSCH 7100	Research Methodology in Education	3		Student Track	6
			MSED 6300	MAT Capstone	3
Total Hours	36		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	$\boxtimes$	Other –
140		a the teaching	profession course from multiple, subject specifi

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):

select one of more of the johowing and provide appropriate narrative belo

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 Radelt	FAG	3/5/2020				

Colleg Executive C	e/Division Committee	Bernard (100	Bern	2 Olin	Jako
Dea	n/Director	Bernarddhuor	Bewon	ellin	25/20
C	Executive Committee duate course)				
	uate Dean duate course)	Becky K. da Cruz	Becuy	L. der Cruzy	4-2-2020
Academic C	Committee				
*Will this ch	nange impa	ct another college/department?	🛛 No 🗌 Yes	[select college & indicate	e department(s)]
College:	Select On	2.	Department(s):		



Valdosta State University Curriculum Form

Date of 02/4/2020

*Course/curricu	ulum	change or addition originates with a facul	ty member or curriculu	m committ	ee in the Academic Program.		
College:		llege of Education and Human rvices	Dept. Initiating Request:	Initial Te	eacher Prep & Service		
Requestor's Name: Barbie Radcliffe		Requestor's Role:	Departm	nent Head			
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)				
Program Level: Course Classification:			Semester to be Eff	1	Year to be Effective:		
		Core (Area A-E)	S Fall				
□Undergraduate	5	Major Requirement	□ Spring		2020		
🛛 Graduate			□Summer				
Degree/Progra		M.A.T in Middle Grades OR M.A.T. in		 ו			
Current Cata		https://www.valdosta.edu/academic requirements.php	s/graduate-school/o	ur-progra	ms/mat-msrd-admission-		
Present Requirem	ents		Proposed Requirem	nents: <u>(ho</u>	ver over for instructions)		
One Official Transo	ript	from each institution where you	One Official Transcr	ipt from e	each institution where you		
		ed (undergraduate and graduate).	have previously enrolled (undergraduate and graduate).				
		vork completed in-residence at VSU	(Transcripts of coursework completed in-residence at VSU				
will be obtained by	/ the	e Graduate School	will be obtained by the Graduate School				
-Must hold a bache	elor'	s degree from a regionally-	-Must hold a bachelor's degree from a regionally-accredite				
accredited institution			institution.				
		undergraduate GPA or combined	-Minimum cumulative undergraduate GPA or combined				
		aduate GPA of 2.75 on a 4.0 Scale.	undergraduate and graduate GPA of 2.75 on a 4.0 Scale.				
		ess" policy when calculating GPAs.	VSU has a "no forgiveness" policy when calculating GPAs. Applicants not meeting the required GPA may <u>also</u> be				
		g the required GPA may be eligible ernative pathway (see below).	eligible for admission by an alternative pathway (see				
ng 1934 – Sanana ang ang ang anang ang ang ang ang		s initial certification and a master's	below).				
		36 semester hours. See Important		des initial	certification and a master's		
(T)		or additional information	degree in education in 36 semester hours. See Important Program Information for additional information				
Passing scores or e	vide	ence of exemption eligibility on the	*				
		ions or GACE Basic Skills	Passing scores or evidence of exemption eligibility on state				
-Passing scores on	the	GACE Program Admission	assessments				
		asic Skills Assessment or a qualifying	-Complete the Georgia Educator Ethics Assessment -				
exemption (by ACT	r, sa	T, or GRE)	Program Entry (Test 350) (To Register:				
			https://gace.ets.org/ethics/register/) -GACE Program Admission Assessment or exemption				
		on Teacher Education Requirements	-GACE Program Adn	nission As	sessment or exemption		
		College of Education to request a	Passing scores or ou	idance of	exemption eligibility on the		
transcript evaluation		evaluation must be on file and	Passing scores or evidence of exemption eligibility on the GACE Program Admissions or GACE Basic Skills				
		all specified prerequisite content	-Passing scores on t				
coursework.	ing c	an specified prerequisite content	1.7		ills Assessment or a qualifying		
	core	s on the appropriate GACE Content	exemption (by ACT,				
Assessment.							
			VSU College of Educ	ation_and	Human Services Teacher		
			<b>Education Requirem</b>	ents			

e Important Program Information below for details. For	
additional information on these requirements, contact the	-Must contact the VSU College of Education and Human
program coordinator, Dr. J.T. Cox (jtcox@valdosta.edu).	Services to request a transcript evaluation.
	-Completed transcript evaluation must be on file and
Two Recommendations (General recommendation form required)	evidence of satisfying all specified prerequisite content coursework.
-From professionals familiar with your professional or	-Present passing scores on the appropriate GACE Content
academic background.	Assessment.
	-See Important Program Information below for details. For
Personal statement	additional information on these requirements, contact the
-Statement explaining what has led to your decision to	program coordinator, Dr. J.T. Cox (jtcox@valdosta.edu).
become an educator.	
-The statement should be no longer than 300 words.	

Justification: (select one or more of the following and provid	de 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	r all initial teacher educator preparation programs. For this
reason, we are adding it as an admission requirement for ou	ur initial teacher preparation programs at the graduate level.
This is already an admission to teacher education requirement	ent at the undergraduate level. The applicable exemptions for
the GACE Program Admission Assessment are being remove	ed from each programs' admission criteria and, instead, are
being linked to a separate webpage that lists the exemption	ns in order to better manage the methods and offer resources
for applicants.	
Source of Data to Support Change (select one or more of the	e following):
Indirect Measures; SOIs, student/employer/alumni sun	veys, 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.)

	State University – Curriculu UM CHANGE OR REVISED CATALOG C	m Change or Revised Catalo	g Copy Form
Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rudeliffe	Rfot	2/13/2020
College/Division Executive Committee	-		
Dean/Director	Bernard Olisel	Deenallin	2/11/2)

College:	Select On	2.	Department(s):	
*Will this c	hange impa	ct another college/department?	No 🛛 Yes [select college & indicate departme	ent(s)]
Academic	Committee	,		
	duate Dean raduate course)	Becky K. da Chiz	Becky K. da Cruy 4/2/2	10DD
	e Executive Committee raduate course)			

		a State University Curric		teres of		Date of nission:	02/11/2020	
*Course/cu	ırriculum	change or addition originates with a	a facul	ty member or curri	culum o	committe	e in the Academic Program.	
College of Education and Human Services				Dept. Initiating Request: Initial Teacher Preparation and Se			acher Preparation and Ser	vice
Requesto Nan	1 1 1 1 2 2	arbie Radcliffe		Requesto Ro	or's D Die: D	epartm	ent Head	_
Check One Option:		Curriculum Change (Changes to Program/Degree)		Revised Ca			ions/Program Policies, Narrative, et	ic.)
Program Level	:	Course Classification:		Semester to be	e Effec	tive:	Year to be Effective:	
□ Undergrad ⊠ Graduate	duate	Core (Area A-E) Major Requirement Elective		⊠ Fall □ Spring □Summer			2020	
Degree/Pr	ogram Name:	M.A.T. in Middle Grades and M	.A.T. i	n Secondary Edu	cation			
Current (		http://catalog.valdosta.edu/gra services/initial-teacher-prepara						
Present Requi	rement	s:		Proposed Requi	iremer	nts: <u>(hov</u>	er over for instructions)	
Employed Tea	cher Tra	ack		Employed Teacher Track				
MGED 2999 or SEED 2999 MSED 5600	Entry Conte	to the Education Profession to the Education Profession ent Teaching Methods of Middle	0	or SEED 2999 EDUC 2999	Entry Teach	to the Education	ducation Profession ducation Profession ation Requirements	0
MSED 6001		es or Secondary Education ing for Middle or Secondary ning			Grade	s or Sec	ning Methods of Middle ondary Education Aiddle or Secondary	3
MSED 6002		sment in Middle or Secondary		MSED 6002	Teach Asses		Middle or Secondary	3
MSED 6004		ent Area Literacy for Middle and Idary Teachers	3	MSED 6004	Educa Conte		Literacy for Middle and	3
MSED 6010 MSED 6020 MSED 6021	Emplo	oyed Teacher Track Internship 1 oyed Teacher Track Internship 2 al Seminar Employed Teacher		MSED 6010 MSED 6020 MSED 6021	Emplo Emplo	yed Tea	achers Icher Track Internship 1 Icher Track Internship 2 ar Employed Teacher	3 3 5
MSED 6000	Writte for Te	en and Verbal Communication eachers	1 3	MSED 6000	Track Writte	Frack Written and Verbal Communication		1 3
MSED 6003	Educa Educa		3	MSED 6003	Differ Educa	ition in M	n and Multicultural Middle or Secondary	
MSED 6005 MSED 6300		ational Philosophy, Law and Ethics Capstone	s 3 3	MSED 6005	Educa Educa		hilosophy, Law and Ethics	3 ; 3
RSCH 7100		arch Methodology in Education	3	MSED 6300 RSCH 7100	MAT	Capston	54 M 502	3 3
Total Hours Re	equired	for the Degree	36	Total Hours Rec				36
Full-Time Stud	ent Tra	ck		Full-Time Stude	ont Tra	rk		
MGED 2999 or SEED 2999		to the Education Profession to the Education Profession	0	MGED 2999			ducation Profession	0

MSED 6001	Planning for Middle or Secondary		or SEED 2999	Entry to the Education Profession			
	Teaching	3	EDUC 2999	Teacher Education Requirements	0		
MSED 6002	Assessment in Middle or		MSED 6001	Planning for Middle or Secondary			
	Secondary Education	3		Teaching	3		
MSED 6004	Content Area Literacy for Middle		MSED 6002	Assessment in Middle or			
	and Secondary Teachers	3		Secondary Education	3		
MSED 6000	Written and Verbal Communication		MSED 6004	Content Area Literacy for Middle			
	for Teachers	3		and Secondary Teachers	3		
MSED 6003	Differentiation and Multicultural		MSED 6000	Written and Verbal Communication			
Control and a second	Education in Middle or Secondary			for Teachers	3		
	Education	3	MSED 6003	Differentiation and Multicultural			
MSED 6005	Educational Philosophy, Law and Ethics	; 3		Education in Middle or Secondary			
				Education	3		
Select one of t	he following	3	MSED 6005	Educational Philosophy, Law and Ethic	s 3		
MSED 5100	Mathematics Methods for Middle						
	Grades or Secondary Education		Select one of t	he following	3		
MSED 5200	Science Methods for Middle Grades or		MSED 5100	Mathematics Methods for Middle			
	Secondary Education			Grades or Secondary Education			
MSED 5300	Social Science Methods for Middle		MSED 5200	Science Methods for Middle Grades or			
	Grades or Secondary Education			Secondary Education			
MSED 5400	English/Language Arts Methods for		MSED 5300	Social Science Methods for Middle			
	Middle Grades or Secondary Education	n		Grades or Secondary Education			
MSED 5500	Methods of Teaching Reading for Mide	lle	MSED 5400	English/Language Arts Methods for			
ADAMASTURAS UPDATE CONTROL THE HE	Grades or Secondary Education			Middle Grades or Secondary Educatio	n		
MSED 6100	Apprenticeship in Teaching	3	MSED 5500	Methods of Teaching Reading for Mid	dle		
MSED 6200	Student Teaching	5		Grades or Secondary Education			
MSED 6201	Clinical Seminar Full-time Student Trac	k 1	MSED 6100	Apprenticeship in Teaching	3		
MSED 6300	MAT Capstone	3	MSED 6200	Student Teaching	5		
RSCH 7100	<b>Research Methodology in Education</b>	3	MSED 6201	Clinical Seminar Full-time Student Trac	k 1		
			MSED 6300	MAT Capstone	3		
Total Hours Re	quired for the Degree	36	RSCH 7100	Research Methodology in Education	3		
			Total Hours Required for the Degree 36				
lustification: /	select one or more of the following and p	rovid	e appropriate no	arrative below:)			
🛛 Improving	g student learning outcomes		Mandate o	f State/Federal/Accrediting Agency			
Adopting	current best practice(s) in field		🛛 Other –				
	ng the course prefix for our entry to the	teach	ing profession c	ourse from multiple, subject-specific cou	irse		
nrefixes into a	single course prefix for all initial teacher	maic	ors. This change	will allow us to expand our services to th	ese		
students in thi	s course by improving efficiencies. This c	ourse	will be offered	in both face-to-face and online options t	0		
	int success in the course.						
		ofth	e following l				
	a to Support Change (select one or more						
	Aeasures; SOIs, student/employer/alumn						
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

Approva	als:	Print:	Signature:	Date:	
Departr	nent Head	Barbara Radeliffe	Je fell	3/5/2020	
Colleg Executive C	e/Division Committee	Bernard Club/	Buradolus	3/5/2	
Dea	n/Director	Bernard Oliver	Barrallio	3/5/2	
C	Executive Committee				
	uate Dean iduate course)	Becky K. da Cruz	Belly K. de Cruz	4-2-2020	
Academic (	Committee				
*Will this ch	nange impa	ct another college/department?	🛛 No 🛛 Yes [select college & indic	ate department(s)]	
College:	Select On	е.	Department(s):		

Max increases	Valdosta State University Curriculum Form • Request for a REVISED COURSE					Date of ubmission:	03/26/2020
*Course/d	curric	ulum revisions originate with a fac	culty me	ember or curric	ulum co	mmittee in th	e Academic Program.
College: College of Education and Human Services				Dep	t. Initiating Request:	Initial Teacher Preparation and Services	
Requestor's Name:	Me	elody Fuller			R	Requestor's Role:	Faculty
CURRENT:				REQUESTED	<b>):</b> (list o	only items to	be changed)
Course Prefix and Number:	ELE	ED 4690		Course and Nu			
Course Title:		mentary Education Practicu d Seminar: Grades 1-3	m	Course	Title:		
Lecture Hours:	2			Lecture	Hours:		
Lab/Contact Hours:	0			Lab/Contact	Hours:		
Credit Hours:	2			Credit	Hours:		
Pre-requisites:	GP	propriate 2999 course, minir A of 2.75, and grade of "S" ir ED 3190 and in ELED 3690		Pre-requ	isites:	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	Desci	iption:		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:	Seme Effec	ester to be tive:	Year		Estimated Frequency of Course Offering:
⊠ Undergraduat □ Graduate	<ul> <li>☑ Undergraduate</li> <li>☑ Graduate</li> <li>☑ Graduate</li> <li>☑ Graduate</li> <li>☑ Elective</li> </ul>				2020		Twice per Year
Justification: (seled	ct on	e or more of the following and	provide	e appropriate	narrati	ive below:)	
	<ul> <li>Improving student learning outcomes</li> <li>Adopting current best practice(s) in field</li> <li>Mandate of State/Federal/Accrediting Agency</li> <li>Other –</li> </ul>						
Adopting current best practice(s) in field       Other –         An academic letter grade will reflect the performance of the student more accurately.							
<ul> <li>Source of Data to Support Change (select one or more of the following):</li> <li>Indirect Measures; SOIs, student/employer/alumni surveys, etc.</li> <li>Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)</li> </ul>							

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.)

Valbosta Valbosta STATE Market	Valdosta State University - REVISED COURSE Form  • Request for a REVISED COURSE					
Approva	ls:	Print:	Sign	ature:	Date:	
Departm	nent Head	Dr. Barbie Radcliffe	Barbara Qadeliffe		4/6/2020	
College/Division Executive Committee		Dr. Bernard Oliver	2ADAA5480	9944DA		
Dean/Director		Dr. Bernard Oliver				
	Executive ommittee duate course)					
	uate Dean duate course)					
Academic Committee						
*Will this change impact another college/department?		🛛 No 🗌 Yes [	select college & indicate	e department(s)]		
College: Select One.		Department(s):				

Valdosta State University Curriculum Form • Request for a REVISED COURSE				s	Date of ubmission:	03/26/2020	
*Course/c	curriculum revisions originate with a f	faculty me	mber or curric	ulum coi	mmittee in th	e Academic Program.	
College:	College of Education and Humar	College of Education and Human Services				Initial Teacher	
Requestor's				D	Request: equestor's	Preparation and Services	
Name:	Melody Fuller			N	Role:	Faculty	
CURRENT:			REQUESTED	: (list o	nly items to	be changed)	
Course Prefix and Number:	ELED 3690		Course and Nu	050035002202			
Course Title:	Elementary Education Practice and Seminar: Grades 4-5	um	Course	Title:			
Lecture Hours:	2		Lecture	Hours:			
Lab/Contact Hours:	0		Lab/Contact	Hours:			
Credit Hours:	2		Credit	Hours:			
Pre-requisites:	Appropriate 2999 course, min GPA 2.75, and grade of "S" in 3190.		Pre-requisites: GPA 2.75,			ate 2999 course, minimum and grade of "S" in ELED or higher in ELED 3190.	
CURRENT Course	Description:		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 and management strategies.			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:	Seme Effect	ester to be tive:	Year to be Effective:		Estimated Frequency of Course Offering:	
⊠ Undergraduat □ Graduate	e Core (Area A-E) Major Requirement		Fall Spring Summer	2020		Twice per Year	
Justification: (selec	ct one or more of the following and	d provide	e appropriate	narrati	ve below:)		
Improving stu	dent learning outcomes		Mandat	e of Sta	ate/Federal/	Accrediting Agency	
Adopting curr	ent 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					
Approva	als:	Print:	Sign	ature:	Date:
Departn	nent Head	Dr. Barbie Radcliffe		Dadeliffe	4/6/2020
College/Division Executive Committee		Dr. Bernard Oliver	2ADAA548	J9944UA	
Dear	n/Director	Dr. Bernard Oliver			
C	Executive Committee duate course)				
	uate Dean <sub>duate</sub> course)				
Academic Committee					
*Will this change impact another college/department?		🛛 No 🗌 Yes [	select college & indicate	e department(s)]	
College: Select One.			Department(s):		

Valdosta State University Curriculum For • Request for a REVISED COURSE				n Form		Date of Submission:	03/26/2020	
*Course/d	curric	ulum revisions originate with a fa	culty me	mber or curric	ulum c	ommittee in th	e Academic Program.	
College:	Col	College of Education and Human Services			Dept. Initiating Request:		Initial Teacher Preparation and Services	
Requestor's Name:	Me	elody Fuller				Requestor's Role:	Faculty	
CURRENT:			REQUESTED: (list only items to be changed)					
Course Prefix and Number:	ELE	ED 3190		Course and Nu				
Course Title:		mentary Education Practicu d Seminar: PreK-K	m	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	Descr	iption:		NEW Course Description: (hover over for instructions)				
Graded "Satisfact	tory"	' or "Unsatisfactory." Pre-K o	or K	Graded "Satisfactory" or "Unsatisfactory." Pre-K or K				
		es supervised by mentor tead		classroom experiences supervised by mentor teachers				
		isor; debriefing seminars on	the	and university supervisor; debriefing seminars on the				
		evelopmentally appropriate classroom management		implementation of developmentally appropriate content, appropriate classroom management				
		ate teaching formats and		techniques, appropriate teaching formats and				
		ssional behavior; and observ	ation	strategies, and professional behavior; and observation				
of teaching and n	nana	gement strategies.		of teaching and management strategies.				
Program Level:		Course Classification:	Seme Effec	ester to be tive:	Year to be Effective:		Estimated Frequency of Course Offering:	
		Core (Area A-E)		Fall				
Undergraduat	te	Major Requirement		Spring		2020	Twice per Year	
🗌 Graduate		Elective		Summer				
Justification: (select one or more of the following and provide appropriate narrative below				tive below:)				
Improving student learning outcomes Information Mandate of State,				tate/Federal/	Accrediting Agency			
Adopting current best practice(s) in field								
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 –

Valuosta Valuosta state •	Valdosta State University - REVISED COURSE Form  Request for a REVISED COURSE					
Approva	ls:	Print:	Sign	ature:	Date:	
Departm	nent Head	Dr. Barbie Radcliffe	DocuSigned by Barbara Qa	adelie	4/6/2020	
College/Division Executive Committee		Dr. Bernard Oliver	2ADAA5480594	4DA		
Dear	n/Director	Dr. Bernard Oliver				
-	Executive ommittee duate course)					
	uate Dean duate course)					
Academic C	ommittee					
		1				
*Will this change impact another college/department?		🛛 No 🗌 Yes (	select college & indicate	e department(s)]		
College: Select One.			Department(s):			

	n Form COPY	Su	Date of bmission:	02/4/2020		
*Course/curricu	ılum	change or addition originates with a facul	ty member or curi	ricului	m committe	ee in the Academic Program.
College:		llege of Education and Human rvices	Dept. Initiating Communication Sciences Request: Disorders and Special Ed			
Requestor's Name:	Ke	lly Heckaman	Request R	or's ole:	Faculty	
Check One Optic	on:	Curriculum Change	Revised (			ions/Program Policies, Narrative, etc.)
Program Level:		Course Classification:	Semester to b			Year to be Effective:
□Undergraduate ⊠ Graduate	•	<ul> <li>Core (Area A-E)</li> <li>Major Requirement</li> <li>Elective</li> </ul>	⊠ Fall □ Spring □ Summer			2020
Degree/Progra Nan		M.A.T in Special Education - Adapted M.A.T. in Special Education - General				
Current Catal		http://catalog.valdosta.edu/graduate services/early-childhood-special-edu	/graduate-degr		-	ducation-human-
Present Requireme	ents	:	Proposed Requ	uirem	ents: (hou	ver over for instructions)
1 - Submit two copies of official transcripts from each institution (graduate and undergraduate) previously attended.			1 - Submit <i>two copies of</i> <u>one copy of</u> official transcripts from each institution (graduate and undergraduate) previously attended.			
<ul> <li>2 -Have a cumulative grade point average of 2.75 on all graduate and undergraduate coursework previously attempted.</li> <li>3 - Serve as the teacher for students with disabilities</li> </ul>			2 -Have a cumulative grade point average of 2.75 3.00 on all graduate and undergraduate coursework previously attempted or a cumulative grade point average of 3.00 on all graduate and undergraduate coursework previously attempted.			
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			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 with an Induction cartificate (INAT) or Provisional Cartificate (BT): or			
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			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			
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.			education (e.g., general curriculum) and seeking certification in adapted curriculum). 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'			
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).			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			
5 - Provide documentation of a content concentration that consists of 15 semester hours of academic content that			administrator that they will be assigned to this role full-time for 15 weeks (one semester) to complete the clinical practice requirement.			

conforms to the GaPSC preparation requirements of the content concentrations for middle grades.	<ul> <li><u>4.</u> 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.</li> <li><u>5.</u> 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.</li> <li><u>6. Provide documentation that the candidate holds an</u> 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).</li> <li><u>7. Submit the Verification of Employment as a Teacher</u> Form. This form must be completed by the candidate's school principal. The form certifies that the candidate is</li> </ul>
	seeking adapted curriculum certification). 7. Submit the Verification of Employment as a Teacher Form. This form must be completed by the candidate's

Justification: (select one or more of the following and provide ap	propriate narrative below:)					
Improving student learning outcomes	Mandate of State/Federal/Accrediting Agency					
Adopting current best practice(s) in field	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 foll	lowing):					
Indirect Measures; SOIs, student/employer/alumni surveys,	etc.					
Direct Measures; Materials collected/evaluated for program	n 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						
Approva	als:	Print:	Sig	nature:	Date:	
Departn	nent Head	Benerolier	Bernard	Oliver	31/20	
Colleg Executive C	e/Division committee	, Bernard Oliver	Berna	alle	3/4/10	
Dear	n/Director	Bernardliva	Berned	Olen	3/420	
c	Executive committee duate course)					
	uate Dean duate course)	Beerly K. dachiz	Beckyk	. decruy	4-2-2020	
Academic C	ommittee					
*Will this change impact another college/department?			🛛 No 🗌 Yes	(select college & indicat	e department(s)]	
College: Select One.		Department(s):				

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VALLANSTA		State University Curriculu	1	Su	Date of bmission:	02/6/2020	
*Course/curricu	lum	change or addition originates with a fact	ilty member or curric	ılu	m committe	e in the Academic Program.	
College:		llege of Education and Human rvices	Dept. Initiatin Reques	- 1	Initial Te	acher Prep & Service	
Requestor's Name:	Na	nci Scheetz	Requestor		Faculty		
Check One Optio	n:	Curriculum Change (Changes to Program/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies,			ons/Pragram Policies, Narrative, etc.)	
Program Level:		Course Classification:	Semester to be			Year to be Effective:	
Undergraduate		Core (Area A-E)	(X) Fall				
Graduate		☑ Major Requirement ☑ Elective	() Spring () Summer			2020	
Degree/Progra Nam		Special Education/Deaf and Hard of		I N	1.Ed.)		
Current Catalo UR	og	https://www.valdosta.edu/academic education.php	cs/graduate-school	lou	ur-program	ns/deaf-hard-of-hearing-	
Present Requireme	nts		Proposed Require	em	ents: <u>(hov</u>	er over for instructions)	
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 (STH YEAR PROGRAM)			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 Graduation Requirements M.ED. IN SPECIAL EDUCATION/DEAF AND HARD OF HEARING EDUCATION				
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			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				

-M.Ed. 5th Year Program Retention, Dismissal, and	-M.Ed. Special Education Deaf/Hard of Hearing Program
Readmission Policies	Retention, Dismissal, and Readmission Policies
-M.Ed. 5th Year Program Graduation Requirements	-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

Just	Justification: (select one or more of the following and provide appropriate narrative below:)						
	Improving student learning outcomes	$\boxtimes$	Mandate of State/Federal/Accrediting Agency				
	Adopting current best practice(s) in field		Other –				
The	These are minor corrections to the content on the Graduate School's webpage to better and more accurately reflect the						
thre	e 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.)

Valdosta State University – Curriculum Change or Revised Catalog Copy Form  • CURRICULUM CHANGE OR REVISED CATALOG COPY						
Approvals:	Print:	Signature:	Date:			
Department Head	Burbara Radeliff	RQ/	2/13/2020			
College/Division Executive Committee						

	ſ		0			
1	Dea	n/Director	Burnard dwer	Bemo	edia	2/4/2.
	(	Executive Committee aduate course)				
		uate Dean aduate course)	Becky K. de Cruz	Beelly K	de Cruz	4-2-2020
	Academic (	Committee			U	
	*Will this cl	nange impa	ct another college/department?	🛛 No 🗌 Yes (	select college & indicat	e department(s)]
	College:	Select On	е.	Department(s):		



Valdosta State University Curriculum Form CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of 02/6/2020 Submission:

Aug prove build a second				
*Course/curricu	lum change or addition originates with a fa	culty member or curriculu	m committee in the Academic Program.	
College:	College of Education and Human Services	Dept. Initiating Request:	Initial Teacher Prep & Service	
Requestor's Name:	I Nanci Scheetz		Faculty	
Check One Optic	Curriculum Change (Changes to Program/Degree)	Revised Catal (New Learning Outo	og Copy comes, Admissions/Program Policies, Narrative, etc	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:		
□Undergraduate ⊠ Graduate	<ul> <li>□ Core (Area A-E)</li> <li>⊠ Major Requirement</li> <li>⊠ Elective</li> </ul>	⊠ Fall □ Spring □Summer	2020		
Degree/Program Name:	I M.A.T. IN Special Education/Deal 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: (hover over for instructions)
Admission Requirements	Admission Requirements
Candidates must:	Candidates must:
<ol> <li>Hold a bachelor's degree from a regionally-accredited institution.</li> <li>Have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken.</li> <li>Submit a completed application packet to the Graduate School by the admission deadline.</li> </ol>	<ol> <li>Hold a bachelor's degree from a regionally-accredited institution.</li> <li>Have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken <u>or meet alternative</u> <u>pathway requirements</u>.</li> <li>Provide documentation of passing scores on the GACE <u>Program Admission Assessment or documentation of an</u> <u>exemption (see Graduate School website for exemption methods).</u></li> <li>Provide documentation of completing the Georgia <u>Educator Ethics Assessment – Program Entry (Test 350) (To</u> <u>Register: https://gace.ets.org/ethics/register/).</u></li> <li>Have a transcript evaluation completed <u>6. Provide two recommendations</u> 7. Provide a personal statement</li> </ol>
	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 Other -

Adopting current best practice(s) in field

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.

 Jurce 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

Approva	ls:	Print:	Signature:	Date:
Departn	nent Head	Barbara Ralchte	MAR	2/13/2020
Colleg Executive C	e/Division ommittee	F	- 4	
Dear	n/Director	Bernord () liver	Benadles	2/1/20
с	Executive ommittee duate course)			
	uate Dean duate course)	Becky K. da Criz	Becky K. de Cruz	- 4-4-2020
Academic C	ommittee			
*Will this ch	ange impa	ct another college/department?	No	icate department(s)]
College:	Select On	е.	Department(s):	

		State University Curricului		Su	Date of Ibmission:	02/6/2020
*Course/curricu	ılum	change or addition originates with a facu	lty member or curricu	ıluı	m committe	ee in the Academic Program.
College: College of Education and Human Services			Dept. Initiatin Reques	~ 1	Initial Te	acher Prep & Service
Requestor's Name:	Na	inci Scheetz	Requestor's Role: Faculty			
Check One Optic	on:	Curriculum Change (Changes to Program/Degree)		evised Catalog Copy ew Learning Outcomes, Admissions/Program Policies, Narrativ		
Program Level:		Course Classification:	Semester to be			Year to be Effective:
□ Undergraduate ⊠ Graduate	e	□ Core (Area A-E) ⊠ Major Requirement ⊠ Elective	☑ Fall □ Spring □ Summer	2020		
Degree/Progra Nam		M.A.T. in Special Education/Deaf and	Hard of Hearing			
Current Catal UF	og RL:	https://www.valdosta.edu/academic deaf-and-hard-of-hearing-education.		/ou	ur-program	ns/master-of-teaching-in-
Present Requireme	ents	:	Proposed Require	em	ents: <u>(hov</u>	ver over for instructions)
Master of Teaching (Online)	in (	Deaf and Hard Hearing Education	Master of <u>Arts in Teaching (M.A.T.)</u> in <u>Special</u> <u>Education/</u> Deaf and Hard Hearing Education (Online)			
have previously enr (Transcripts of cour will be obtained by -Must hold a bache accredited institutio -Minimum cumulat undergraduate and VSU has a "no forgi GPAs. Applicants n eligible for admissio below). Passing scores or ev GACE Program Adm -Passing scores on t Assessment or GAC exemption.	vide rise wide ive of n vide hissi he ( E Ba	from each institution where you ed (undergraduate and graduate). york completed in-residence at VSU Graduate School is degree from a regionally- undergraduate GPA or combined duate GPA of 2.75 on a 4.0 Scale. ess" policy when calculating neeting the required GPA may be y an alternative pathway (see nce of exemption eligibility on the ons or GACE Basic Skills GACE Program Admission asic Skills Assessment or a qualifying include minimum scores on the	previously enrolle One official transministitution as well of coursework corrobtained by the G -Must hold a bach institution. -Minimum cumula undergraduate an VSU has a "no for GPAs. Applicants eligible for admissible below). Passing scores or G assessments -Complete the Ge Program Entry (Te https://gace.ets.or	d (i crip as mp rad elo ativ d g giv no ior	undergrad ot from the any gradu leted in-re- duate Scho or's degree ye undergr graduate G eness" pol t meeting n by an alt dence of e gia Educate 350) (To R (ethics/reg	e from a regionally-accredite raduate GPA or combined GPA of 2.75 on a 4.0 Scale. <i>licy when calculating</i> the required GPA may be ternative pathway (see <u>exemption eligibility on state</u> or Ethics Assessment – <u>Register:</u>
Completed Transcri -Must have complet evidence of satisfyin coursework. -Contact program co completing this req	GACE Program Ad -Passing scores on Assessment or GA exemption (by AC	mi th CE T, S	ssions or C e GACE Pr Basic Skill GAT, or GR	ro <mark>gram Ad</mark> mission Is Assessment or a qualifying		

iwo Recommendations	Completed Transcript Evaluation
(General recommendation form required)	-Must have completed transcript evaluation on file and
-From professionals familiar with your professional or	evidence of satisfying all specified prerequisite academic
academic background.	content concentration coursework. Contact program
	coordinator for information on completing this
Personal statement	requirement.
-Statement explaining what has led to your decision to	-Contact program coordinator for information on
become an educator.	completing this requirement.
-The statement should be no longer than 300 words.	Free Store and Statements and
ann na hanna measaine airseann an na chair se guadh na ann an bhrainn ann 🔤 📻 bhail na chairteann ann an bhliann ann an bhrainn ann an	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.

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	Boxbara Radeliffe	1han	2/13/2020
College/Division Executive Committee			
Dean/Director	BernardOlivel	Semallin	2/11/20

	Gra (for g	duate Dean raduate course)	Becky K. de Cruz	. Becky	K. der Cruzy	4-2-2020
	Academic	Committee				
,	*Will this c	hange impa	ct another college/department	🛛 No 🗆 Yes	select college & indica	te department(s)]
	College:	Select On	е.	Department(s):		

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Valdosta State University Curr • CURRICULUM CHANGE OR REVISED C					02/11/2020			
*Course/c	curriculum	change or addition originates with	a facul	ty member or curi	ricului	m committe	ee in the Academic Program	
College: Se		ollege of Education and Human ervices arbie Radcliffe		Request:		Initial Teacher Preparation and Se		ervio
						Departm	rtment Head	
Check One Option: Curriculum Change (Changes to Program/Degree)				Revised (			ions/Program Policies, Narrative, e	etc.)
Program Level:		Course Classification:		Semester to b	e Eff			
		Core (Area A-E)		🖾 Fall				
🗆 Undergra	aduate	Major Requirement		□ Spring	2020		2020	
Graduate	e							
Degree/F	Program Name:	Master of Arts for Teachers wi	th a M	ajor in Special E	ducat	ion (Deaf	and Hard-of-Hearing)	
Current	Catalog	http://catalog.valdosta.edu/gr						
	URL:	services/initial-teacher-prepar	ation-s	service/mat-spe	cial-e	ducation-	deat-hard-hearing/	
Present Requ	lirement	s:		Proposed Requ	uirem	ents: (hou	ver over for instructions)	
Core Courses			10	Core Courses				1
DEAF 2999	Entry	to the Profession	o	DEAF 2999	Enti	ry to the P	rofession	(
Steam many constraints of the second s		nar: Deaf Education and		EDUC 2999	Tea	cher Educ	ation Requirements	0
	Langu	age Learning	3	DEAF 6100	Sem	ninar: Dea	f Education and	
RSCH 7100	Resea	<b>Research Methodology in Education</b>				guage Lea		3
PSYC 7010	Learn	ing and Assessment	3	RSCH 7100			thodology in Education	3
LEAD 7210	Ethics	and Law	1	PSYC 7010			Assessment	3
				LEAD 7210	Ethi	ics and Lav	N	1
Area of Conce	entration	I - Deaf and Hard-of-Hearing	26			<b>.</b>		2
				Area of Concer	ntrati	on - Deata	and Hard-of-Hearing	2
DEAF 6000		ation and Management of	2	DEAF 6000	Into	arction or	ad Managamont of	
		ction in the Classroom	3	DEAF 6000			nd Management of the Classroom	3
DEAF 6010	-	rated Instruction: Individualized ation Program	3	DEAF 6010			struction: Individualized	-
DEAF 6110		ssional Capstone Course	3	DLAP 0010		cation Pro		3
DEAF 5310		Methods of Teaching Reading and		DEAF 6110			Capstone Course	
DEAL 2210		ng to Deaf Students	3	DEAF 5310			eaching Reading and	
DEAF 5370		ing Thinking Skills	3				af Students	
DEAF 6030		Internship in Teaching		DEAF 5370		aching Thinking Skills		
DEAF 5380		ulum Development Instruction		DEAF 6030	Inte	rnship in	Teaching	
	for D	eaf Students	4	DEAF 5380			evelopment Instruction	
DEAF 6020		logical Considerations and				Deaf Stud		
		ory/Oral Methods for Teachers e Deaf	4	DEAF 6020			Considerations and I Methods for Teachers	
	07 01		100			the Deaf	e exectedraganteTydatic confett tablitic	
Total Hours R	Required	for the Degree						
Total Hours 36				Total Hours Re	quire	d for the	Degree	
			10 million (2014)	Total Hours				

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 teachin prefixes into a single course prefix for all initial teacher majors students in this course by improving efficiencies. This course w increase student success in the course.	. This change will allow us to expand our services to these
Source of Data to Support Change (select one or more of the for	ollowing):
Indirect Measures; SOIs, student/employer/alumni survey	vs, etc.
Direct Measures; Materials collected/evaluated for progra	am assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program lead (select one or more of the following and provide appropriate ne	
Indirect Measures; SOIs, student/employer/alumni survey	vs, etc.
Direct Measures; Materials collected/evaluated for progra	am assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –	
Retention data and student success in the course	

		tate University – Curricului UM CHANGE OR REVISED CATALOG C	m Change or Revised Catalog	Copy Form		
Approvals:		Print:	Signature:	Date:		
Department Head		Bourbara Radeliff	hall	3/5/200		
	ge/Division Committee	Barnaseldwer	Bewalle	×6		
Dea	an/Director	Bernard dwa/	Bangeller	3/5/5		
	e Executive Committee raduate course)					
Graduate Dean (for graduate course)		Becky K. da Cruz	Belly K. der Cruy	4-2-2020		
Academic	Committee					
*Will this c	hange impa	ct another college/department?	No  Yes [select college & indicate	e department(s)]		
College:	College: Select One.		Department(s):			

		a State University Currie		the second se	Date of Submission:	02/11/2020	
*Course/cu	ırriculum	change or addition originates with	a facult	ty member or curricu	um committe	ee in the Academic Program.	
College of Education and Human Services			Dept. Initiating Request: Initial Teacher Preparation and Se			rvice	
Boguester's		arbie Radcliffe		Requestor's Role	I Departm	nent Head	
		Curriculum Change (Changes to Program/Degree)		Revised Cata (New Learning Out	ions/Program Policies, Narrative, e	etc.)	
Program Level:		Course Classification:		Semester to be Effective:		Year to be Effective:	
□ Undergraduate ⊠ Graduate		Core (Area A-E) Major Requirement Elective		⊠ Fall □ Spring □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/gr services/initial-teacher-prepar					tion
Present Requi	rement	s:		Proposed Require	ments: (hou	ver over for instructions)	
		s completing a VSU B.S.Ed. degre I Education–Deaf and Hard-of-		with a major in Sp Hearing	ecial Educat	tion–Deaf and Hard-of-	
Core Courses			4	Core Courses RSCH 7100 R	search Mat	bodology in Education	4 3
		rch Methodology in Education and Law	3		Research Methodology in Educatio Ethics and Law		1
Area of Conce	ntratior	1	32	Area of Concentra	tion		32
DEAF 5010	Stude Heari	nt Teaching: Deaf and Hard-of- ng	10	н	earing	hing: Deaf and Hard-of-	10
DEAF 5020		nt Teaching Seminar: Deaf and of-Hearing	2		udent Teaching Seminar: Deaf an Ird-of-Hearing		2
DEAF 5310 Metho		ods of Teaching Reading and	2	CALIFORNIA AND AND AND AND AND AND AND AND AND AN	ethods of Teaching Reading and riting to Deaf Students		3
DEAF 5370	Writing to Deaf Students Teaching Thinking Skills		3 3		eaching to De		3
DEAF 5380	Curric	Curriculum Development Instruction for Deaf Students		International contractor and	urriculum De r Deaf Stud	evelopment Instruction ents	4
DEAF 6000	Integration and Management of Instruction in the Classroom		3	In	struction in	nd Management of the Classroom	3
DEAF 6010	-	rated Instruction: Individualized	3	a las decessiones de contra torca	tegrated Inst ducation Pro	struction: Individualized	3
DEAF 6020 Au		ation Program ological Considerations and ory/Oral Methods for Teachers	3	DEAF 6020 A	udiological (	Considerations and I Methods for Teachers	5
		e Deaf	4		f the Deaf		4
Total Hours Required for the Degree 36			Total Hours Required for the Degree			3	
Total Hours Re							
Track 2: for in		s who hold professional teaching outside of Deaf Education	3	Track 2: for individ certificates in a fig		old professional teaching of Deaf Education	

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	<b>Research Methodology in Education</b>	3
DEAF 6100	Seminar: Deaf Education and		LEAD 7210	Ethics and Law	1
	Language Learning	3	DEAF 6100	Seminar: Deaf Education and	
				Language Learning	3
Area of Conce	entration	20			
DEAF 5310	Methods of Teaching Reading		Area of Conce	ntration	20
	and Writing to Deaf Students	3	DEAF 5310	Methods of Teaching Reading	
DEAF 5370	Teaching Thinking Skills	3		and Writing to Deaf Students	3
DEAF 5380	Curriculum Development Instruction		DEAF 5370	Teaching Thinking Skills	3
	for Deaf Students	4	DEAF 5380	<b>Curriculum Development Instruction</b>	
DEAF 6000	Integration and Management of			for Deaf Students	4
	Instruction in the Classroom (if		DEAF 6000	Integration and Management of	
	certified in a field of special education			Instruction in the Classroom (if	
	at entry but not in a general education	l.		certified in a field of special education	
	field) OR DEAF 6010 (if certified in a			at entry but not in a general education	
	field of general education at entry but			field) OR DEAF 6010 (if certified in a	
	not in any special education field)	3		field of general education at entry but	
DEAF 6020	Audiological Considerations and			not in any special education field)	3
	Auditory/Oral Methods for Teachers o	f	DEAF 6020	Audiological Considerations and	
	the Deaf	4		Auditory/Oral Methods for Teachers of	F
DEAF 6030	Internship in Teaching	3		the Deaf	4
			DEAF 6030	Internship in Teaching	3
Required End	orsement	9			
<b>Reading Endo</b>	rsement		Required Endo	orsement	9
<b>READ 7010</b>	Diagnosis and Correction of Reading		Reading Endorsement		
	Difficulties		READ 7010	Diagnosis and Correction of Reading	
<b>READ 7100</b>	Trends and Issues in Reading			Difficulties	
<b>READ 7130</b>	Comprehension and Study Strategy		READ 7100	Trends and Issues in Reading	
	Instruction		READ 7130	Comprehension and Study Strategy	
or				Instruction	
ESOL Endorse	ment		or		
ESOL 6010	Applied Linguistics for ESOL Teachers		ESOL Endorse	ment	
ESOL 6020	<b>Cultural Perspectives for ESOL Teache</b>	rs	ESOL 6010	Applied Linguistics for ESOL Teachers	
ESOL 6030	Methods and Materials for Teaching E	SOL	ESOL 6020	Cultural Perspectives for ESOL Teacher	rs
			ESOL 6030	Methods and Materials for Teaching E	SOL
Total Hours R	equired for the Degree	36			
	30 entr		Total Hours Re	equired for the Degree	36
				10 Sec	

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

Approva	ls:	Print:	Sig	nature:	Date:
Departm	nent Head	Baubara Rudchth	hef	Pel	3/5/2020
Colleg Executive C	e/Division ommittee	Bernardliver	Band	Ly a	18/2-
Dean/Director		Bernardehorr	Bana	Olis 7	Sto
C	Executive ommittee duate course)				-
Graduate Dean (for graduate course)		Becky K. da Chiz	Becky	L. derly	4-2-2020
Academic Committee					
*Will this change impact another college/department?		🛛 No 🗌 Yes	select college & indicate	e department(s))	
College:	Select On	е.	Department(s):		

CURR	ta State University Curricule ICULUM CHANGE OR REVISED CATALO		Date o Ibmission	02/6/2020	
		ulty member or curriculum committee in the Academic Program.			
Cullege.	College of Education and Human Services	Dept. Initiating Request: Initial Teacher Prep & Service			
Requestor's Name:	lanci Scheetz	Requestor's Role: Faculty			
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:			
Undergraduate Graduate	□ Core (Area A-E) ⊠ Major Requirement ⊠ Elective	<ul> <li>☑ Fall</li> <li>□ Spring</li> <li>□ Summer</li> </ul>		2020	
Degree/Program Name	M.Ed. In Special Education/Deat an	d Hard of Hearing (5th	Year)		
Current Catalog URL	https://www.valdosta.edu/academ		ur-progra	ms/master-of-education-in-	
Present Requiremen	<u>לא</u>	Proposed Requirem	ents: <u>(ho</u>	ver over for instructions)	
5th Year Program One Official Transcrip have previously enro (Transcripts of course will be obtained by th - Must hold a bacheld accredited institution - Minimum undergra will be calculated on	Proposed Requirements: (hover over for instructions)         Master of Teaching in Deaf and Hard Hearing Education 5th         Year Program         M.Ed. in Special Education/Deaf and Hard Hearing         Education 5th Year Program         One Official Transcript from each institution where you hav         previously enrolled (undergraduate and graduate).         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				

-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	$\boxtimes$	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

Approva	ıls:	Print:	Signature:	Date:
Departn	nent Head	Barbara Radeliffe	Faft	2/13/2020
Colleg Executive C	e/Division committee		R.C.	
Dear	n/Director	Bornard Ulwar	Benal	Xuo 2/11/20
C	Executive ommittee duate course)			• (
	uate Dean duate course)	Becky K. da Cruz	Becky K. der	Cruy 4-2-2020
Academic C	ommittee			
*Will this change impact another college/department?		No Select col	llege & indicate department(s)]	
College: Select One.			Department(s):	



on all undergraduate coursework taken.

of Deaf Education.

Valdosta State University Curriculum Form Date of 02/6/2020 CURRICULUM CHANGE OR REVISED CATALOG COPY Submission: \*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. College of Education and Human Dept. Initiating Initial Teacher Prep & Service College: **Request:** Services **Requestor's** Requestor's Nanci Scheetz Faculty Name: Role: Curriculum Change  ${ imes}$ **Revised Catalog Copy** Check One Option: (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) (Changes to Program/Degree) **Course Classification:** Semester to be Effective: Year to be Effective: **Program Level:** I Fall Core (Area A-E) □Undergraduate □ Spring 2020 Major Requirement Graduate ⊠ Elective Summer Degree/Program M.ED. in Special Education/Deaf and Hard of Hearing Name: Current Catalog http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-URL: services/initial-teacher-preparation-service/med-special-education-deaf-hard-hearing-education/ **Present Requirements:** Proposed Requirements: (hover over for instructions) M.Ed. in Special Education--Deaf and Hard-of-Hearing M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 1) (M.Ed. Track 1) Applicants must: Applicants must: 1. Hold a bachelor's degree from a regionally accredited 1. Hold a bachelor's degree from a regionally accredited institution. B.S.Ed. in Special Education/Deaf and Hard of institution. 2. Have a cumulative undergraduate minimum GPA of 2.75 Hearing Education from VSU. 2. Have a minimum cumulative undergraduate minimum on all undergraduate coursework taken. 3. Submit a completed application packet to the Graduate GPA or combined undergraduate and graduate GPA of 2.75 School by the admission deadline. on all undergraduate coursework taken or meet alternative pathway requirements. M.Ed. in Special Education--Deaf and Hard-of-Hearing 3. Provide documentation of passing scores on the GACE (M.Ed. Track 2) Program Admission Assessment or documentation of an exemption (see Graduate School website for exemption Applicants must: methods). 1. Hold a bachelor's degree from a regionally accredited 4. Provide documentation of completing the Georgia Educator Ethics Assessment - Program Entry (Test 350) (To institution. 2. Have a cumulative undergraduate minimum GPA of 2.75

Register: https://gace.ets.org/ethics/register/). 3. 5. Submit a completed application packet to the 3. Hold a professional teaching certificate outside the field Graduate School by the admission deadline.

4. Submit a completed application packet to the Graduate M.Ed. in Special Education--Deaf and Hard-of-Hearing (M.Ed. Track 2) School by the admission deadline. Applicants must:

> 1. Hold a bachelor's degree from a regionally accredited institution.

2. Have a minimum cumulative undergraduate minimum GPA or combined undergraduate and graduate 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. 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 Rulcht	pran	2/13/2020
College/Division Executive Committee			
Dean/Director	Bernardoliver	Bernallie	71/20
Graduate Executive			
Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. der Cruzy	4-2-2020

Academic	Committee		
*Will this	change impact another college/department?	🛛 No 🗆 Yes	[select college & indicate department(s)
College:	College: Select One.		

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY					Date of Submission: 02/6/2020				
*Course/curri	*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.								
College:	College: College of Education and Human Services				Dept. Initiating Request: Initial Teacher Prep & Service			o & Service	
Requestor's Name: Nanci Scheetz				Requestor's Role: Faculty					
Check One Optio	n:	Curricul (Changes to Prog	um Change ram/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Program			n Polic	ies, Narrative, etc.)	
Program Level:		Course Class	ification:	Semester t	o be Effecti	ve:	Ye	ar to be Effective:	
□ Undergraduate ⊠ Graduate		Core (Are Major Requirement Elective		⊠ Fall □ Spring □ Summer		20	20		
Degree/Progra Nam		M.Ed. in Spe	cial Education	n/Deaf and H	ard of Hear	ing (Track 2)			
Current Catal UR	-	Not yet on G	raduate Scho	ol website					
Present Requiren	Present Requirements:				Proposed Requirements: (hover over for instructions)				
			M.Ed. in Special Education/Deaf and Hard Hearing Education (Track 2) Program						
				TOR	ADMISSION DEADLINES ADDITIONAL LINKS			DITIONAL LINKS	
			Dr. Nanci Scheetz		Fall Seme	Fall Semester: July 15		ention/Dismissal/Readmission cy	
			Email: nascheet@valdosta.edu		Spring Semester: November 15		Gra	duation Requirements	
			Phone: 229-333-5611				-	partment of Initial Teacher paration & Service	
		ADMISSION REQUIREMENTS Online Graduate Application -Application Fee (credit or debit card and e-checks accepted) -Apply Online							
			One official transcript form 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) -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). Passing scores or evidence of exemption eligibility on state assessments				eted in-residence at VSU will dited institution. undergraduate and graduate equired GPA may be eligible		

47

-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.

1	
	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

Justi	Justification: (select one or more of the following and provide appropriate narrative below:)					
	Improving student learning outcomes	$\boxtimes$	Mandate of State/Federal/Accrediting Agency			
	Adopting current best practice(s) in field		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
 Barburg Rudeliffe
 MADU
 2/13/2020

 College/Division
 College/Division
 Curriculum Change or Revised Catalog Copy Form

Executive C	ommittee		_		
Dear	n/Director	Barnard Olive.	Benne	elle	2/1/20
	Executive				
-	ommittee				
	uate Dean duate course)		Becky	L. da Cruz	12-2020
Academic C	ommittee			0	
*Will this change impact another college/department?		🛛 No 🗌 Yes	[select college & indicat	e department(s)]	
College: Select One.		Department(s):			

the state of the second	um Form NG COPY	Su	Date of Ibmission:	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		1997	Dept. Initiating Request: Initial Tead		acher Prep & Service	
Requestor's Name:         Barbie Radcliffe         Requestor's Role:         Department Head			ent Head			
Check One Optior	Curriculum Change		Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)			
Program Level:	Course Classification:	Semester to b			Year to be Effective:	
□ Undergraduate ⊠ Graduate	Core (Area A-E)  Major Requirement Elective	⊠ Fall □ Spring □ Summer			2020	
Degree/Program Name	Master of Arts in Jeaching (MA)	) in Education				
Current Catalo URI	Graduate School Website - UBL N/	A for Admission Re	equire	ements		
Present Requiremen	its:	Proposed Requ	uirem	ents: (hov	er over for instructions)	
		ADMISSION RE	_	and the second se		
		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.			
					e from a regionally-accredited	
		institution.	LITEN	JI 5 UEBIEL	e non a regionality-acciedited	
			ulativ	ve undergi	aduate GPA or combined	
					PA of 2.75 on a 4.0 Scale.	
			Applicants may also be eligible for admission by an			
		alternative pat				
					e in the certification field	
		sought through				
					degree from a regionally-	
		certification so		n or nigne	r education in the field of	
		b. A passing score on the Georgia state-approved content				
		assessment in the field of certification sought; or				
		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				
					nction with the program	
		coordinator will determine which coursework satisfy this option.				
		Passing scores assessments	or evi	dence of e	exemption eligibility on state	

-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.
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.
<u>1. Must have a minimum cumulative undergraduate GPA or</u>
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

transcript evaluation does not replace the transcript
requirement. Official transcripts are still required.
ADMISSION CLASSIFICATIONS
Regular Status
Probationary Status
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.
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
Visit Us: Psychology Building (Main Campus), Third Floor,
Suite 3100

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/c	atalog.					
Source of Data to Support Change (select one or more of th	ne following):					
Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.					
Direct Measures; Materials collected/evaluated for pro	ogram 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 sur	veys, etc.					
Direct Measures; Materials collected/evaluated for pro	Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)					
Other Data Source Descriptions –						

	tate University – Curriculur	m Change or Revised Catalog DPY	Copy Form
Approvals:	Print:	Signature:	Date:
Department Head	Barban Rudeloff	hQM	3/5/200
College/Division Executive Committee	Bernard Qliver	Benaglow	31510
Dean/Director	Barnard Clum	Bernalla	3/5/2
Graduate Executive		02	
Committee (for graduate course)			

	duate Dean raduate course)	Beely	K. dalniz	Beellyk	L. der Crey	4-2-2020
Academic	Committee					
*Will this c	hange impac	t another co	llege/department?	🛛 No 🗆 Yes	[select college & indicat	e department(s)]
College:	Select One	-		Department(s):		

		State University Curriculun		Date Submissic	02/26/2020	
*Course/currice	ılum	change or addition originates with a facul	ty member or curric	lum comm	ttee in the Academic Program.	
College:		llege of Education and Human rvices	Dept. Initiatin Reques		Teacher Prep & Service	
Requestor's Name: Barbie Radcliffe			Requestor's Role:			
Check One Opti	on:	Curriculum Change	Revised Cat		sissions/Program Policies, Narrative, etc.)	
Program Level:		Course Classification:	Semester to be		Year to be Effective:	
□Undergraduate		<ul> <li>□ Core (Area A-E)</li> <li>☑ Major Requirement</li> <li>☑ Elective</li> </ul>	⊠ Fall     □ Spring     2020     □Summer			
Degree/Program Name: Master of Arts in Teaching (M.A.T.) in Education						
Current Catalog URL: Graduate School Website - URL N/A						
Present Requirem	ents	:	Proposed Requirements: (hover over for instructions)			
		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. Candidate will monitor/modify their instruction and be evaluated by university supervisor and P-12 mentor teacher during observed teaching. This is a face-to-face program. M.A.T. Education Program Admission Information				
		1		-		

Improving student learning outcomes		Mandate of State/Federal/Accrediting Agency				
Adopting current best practice(s) in field	$\boxtimes$	Other -				
This information was not previously available on the web.	This information was not previously available on the web.					
Source of Data to Support Change (select one or more of th	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 Valdosta		tate University – Curriculur UM CHANGE OR REVISED CATALOG CO		Revised Catalog	Copy Form	
Approva	Approvals: Print:			Signature:		
Departr	nent Head	Barbar Repolette	10A	H	3/5/2020	
Colleg Executive C	e/Division Committee	Bernard Cluss	Bema	O Otion	35/2-	
Dea	n/Director	Gornard Oliva	Bernal	Din	35/20	
(	Executive Committee aduate course)					
	uate Dean aduate course)	Becky K. da Cruz	Beckyk	dalrug	4-2-2020	
Academic (	Committee					
*Will this cl	hange impa	ct another college/department?	🖾 No 🗌 Yes	select college & indicat	e department(s)]	
College:	Select On	е.	Department(s):			

VALDOSTA STATE STATE CURI	RIC	State University Curriculum	СОРУ		Date of bmission:	02/26/2020	
*Course/curricul		change or addition originates with a facult			m committe	e in the Academic Program.	
College:		llege of Education and Human vices	Dept. Initia Requ	-	Initial Teacher Prep & Service		
Requestor's Name:	Ba	rbie Radcliffe	Request R	or's ole:	Department Head		
Check One Optio	n:	Curriculum Change (Changes to Program/Degree)	Revised C			ions/Program Policies, Narrative, etc.)	
Program Level:		Course Classification:	Semester to b	e Eff	fective: Year to be Effective:		
□Undergraduate ⊠ Graduate		<ul> <li>Core (Area A-E)</li> <li>Major Requirement</li> <li>Elective</li> </ul>	⊠ Fall □ Spring □Summer		2020		
Degree/Progra Nam		Master of Arts in Teaching (M.A.T.) in	Education				
Current Catalo	og	Graduate School Website - URL N/A fo	or Retention, Di	ismis	sal, and Re	admission Policy	
Present Requireme	nts	:	Proposed Requ	uirem	nents: <u>(hov</u>	ver over for instructions)	
			Certificate or h remain enrolle 2. Candidates r 3. The maximu master's degre completed moi completion wil with special pe of the Dewar C approval from and Research. 4. No more tha be transferred College of Educe program. Trans by the academ 5. Earning grad in the following from the Gradu academic defice individual prog be credited towar 6. If dismissed enrolled for tw may be initiate is not guarante	old a d in p must m tin e is s re that I be a rmiss colleg the A from cation ca	profession program af maintain r ne allowed even caler an seven y accepted tr sion from t e of Educa ssociate P emester h another i n and Hum redit will h partment. elow "B" ir sequences School if th y points un policy. A g a degree) or "F," or egree) equ the programeters. A ring the se and prior a	eorgia Pre-Service Teaching nal teaching certification to ter the first semester. professional liability insurance. I for completion of the ndar years. No work ears prior to degree oward the degree, except the candidate's advisor, Dean ition and Human Services, and provost for Graduate Studies ours of academic work may institution into a Dewar nan Services graduate be evaluation after admission in graduate courses will result s: Students will be dismissed ney accumulate three or more iless otherwise indicated by rade of "C" (although it may equals one deficiency point. A "U" (none of which will be uals two deficiency points. am a student must not be pplication for readmission cond semester. Readmission cademic performance and 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 a	nd 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 th	ne web.
Source of Data to Support Change (select one or m	nore of the following):
Indirect Measures; SOIs, student/employer/al	umni surveys, etc.
Direct Measures; Materials collected/evaluate	ed for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting (select one or more of the following and provide ap	
Indirect Measures; SOIs, student/employer/al	umni surveys, etc.
Direct Measures; Materials collected/evaluate	ed for program assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –	

		tate University – Curricului UM CHANGE OR REVISED CATALOG CO	m Change or Revised Catalog DPY	g Copy Form
Approv	als:	Print:	Signature:	Date:
Departr	ment Head	Barbara Kadeliffe	hfed	3/5/2020
20,000 1000	e/Division <sup>&lt;</sup> Committee	Bernardliver	Bernollin	3/5/1-
Dea	n/Director	Bernard Ulur	Berna Olie	tsp.
(	Executive Committee			
	uate Dean aduate course)	Becky K. dalmiz	Becky K. derery	42-2020
Academic (	Committee			
*Will this cl	nange impa	ct another college/department?	No D Yes [select college & indica	te department(s)]
College:	Select On	е.	Department(s):	

		CHANGE OR REVISED			Date of Submission:	Select Date.	
*Course/cum	iculum change	e or addition originates w	vith a faculty	member or curricul	um committee in	the Academic Program	n.
College:	Collegeo Science	of Humanities and Soci s	ial	Dept. Initiating Request: MCL			
Requestor's Name: Ofélia R. Nikolova			Requesto Ro	or's Departmo	ent Head		
Check 0	ne Option:	Curriculum Ch (Changes to Program			Revised Catalog Copy w Learning Outcomes, Admissions/Program Policies, Narratio		rative, etc
SelectAreao	Change:	*[Specify if Core Cu		Semester tol	Semester to be Effective: Year to be		ective:
Select (	Dne.	N/A		Fa	all	2020	
Degree/Prog	ram Name:	Spanish for Profes	sionals Co	ertificate			
Current Ca	italog URL:	http://catalog.valdos sciences/modern-cl		-	• •		-
Present Require	ments:			Proposed Req	luirements: (//	overoverforinstru	ctions)
Requirements for Professionals	r the Certific	ate in Spanish for		Requirements for Professionals	or the Certificat	e in Spanish for	
Code	Title		Hours	Code	Title		Hours
SPAN 2001	Language a	ate Spanish 0-3 and Hispanic I (if needed)		SPAN 2001	Intermediate Spanish Language and Hispanic Cultures I (if needed)		0-3
SPAN 2002		e Spanish nd Hispanic (if needed)	0-3	SPAN 2002	2 Intermediate Spanish Language and Hispanic Cultures II <i>(if needed)</i>		<u>3</u>
SPAN 3012	Applied Spa for Profess	nish Conversation	3	SPAN 3012	Applied Spanish Conversation for Professionals		3
SPAN 3014		Culture, and Conversation	3	SPAN 3014	4 Language, Culture, and Advanced Conversation		3
SPAN 4500	Profession- or Study A	Related Practicum broad 1	3	SPAN 4500	Profession-Re	lated Practicum oad 1	3
SPAN 4501	Research P Profession	roject in Spanish for als 1	3	SPAN 4501	Research Pro Professional	i <del>oct in Spanish for-</del> <del>s 1</del>	3
Total Hours			12-18	Total Hours			<u>12-15</u>
Course List				Course List			
1 Agrade of "C	"orbetteris	required in each cou	rse.	1 A grade of "C	C" or better is re	quired in each cour	se.
	ninaljustice,	n the student's major sociology, social work red.		Note: Appropria asbusiness, crin or biology may	minaljustice, so	he student's major f ciology, social work 1.	ield suc , nursin

.

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Justification: (select one or more of the following and provide appropriate narrative below:)
Improving student learning outcomes Improving 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
$foundation for both writing and speaking becomes a required class for the certificate. \\ Even a mong heritage speakers, and the second secon$
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 –
*

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	03-23-2020
College/Division Executive Committee	Jones T. LiPlat	T. JAr	4-8-20
Dean/Director	James T. LePlan	T. JA	4-8-20
Graduate Executive Committee (for graduate course)			
Graduate Dean			

the sources	Valdosta State University Curriculum Form     Date of       • Request for a NEW COURSE     Submission:						
*Course/curriculum	change or additio	n originates with a fact	ulty membe	r or curi		the Academic Program.	
College:	College of Hum	anities and Social Sci	iences		Dept. Initiating Request:	College of Humanities and Social Sciences	
Requestor's Name:	James LaPlant	aPlant Requestor's Role: Dean				Dean	
	I Course Prefix: ions in the catalog)	EXPL		NEW Course Number: (Consult #s in the catalog) 3000			
Proposed NE	W Course Title:	Internship Preparat	tion for No	nprofit	its		
NEW Course Title (Limit to 3	e Abbreviation: O character spaces)	Intern Prep for Non	profits				
	Prerequisite(s):	ENGL 1102 or ENGL	. 1102 H				
Lecture Hours:	3	Lab/Contact Hour	rs: 0		Credit I	iours: 3	
Proposed NEW Course	Description: (Lim	it to 50 words. Include rea	quisites, cros	s listings	, special requirements,	etc.)*	
Program Level:	Course Cl	accitization:	Semester Effective:	to be	Year to be Effective:	Estimated Frequency of Course Offering:	
⊠ Undergraduate □ Graduate		e (Area A-E) or Requirement	🖾 Fall	ng	2020	Once per Year	
Justification: (select on		tive	🗌 Sum	mer			
Improving student	earning outcom best practice(s) ir earning course th	following and provid nes n field nat allows students to	e appropri	<i>ate nar</i> Aandat Other — and app	e of State/Federal/ ply skills learned in	Accrediting Agency the broader context of	

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 **

<b>A</b> . A	osta State	University – NEW CO	OURSE Form	
Approvals:		Print:	Signature:	Date:
Department	t Head	I.J. for Dr. Serve	1 J.T.J. for Dr. Jewel	1 4-8-20
College/Division Exe Com	mittee	T. LPL+	T. JAr	4-8-20
Dean/Di	irector	T. S.S.t	ALT. JA	4-8-20
Graduate Exe Com (for graduate	mittee			
Graduate (for graduate	New York Control of Co			
Academic Com	mittee			
*Will this chang	e impact ano	ther college/department?	No Ves [select college & indic	cate department(s)]
College: Se	elect One.		Department(s):	

🚖 Valdos								
	Request for a NEW COURSE      Submission:						03/11/2020	
*Course/curriculum	change or additio	n originates with a fac	ulty membe	r or curr	iculum co	mmittee in	the Academic Program.	
College:	College of Hum	anities and Social So	ciences		•	Initiating Request:	College of Humanities and Social Sciences	
Requestor's Name:	James LaPlant					questor's Role:	Dean	
	Course Prefix:	EXPL				se Number: in the catalog) 3010		
Proposed NE	Proposed NEW Course Title: College of Humanities and Social Sciences Internship							
NEW Course Title (Limit to 30	e Abbreviation: Ocharacter spaces)	College of Humani	ties and So	cial Scie	ences Int	ernship		
	Prerequisite(s):	EXPL 3000 and/or	permission	ofinstr	ructor			
Lecture Hours: (	)	Lab/Contact Hou	rs: Varies		ours of	Credit H	lours: 3-12	
Proposed NEW Course	Description: (Lim	hit to 50 words. Include re	equisites, cros	s listings,	, special re	quirements,	etc.)*	
Program Level:	Course C							
			Semester	to be	Year to		Estimated Frequency of	
		assification:	Effective:		Year to Effectiv		Estimated Frequency of Course Offering:	
☑ Undergraduate □ Graduate		e (Area A-E) or Requirement		ng	Effectiv			
Graduate           Justification: (select on           Improving student	e or more of the	e (Area A-E) or Requirement tive <i>following and provi</i> ones	Effective:	ng mer iate nar	Effectiv 2 trative be	ve: 020 rlow:)	Course Offering:	
Graduate  Justification: (select on Improving student Adopting current b	Maj     Maj     Elec     e or more of the     learning outcon     pest practice(s) in earning course the	e (Area A-E) or Requirement tive <i>following and provid</i> nes n field	Effective:	ng mer <i>iate nar</i> Mandate Other –	Effectiv 2 <i>crative be</i> e of State	ve: 020 ? <i>low:)</i> e/Federal/	Course Offering: Once per Year	

Source of Data to Support Change (select one or more of the following):
Indirect Measures; SOIs, student/employer/alumni surveys, etc.
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):
Indirect Measures; SOIs, student/employer/alumni surveys, etc.
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –
** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Valdosta State University – NEW COURSE Form  Request for a NEW COURSE						
Approval	s:	Print:			Signature:	
Departm	ient Head	Donna	Sewell	1.7.	J. Ar Dr. Jewell	4-8-20
College/Division	Executive ommittee	James	L o Plant	$\mathcal{O}$	TJAT	4-8-20
Dean	/Director	Jon	LaPlant	$\square$	TJA	4-8-20
Graduate Executive Committee (for graduate course)				$\bigcirc$		
Graduate Dean (for graduate course)						
Academic Committee						
*Will this change impact another college/department?		No [	No  Yes [select college & indicate department(s)]			
College: Select One.		Departmer	nt(s):			



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### 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:		<b>REQUESTED:</b> (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:		NEW Course Description: (hover over for instructions)		
non-credit course of Business Admi complete one of experience, an ap servant leadershi	cory" or "Unsatisfactory". A required e for all students pursuing a Bachelor nistration degree. Students are to the following: a study abroad oproved internship, or 150 hours of p activities. If an "unsatisfactory" the course must be repeated until a ide is received.	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, <u>an approved</u> <u>undergraduate research project</u> , 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)	🛛 Fall		Every Semester
	🛛 Major Requirement	□ Spring	2020	
	Elective	🗆 Summer		

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

$\boxtimes$	Improving student learning outcomes
-------------	-------------------------------------

 $\ge$ Adopting current best practice(s) in field  $\square$ 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:	Sigr	Date:	
Curricu Committee (		Ellis Heath	Ellis B Heath	14 April 2020	
Associate [	Dean	Sanjay Gupta	Sanjay	Gupta	15 April 2020
Dean/Dire	ector	Wayne Plumly	L. Wayne Plumly, Jr		15 April 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)]			
College: Select One.		Department(s):	All departments in LCOBA		