

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
April 13, 2026**

2:30 p.m.

**University Center
Cypress Room**

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

ACADEMIC COMMITTEE
AGENDA
April 13, 2026

1. Minutes of the March 9, 2026, meeting. (pages 1-7) were approved by email March 23, 2026.
2. **GRADUATE SCHOOL**
 - a. Revised Academic standards and Regulations (pages 8-11)
3. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. New course PADM 9991 (pages 12-13)
 - b. New course PADM 9992 (pages 14-15)
4. **COLLEGE OF BUSINESS ADMINISTRATION**
 - a. Revised Academic Transfer Policy (16-18)
 - b. Revised course prefix BUSA 3000 (pages 19-20) - Deactivation of IB 3000
 - c. Revised course prefix BUSA 3500 (pages 21-22) - Deactivation of MGNT 3500
 - d. New course ACCT 3203 (pages 23-24)
 - e. New course ACCT 3300 (pages 25-30)
 - f. New course ACCT 3900 (pages 31-32)
 - g. Revised course description ACCT 3201 (pages 33-35)
 - h. Revised course description ACCT 3202 (pages 36-37)
 - i. Revised prerequisite ACCT 4410 (pages 38-39)
5. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised course description BIOL 3100 (pages 40-41)
 - b. Revised course description BIOL 5100 (pages 42-43)
 - c. Revised requirements for the BS in Environmental Geosciences - Geography (pages 44-47)
 - d. Revised requirements for the BS in Environmental Geosciences - Geology (pages 48-51)
 - e. Revised requirements for the BS in Environmental Geosciences – Natural Hazard Management (pages 52-55)
 - f. Revised requirements for the BS in Environmental Geosciences – Geospatial Technology and Urban Planning (pages 56-59)
 - g. New course GEOG 3060 (pages 60-61)
 - h. New course GEOG 3700 (pages 62-70)
 - i. Revised prerequisites GEOG 3810 (pages 71-72)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised field of study for the BSED in Middle Grades Education (pages 73-74)
 - b. Revised field of study and senior curriculum for the BSED in Elementary Education (pages 75-77)
 - c. Revised field of study and senior curriculum for the BSED in Elementary Education eDegree (pages 78-82)
 - d. Revised field of study and senior curriculum for the BSED in Secondary Education (pages 83-86)
 - e. Revised requirement for the MED in Curriculum and Instruction in Accomplished Teaching (pages 87-89)
 - f. New course EDUC 2140 (pages 90-99)
 - g. New course ELED 3790 (pages 100-101)
 - h. New course ELED 4703 (pages 102-105)
 - i. New course ELED 4702 (pages 106-109)
 - j. New course ELED 4701 (pages 110-113)
 - k. New course ELED 3702 (pages 114-117)
 - l. New course ELED 6090 (pages 118-119)
 - m. New course ELED 6091 (pages 120-121)
 - n. New course MSED 6001 (pages 122-125)
 - o. Revised course title, prerequisite, and description ELED 3690 (pages 126-127)
 - p. Revised prefix, prerequisite, and description ELED 3010 (pages 128-129) – Deactivation ELES 3010
 - q. Revised prefix, prerequisite, and description ELED 3020 (pages 128-129) – Deactivation ELES 3020
 - r. Revised prefix, prerequisite, and description ELED 3100 (pages 130-131) – Deactivation ELES 3100
 - s. Revised prefix, prerequisite, and description ELED 3210 (pages 130-131) – Deactivation ELES 3210
 - t. Revised credit hours MSED 6010 (pages 132-134)
 - u. Revised grade mode ELED 6071 (pages 135-136)
 - v. Revised grade mode ELED 6070 (pages 137-138)
 - w. Revised grade mode, and description ELED 6060 (pages 139-140)
 - x. Revised grade mode, and description ELED 6061 (pages 141-142)
 - y. Revised grade mode, and description ELED 6081 (pages 143-144)
 - z. Revised title SEED 4610 (pages 145-146)
 - aa. Revised prerequisites ELED 4010 (pages 147-148)

- bb. Revised prerequisites MGED 3991 (pages 149-150)
- cc. Revised prerequisites and co-requisites LITR 3120 (pages 151-152)
- dd. Revised prerequisites and co-requisites LITR 3130 (pages 153-154)
- ee. Revised title and description ELED 3601 (pages 155-157)
- ff. Revised title and description ELED 4501 (pages 158-159)
- gg. Revised title and description SEED 4620 (pages 160-161)
- hh. Revised title and description SEED 4790 (pages 162-163)
- ii. Revised title, prerequisite, and description ELED 4690 (pages 164-166)
- jj. Revised title, prerequisite, and description ELED 4790 (pages 167-168)
- kk. Revised title, prerequisite, and description MGED 4620 (pages 169-170)
- ll. Revised title, prerequisite, and description MGED 4790 (pages 171-172)
- mm. Revised course description and lab hours MSED 6020 (pages 173-175)
- nn. Revised course description and credit hours ELED 6080 (pages 176-177)
- oo. Revised course description SPEC 2000 (pages 178-179)
- pp. Revised course description and prerequisites ELED 4601 (pages 180-183)
- qq. Revised course description and prerequisites ELED 3700 (pages 184-186)
- rr. Deactivation of ELED 3701 (pages 187-188)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 9, 2026

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room, Monday, March 9, 2026. Dr. Sharon Gravett, Associate Provost for Academic Programs and Services, presided.

Members Present: Dr. Joshua Pifer, Dr. Haley Sherman, Dr. Taralynn Hartsell, Dr. Byeonghua Park (Proxy Dr. Taewon Hwang), Ms. Smanatha Paul, Ms. Meg Giddings, Dr. Fleming Bell, Dr. Colette Drouillard, Dr. Dee Ott, Dr. Dee Ott (Proxy Dr. Lisa Battern), Dr. Colette Drouillard (Proxy Dr. R. Paul Mihail), Ms. Tera Ray (Proxy Dr. Jim Nienow), Dr. Kelly Mathis, Ms. Kytte Everdeen Moore, and Ms. Tera Ray.

Members Absent: Ms. Alene Dasher, Dr. Shaun Ault, Dr. Taewon Hwang, Mr. Jason Brown, Ms. Chalise Ludlow, Dr. Kristy Lister, Dr. Lisa Batten, Dr. R. Paul Mihail, Dr. Jim Nienow, and Dr. Luis Gonzalez.

Catalog Editor: Ms. Monica Close

Visitors Present: Dr. Donna Sewell, Dr. Erin Grabarczyk, Dr. Tolulope Salami, Dr. Christopher Downing, Dr. Martha Leake, Dr. Ellis Heath, Dr. Mark Smith, and Dr. Sha' Wilfred

The Minutes of the February 9, 2026, meeting were approved by email on February 20, 2026. (pages 1-7).

A. College of Education and Human Services and College of Humanities and Social Sciences

1. Requirements for the Accelerated Undergraduate-to-Graduate Track for the BA and BS in Psychology was approved effective Fall Semester 2026. (pages 8-10).

B. College of Science and Mathematics

1. Revised Selected Educational Outcomes and Examples of Outcome Assessments for the BS in Computer Information Systems was approved effective Fall Semester 2026. (pages 11-13).
2. Revised credit hours and description, Chemistry (CHEM) 4800, "Special Topics in Computer Science", (INTERNSHIP IN CHEMISTRY – 1-6 credit hours, 0 lecture hours, 1-18 lab hours, and 1-18 contact hours), was approved effective Fall Semester 2026. (pages 14-15).
3. New course, Computer Science (CS) 6990, "Special Topics in Computer Science", (TOPICS IN COMPUTER SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 164-165).
4. Revised credit hours, and description, Biology (BIOL) 7000, "Introduction to Research", (INTRODUCTION OF RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 166-167).
5. Revised prerequisites, and description, Biology (BIOL) 7440, "Fundamentals of Evolution", (FUNDAMENTALS OF EVOLUTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 168-169).
6. Revised course number, Biology (BIOL) 7850, "Biology Graduate Internship", (BIOLOGY GRADUATE INTERNSHIP – 3-9 credit hours, 0 lecture hours, 3-9 lab hours, and 3-9 contact hours), was approved effective Fall Semester 2026. (pages 170-171). Deactivation of BIOL 6850.
7. Revised course number, Biology (BIOL) 7950, "Directed Study", (DIRECTED STUDY – 0-4 credit hours, 0 lecture hours, 3-12 lab hours, and 3-12 contact hours), was approved effective Fall Semester 2026. (pages 172-173). Deactivation of BIOL 6950.

8. New course, Biology (BIOL) 7070, “Science Communication”, (SCIENCE COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 174-175).
9. New course, Biology (BIOL) 7005, “Introduction to Genomics”, (INTRODUCTION TO GENOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 176-177).

C. College of Business Administration

1. Inclusion of ECON 1101 into the Impacts – Social Science area was approved effective Fall Semester 2026. (pages 16-22). ****Pending BOR Approval****
2. Revised Field of Study and Major requirements for BBA in Accounting were approved effective Fall Semester 2026. (pages 23-26).
3. New minor in Internal Auditing was approved effective Fall Semester 2026. (pages 27-29).
4. Revised Field of Study and Major requirements for BBA in General Business were approved effective Fall Semester 2026. (pages 30-33).
5. Revised Field of Study and Major requirements for BBA in Management were approved effective Fall Semester 2026. (pages 34-37).
6. Revised Field of Study and Major requirements for BBA in Marketing were approved effective Fall Semester 2026. (pages 38-41).
7. Revised requirements for the minor in Digital Marketing was approved effective Fall Semester 2026. (pages 42-44).
8. New course, Management (MGNT) 4850, “AI and Emerging Technology in Management: Asia and Beyond”, (AI/EMERGNG TECH MGT ASIA BEYND – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026 with description changed to read – An examination of how artificial...beyond; students... . (pages 45-46).
9. Revised course title, and description, Marketing (MKTG) 3070, “Personal Branding and Time Management”, (PERSONAL BRANDING/TIME MGNT – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 47-48).
10. Revised Field of Study and Major requirements for BBA in Applied Economics were approved effective Fall Semester 2026. (pages 49-51).
11. Revised Field of Study and Major requirements for BBA in Finance were approved effective Fall Semester 2026. (pages 52-54).
12. Revised course prefix, Business Administration (BUSA) 2000, “Information Systems and Data Transformation in Business”, (INFO SYS & DATA TRANSFORM BUS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 55-56). Deactivation of DATA 2000.
13. Revised course prefix, Business Administration (BUSA) 3100, “Introduction to Data Analytics”, (INTRODUCTION TO DATA ANALYTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 57-58). Deactivation of DATA 3100.
14. Revised course prefix, Business Administration (BUSA) 3300, “Data Visualizations and Analytics”, (DATA VISUALIZATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 59-60). Deactivation of DATA 3200.
15. Revised course prerequisites, Finance (FIN) 3350, “Financial Management”, (FINANCIAL MANAGEMENT – 3

credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2026. (pages 61-62).

16. Deactivation of DATA 3200H, BUSA 4910, and BUSA 4920 was noted effective Fall Semester 2026. (pages 63-64).
17. Revised catalog narrative and renaming of the MACC program was approved effective Fall Semester 2026. (pages 147-149). ****Pending BOR Approval****

D. College of Humanities and Social Science

1. Revised requirements for the BS in Organizational Leadership was approved effective Fall Semester 2026. (pages 65-68).
2. Revised course title, Political Science (POLS) 3220, “Campaigns and Elections”, (CAMPAIGNS AND ELECTIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 69-70).
3. New course, Public Administration (PADM) 9080, “Public Policy Formation & Policy Analysis”, (PUB POL FOR & POL ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 71-72).
4. New course, Public Administration (PADM) 9991, “Capstone Seminar II”, (CAPSTONE SEMINAR II – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours, was approved effective Fall 2026. (Pages 73-74).
5. Revised course description and title, Public Administration (PADM) 9990, “Capstone Seminar I”, (CAPSTONE SEMINAR I – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours, was approved effective Fall 2026. (Pages 75-76).
6. Revised requirements for the DPA was approved effective Fall Semester 2026. (pages 77-79)
7. Revised requirements for the BS in Criminal Justice, and the Undergraduate-to-Graduate – addition of a new track – Forensics was approved Fall Semester 2026. (pages 80-88).
8. Revised requirements for the BA in Sociology and Anthropology was approved effective Fall Semester 2026. (pages 89-97).
9. Revised requirements for the minor in Anthropology was approved effective Fall Semester 2026. (pages 98-100).
10. New course, Criminal Justice (CRJU) 3000, “Fundamentals of Forensic Investigations”, (FUNDAMENTAL FORENSIC INVESTIGATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 101-102).
11. New course, Criminal Justice (CRJU) 4030, “Immigration and Crime”, (IMMIGRATION AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026 with the description changed to read ...instructor. Examination of contemporary... . (Pages 103-104).
12. New course, Criminal Justice (CRJU) 4060, “Media and Crime”, (MEDIA AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026 with the description changed to read ...instructor. Examinations of media... . (Pages 105-106).
13. New course, Criminal Justice (CRJU) 4040, “Race and Crime”, (RACE AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026 with the description changed to read ...instructor. Examination of the intersection... . (Pages 107-108).
14. New course, Criminal Justice (CRJU) 4130, “Interviews and Interrogations”, (INTERVIEWS AND INTERROGATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 109-110).

15. New course, Criminal Justice (CRJU) 4140, "Evidence", (EVIDENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 111-112).
16. Revised course title, Anthropology (ANTH) 3510, "Social Science Research Methods", (SOCIAL SCIENCE RESEARCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 113-114).
17. Revised course title, Sociology (SOCI) 3000, "Social Science Statistics", (SOCIAL SCIENCE STATISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 115-116).
18. Revised course title, Sociology (SOCI) 3510, "Social Science Research Methods", (SOCIAL SCIENCE RESEARCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 117-118).
19. Revised course title, Criminal Justice (CRJU) 3401, "Social Science Statistics", (SOCIAL SCIENCE STATISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 119-120).
20. Revised course title, Criminal Justice (CRJU) 3402, "Social Science Research Methods", (SOCIAL SCIENCE RESEARCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 121-122).
21. Revised course prerequisites, Criminal Justice (CRJU) 4010, "Comparative Justice Systems", (COMPARATIVE JUSTICE SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 123-124).
22. Revised course prerequisites, Criminal Justice (CRJU) 4110, "Forensic Criminalistics", (FORENSIC CRIMINALISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 125-126).
23. Revised course prerequisites, Criminal Justice (CRJU) 4700, "Special Topics in Criminal Justice", (SPECIAL TOPICS IN CRJU – 3-6 credit hours, 3-6 lecture hours, 0 lab hours, and 3-6 contact hours, was approved effective Fall 2026. (Pages 127-128).
24. Revised course prerequisites, Criminal Justice (CRJU) 4800, "Seminar in Criminal Justice", (SEMINAR IN CRIMINAL JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 129-130).
25. Revised course description, Criminal Justice (CRJU) 7920, "Criminal Justice Policy Research", (CJ POLICY RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 150-151).
26. New course, Criminal Justice (CRJU) 7030, "Immigration and Crime", (IMMIGRATION AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 152-153).
27. New course, Criminal Justice (CRJU) 7040, "Race and Crime", (RACE AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026 with the description changed to read – An examination of... . (Pages 154-155).
28. New course, Criminal Justice (CRJU) 7060, "Media and Crime", (MEDIA AND CRIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026 with the description changed to read – An examination of how media... . (Pages 156-157).
29. Revised credit hours, English (ENGL) 8950, "MAESLAT Comprehensive Exam Reading Hours", (MAESLAT COMPREHENSIVE EXAM – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours, was approved effective Fall 2026. (Pages 158-159).

30. Revised credit hours, English (ENGL) 8995, “Comprehensive Exam Reading Hours”, (COMP EXAM READING HOURS – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours, was approved effective Fall 2026. (Pages 160-161).
31. Revised credit hours, English (ENGL) 8999, “Thesis”, (THESIS – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours, was approved effective Fall 2026. (Pages 162-163).

D. College of the Arts

1. Revised course title, Master of Arts Communication (MAIC) 6300, “Crisis and Risk Communication”, (CRISIS AND RISK COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 131-132).
2. Revised course description, Master of Arts Communication (MAIC) 7700, “Special Topics”, (SPECIAL TOPICS – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages (133-134).
3. Revised course credit hours, and description, Master of Arts Communication (MAIC) 7999, “Thesis or Project”, (THESIS OR PROJECT – 1-9 credit hours, 1-9 lecture hours 0 lab hours, and 1-9 contact hours, was approved effective Fall 2026. Pages (135-136).
4. Revised course title and description, Master of Arts Communication (MAIC) 6000, “Strategic Integrated Communication”, (STRATEGIC INTEGRATED COMM – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages (137-138).
5. Revised course title and description, Master of Arts Communication (MAIC) 6100, “Communication Leadership and Process Management”, (COMM LDRSHP & PROCESS MGNT – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages (139-140).
6. Revised course title and description, Master of Arts Communication (MAIC) 6250, “Emerging Communication Strategies and Design”, (EMERGNG COMM STRATGIES/DESIGN – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages (141-142).
7. Revised course title and description, Master of Arts Communication (MAIC) 7300, “Global Media Systems and Policy”, (GLOBAL MEDIA SYSTEMS/POLICY – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages (143-144).
8. Revised course title and description, Master of Arts Communication (MAIC) 7800, “Communication, Ethics, Law, and Civic Engagement”, (COMM ETHICS/LAW/CIVIC ENGMNT – 3 credit hours, 3 lecture hours 0 lab hours, and 3 contact hours, was approved effective Fall 2026. Pages 145-146).

E. College of Education and Human Services

1. Revised requirements for the EDS in Special Education was approved effective Fall Semeste4 2026. (pages 178-179).
2. Replace RSCH 7100 with RSCH 8000 (pages 180-181). TABLED
3. New course, Elementary Education (ELED) 6080, “Social Studies Methods”, (MNTRING PROF LRNGN/DEVLPMNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 182-183).
4. Revised course description, Education Accomplished Teaching (EDAT) 6000, “Professional Decision Making”, (PROF DECISION MAKING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 184-186).
5. Revised course description, Education Accomplished Teaching (EDAT) 6001, “Using Assessment to Improve

Teaching and Learning”, (ASSESSMENT IMPROV TCH/LEARN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 184-186).

6. Revised course title and description, Middle/Secondary Education (MSED) 6100, “Field Experience”, (FIELD EXPERIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 187-189).
7. Revised course title and description, Middle/Secondary Education (MSED) 6200, “Clinical Supervision”, (CLINICAL SUPERVISION – 5 credit hours, 5 lecture hours, 0 lab hours, and 5 contact hours, was approved effective Fall 2026. (Pages 190-191).
8. Revised Selected MLIS Program Goals, Program Learning Outcomes, and Examples of Outcome Assessment was approved effective Fall Semester 2026. (pages 192-195).
9. New course, Library Science (MLIS) 7270, “Trauma-Informed Librarianship”, (FIELD EXPERIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 196-197).
10. New course, Library Science (MLIS) 7720, “Digital Preservation”, (DIGITAL PRESERVATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 198-199).
11. New course, Library Science (MLIS) 7775, “Introduction to Public History”, (INTRODUCTION TO PUBLIC HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 200-201).
12. New course, Library Science (MLIS) 7776, “Principles of Public History”, (PRINCIPLES OF PUBLIC HISTORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 202-203).
13. Revised course description, Library Science (MLIS) 7421, “Multicultural Youth Literature”, (MULTICULTURAL YOUTH LITERATURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 204-205).
14. Revised course title, and description, Library Science (MLIS) 7310, “Metadata”, (METADATA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 206-207).
15. Revised course number, Library Science (MLIS) 7600, “Research Methods”, (RESEARCH METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Summer 2026. (Pages 208-209). Deactivation of MLIS 7700.
16. Revised course number, Library Science (MLIS) 7770, “Library and Literacy in History”, (HISTORY OF LIBRARIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 210-211). Deactivation of MLIS 7970.
17. Revised course number, Library Science (MLIS) 7910, “Independent Study in Library and Information Science”, (INDEPENDENT STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 212-213). Deactivation of MLIS 7950.
18. Revised course number, Library Science (MLIS) 7915, “Supervised Fieldwork”, (SUPERVISED FIELDWORK – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours, was approved effective Fall 2026. (Pages 214-215). Deactivation of MLIS 7960.
19. Deactivation of MLIS 7330 and 7425 were noted effective Summer Semester 2026. (pages 216-217).

F. Graduate School

1. Revised cumulative GPA language for the graduate catalog was approved effective Fall Semester 20206. (pages 216-

224).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

Select Date.

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

College:	Academic Division	Dept. Initiating Request:	Graduate School
Requestor's Name:	Becky da Cruz	Requestor's Role:	Dean
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Academic Standards & Regulations		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/academic-standards-regulations/#Grading%20System		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>The computation of the overall grade point average treats "WF" and "F" grades identically: both are failing grades. Grades of "W" do not enter into the computation. Earning grades below "B" in graduate courses will result in the following consequences:</p> <ul style="list-style-type: none"> 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 unless otherwise indicated by individual program policy. Warning letters will be issued to students for each earned deficiency point until enough points are accumulated to warrant dismissal. <p>For additional policies related to retention, dismissals, and readmission, click here. Students should work with their advisors and professors to avoid earning deficiency points (e.g., withdrawing from school before receiving failing grades). To view withdrawal polices, click here.</p>	<p>The computation of the overall grade point average treats "WF" and "F" grades identically: both are failing grades. Grades of "W" do not enter into the computation. Earning grades below "B" in graduate courses will result in the following consequences:</p> <ul style="list-style-type: none"> 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 unless otherwise indicated by individual program policy. Warning letters will be issued to students for each earned deficiency point until enough points are accumulated to warrant dismissal. <p>For additional policies related to retention, dismissals, and readmission, click here. Students should work with their advisors and professors to avoid earning deficiency points (e.g., withdrawing from school before receiving failing grades). To view withdrawal polices, click here.</p> <p>Good Academic Standing Graduate students are considered in good academic standing when they maintain a cumulative</p>

GPA of 3.00 or higher and meet all program-specific academic requirements.

Note: Certain programs (e.g., EdD, Nursing, etc.) maintain more stringent academic standards. Students in those programs must follow program requirements where they supersede Graduate School policy.

1. Academic Warning

A graduate student will be placed on Academic Warning if, at the end of any semester, the student earns a grade of C or below in any graduate course, regardless of term or cumulative GPA.

Academic Warning serves as an early alert and provides an opportunity for advising and corrective action. Academic Warning does not appear on the transcript and does not affect financial aid eligibility.

2. Academic Probation

A student will be placed on academic probation if, at the end of any semester, the total institution GPA falls below 3.00.

Students on Academic Probation will be advised to:

- Consult with their academic advisor
- Utilize the Graduate School's two-course repeat policy within the next two semesters to improve GPA, if eligible
- Submit an appeal, if warranted

Students should understand that failure to demonstrate immediate academic improvement may result in suspension.

3. Academic Suspension and Academic Dismissal

A graduate student will be suspended if, at the end of any term, while on academic probation, the total institution GPA remains below 3.00.

Determination of dismissal:

- Upon the first occurrence of an academic suspension, the Graduate School, in

consultation with the advisor and department head, will determine whether the student will be dismissed from the program.

- If the program elects to dismiss the student, the Graduate School will inform the Registrar's Office.
- If the program elects to retain the student, the program will advise the student to utilize any remaining course repeats or submit an appeal.
- Upon the second occurrence of an academic suspension, the student will be dismissed from the program and has the option to submit an appeal (see Appeal of Dismissal from Graduate School).

Return from Academic Dismissal

Students approved to return from Academic Dismissal from their graduate program will:

- Be placed on Academic Probation for one semester, and
- Be subject to any additional academic conditions imposed by the program or Graduate School

Grade Changes and Academic Standing Updates

In the event that a student's final course grade is officially changed and processed by the Registrar's Office, the student's academic standing will be automatically reevaluated in accordance with Graduate School academic progress policies.

Reevaluation may result in:

- Removal from Academic Probation or Academic Dismissal, or
- Placement on Academic Probation or Academic Dismissal depending on the updated cumulative and/or semester GPA.

Any change in academic standing resulting from a grade change will supersede the student's prior status and will be applied for the applicable term in which the revised grade is recorded.

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 –

To align with other USG Graduate School academic dismissal practices and to alleviate a very manual, time consuming process within the Graduate School allowing more time to be dedicated to retention and recruitment efforts.

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			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	3/25/2026
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	3/25/2026
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes N/A

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature



Valdosta State University Curriculum Form

Request for a NEW COURSE

Date of Submission: 01/9/2026

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	POLS
Requestor's Name:	Joseph Robbins	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PADM	NEW Course Number: <i>(Consult #s in the catalog)</i>	9991
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Proposed NEW Course Title:	Capstone Seminar I
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Capstone Seminar I
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Prerequisite(s):	Successful completion of all Core and Methods courses.
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Lecture Hours:		Lab/Contact Hours:		Credit Hours:	6
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Graded "satisfactory" or "Unsatisfactory". The first of two capstone courses, which is to be taken during the student's penultimate semester. Students will demonstrate mastery of their capstone project's research question, introductory section, methodology, data collection plan, and relevance of their topic through a written capstone paper. Students will also complete IRB paperwork (if applicable to their project).

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

The justification for this proposal is to further support DPA student degree completion with their culminating project. This will be one of two courses that will replace the existing dissertation requirement by requiring students to successfully complete an applied research project that is more directly relevant to their career goals.

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

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

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

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

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


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

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

Other Data Source Descriptions –


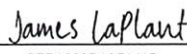
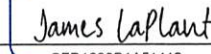
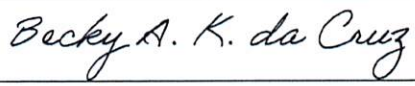
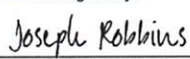
The program will assess this course through annual IERs.


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



Valdosta State University – NEW COURSE Form

• [Request for a NEW COURSE](#)

Approvals	Print	Signature	Date
Department Head	Joseph Robbins	<small>DocuSigned by:</small>  <small>1A1DC1D4423C473...</small>	2/24/2026 1:02 PM
College/Division Executive Committee	James LaPlant	<small>DocuSigned by:</small>  <small>CFD1633B1A51412</small>	2/24/2026 2:48 PM
Dean/Director	James LaPlant	<small>DocuSigned by:</small>  <small>CFD1633B1A51412...</small>	2/24/2026 2:48 PM
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>	Becky A. K. da Cruz		4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature		<small>DocuSigned by:</small>  <small>1A1DC1D4423C473...</small>	

	Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission: 01/9/2026
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**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	POLS
Requestor's Name:	Joseph Robbins	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PADM	NEW Course Number: <i>(Consult #s in the catalog)</i>	9992
Proposed NEW Course Title:	Capstone Seminar II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Capstone Seminar II		
Prerequisite(s):	Successful completion of PADM 9991 Capstone Seminar I		
Lecture Hours:		Lab/Contact Hours:	
		Credit Hours:	6

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

Graded "satisfactory" or "Unsatisfactory". The second of two capstone courses, which is to be taken during the student's final semester. Students will complete their culminating project through revising the project, conducting a data analysis, reporting their findings, describing recommendations for future work, and explaining the relevance of their study.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

The justification for this proposal is to further support DPA student degree completion with their culminating project. This will be one of two courses that will replace the existing dissertation requirement by requiring students to successfully complete an applied research project that is more directly relevant to their career goals.

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

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

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

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

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


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

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

Other Data Source Descriptions –

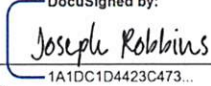


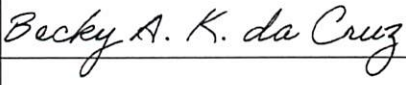
The program will assess this course through annual IERs.

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



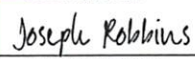
Valdosta State University – NEW COURSE Form

- [Request for a NEW COURSE](#)

Approvals	Print	Signature	Date
Department Head	Joseph Robbins	<small>DocuSigned by:</small>  <small>1A1DC1D4423C473...</small>	2/24/2026 1:02 PM
College/Division Executive Committee	James LaPlant	<small>DocuSigned by:</small>  <small>CFD1633B1A51412...</small>	2/24/2026 2:48 PM
Dean/Director	James LaPlant	<small>DocuSigned by:</small>  <small>CFD1633B1A51412...</small>	2/24/2026 2:48 PM
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>	Becky A. K. da Cruz		4/3/2026
Academic Committee			

***Will this change impact another department?** No Yes [route form to department head of impacted program for signature]

Department Head's Signature

DocuSigned by:

1A1DC1D4423C473...

	Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	12/8/2025
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*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Ray Elson	Requestor's Role:	Department Head

Check One Option:	<input type="checkbox"/> Curriculum Change <small>(Changes to Program/Degree)</small>	<input checked="" type="checkbox"/> Revised Catalog Copy <small>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</small>
--------------------------	--	--

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	
-----------------------------	--

Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/
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Present Requirements: Academic Transfer Policy The Langdale College adheres to the VSU policy on transfer credit with the following additional restrictions: <ul style="list-style-type: none"> A maximum of 15 credit hours may be transferred into the business curriculum. A maximum of 9 hours of 3000-level or higher business course level credit (total) may be applied to the student's senior curriculum in the areas of Common Senior College Core and/or Business Electives. Up to 6 additional hours of 3000-level or higher business course credit may be applied to the student's senior curriculum in the areas of Required Courses for the major discipline and/or elective courses for the major discipline. Any 3000-level or higher business course credit earned at an AACSB-accredited institution will transfer within the above restrictions on total transfer credit. Any 3000-level or higher business course credit earned at an institution not accredited by AACSB will transfer only at the discretion of the head of the department housing the instruction of the course. 	Proposed Requirements: (hover over for instructions) Academic Transfer Policy The Langdale College adheres to the VSU policy on transfer credit with the following additional restrictions: <ul style="list-style-type: none"> A maximum of 15 credit hours may be transferred into the business curriculum. A maximum of 9 21 hours of 3000-level or higher business course level credit (total) may be applied to the student's senior curriculum in the areas of Common Senior College Core and/or Business Electives. Up to 6 additional hours of 3000 level or higher business course credit may be applied to the student's senior curriculum in the areas of Required Courses for the major discipline and/or elective courses for the major discipline. Any 3000 level or higher business course credit earned at an AACSB-accredited institution will transfer within the above restrictions on total transfer credit. Any 3000 level or higher business course credit earned at an institution not accredited by AACSB will transfer only at the discretion of the head of the department housing the instruction of the course.
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

Feedback from academic advisors on potential barriers for students transferring in LCOBA & review of AACSB standards

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

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

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE** OR **REVISED CATALOG COPY**

Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>	
Department Head's Signature			



Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:

03/25/2026

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

College:	College of Business Administration	Dept. Initiating Request:	Management and Marketing
Requestor's Name:	Jie Fowler	Requestor's Role:	Department Head

CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	IB 3000	Course Prefix and Number:	BUSA 3000
Course Title:	Introduction to International Business	Course Title:	Introduction to International Business
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>	3
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>	0
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>	3
Pre-requisites:	None	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Prerequisite: Completion of 45 credit hours. An evaluation of country risks, distinguishing between different foreign business structures and practices, and critically evaluation cultural distinctions and their effects on individuals.	Prerequisite: Completion of 45 credit hours. An evaluation of country risks, distinguishing between different foreign business structures and practices, and critically evaluation cultural distinctions and their effects on individuals.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Every Semester</i>

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 –

Changing course prefix to be consistent with other business core courses.

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.)



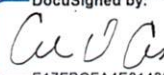
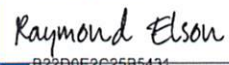
Plans for assessing course effectiveness/meeting program learning outcomes
 (select one or more of the following and provide appropriate narrative below):


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

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

Other Data Source Descriptions –

The outcomes of this course will be assessed directly through exams and assignments
 In addition, indirect measures, such as SOIs, will be used.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Jie Fowler	<small>DocuSigned by:</small>  <small>761FCFD772FE8496...</small>	4/6/2026 11:31 AM EDT
College/Division Executive Committee	Cori Crews	<small>DocuSigned by:</small>  <small>E17F8CFA4E81430...</small>	4/6/2026 11:29 AM EDT
Dean/Director	Raymond Elson	<small>DocuSigned by:</small>  <small>B22D0E2025B5431...</small>	4/6/2026 3:59 PM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/14/2025		
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.				
College:	College of Business Administration	Dept. Initiating Request:	Accounting	
Requestor's Name:	Ray Elson	Requestor's Role:	Department Head	
CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)		
Course Prefix and Number:	MGNT 3500	Course Prefix and Number:	BUSA 3500	
Course Title:	Employment Law	Course Title:		
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>		
Pre-requisites:	BUSA 2106 with a grade of "C" or better	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Twice per Year</i>
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input type="checkbox"/> Improving student learning outcomes		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency		
<input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Other –		

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

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



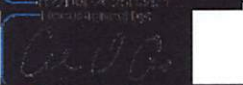

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


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

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

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

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 11/9/2025	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Ray Elson	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ACCT	NEW Course Number: <i>(Consult #s in the catalog)</i>	3203
Proposed NEW Course Title:	Intermediate Accounting III		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intermediate Accounting III		
Prerequisite(s):	Prerequisite: ACCT 3201 or equivalent course with a grade of "C" or better.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
An examination of the financial reporting issues surrounding investments, liabilities, cash flows, and other advanced topics.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026 <i>Twice per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –	
(Empty space for narrative justification)			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

• [Request for a NEW COURSE](#)

Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

03/30/2026

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

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Cori Crews	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ACCT	NEW Course Number: <i>(Consult #s in the catalog)</i>	3300
Proposed NEW Course Title:	Financial Reporting & Business Decision Making		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Fin Reporting & Bus Decision Making		
Prerequisite(s):	ACCT 2101 and ACCT 2102 with grade of C or better.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Emphasis on interpreting financial information for decision making. Application of accounting systems using accounting software to record transactions, generate financial reports, and analyze business performance. Prerequisites: ACCT 2101 and ACCT 2102 with grade of C or better.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every Semester

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

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

This course enhances student learning outcomes by integrating hands-on application of accounting systems with real-world business decision making. Students develop practical, job-ready skills using QuickBooks, a widely used industry platform. The course aligns with best practices emphasizing experiential learning, technology integration, and data-driven decision making. Additionally, students may earn a recognized QuickBooks certification, improving career readiness and employability across business disciplines.

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

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



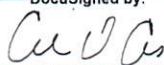
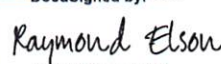
- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
- Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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

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

Course effectiveness will be assessed through student performance on applied assignments, projects, and simulations using QuickBooks, including financial report generation and decision-making analyses. Additional measures include student feedback (SOIs), employer input, and tracking of student success in obtaining QuickBooks certification.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Ray Elson	DocuSigned by:  B22D0E2C25B5431...	4/6/2026 3:59 PM EDT
College/Division Executive Committee	Cori Crews	DocuSigned by:  542E80E681430...	4/6/2026 11:29 AM EDT
Dean/Director	Ray Elson	DocuSigned by:  B22D0E2C25B5431...	4/6/2026 3:59 PM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee	Karen Shepard		
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

26



ACCT 3300
Financial Reporting & Business Decision Making
Fall 2026

Course Description from the VSU Catalog

Emphasis on interpreting financial information for decision making. Application of accounting systems using accounting software to record transactions, generate financial reports, and analyze business performance.

Course Learning Outcomes, Objectives, and/or Core IMPACTS Statement

The following learning objectives are addressed in this course. Each of these objectives appears in one or more of the course activities.

1. Record business transactions using accounting software.
2. Generate financial statements.
3. Analyze financial data to support business decision making.

Required Course Materials and Tools

This course requires the following text(s), course materials, and technology:

Text/Readings/Other Materials

All materials are provided in BlazeView. No additional text or materials are required.

Technology Requirements

Access to computer properly configured for BlazeView and the internet. Students will be using a free version of QuickBooks Online throughout the semester.

You may also need to have access to other Microsoft Office software. All VSU student have Microsoft Office 365 available to them for no charge.

Primary Topics

This course will include these primary topics or concepts:

Accounting transaction processing, journal entries, accounting information systems, financial statement preparation, financial statement analysis, business decision making using accounting data, accounting software

Grading and Assessment

Summary of Grade Criteria

Weekly QuickBooks Assignments	25%
Quizzes	15%
Midterm Project	20%
Final Project	25%
Participation/In-Class Activities	10%
COBI Certification Attempt (Bonus)	COBI +5%



Grading Scale

A = 90-100% **B** = 80-89% **C** = 70-79% **D** = 60-69% **F** = 59%-below

Grading Procedure and Feedback

All grades will be posted in our learning management system (BlazeView). Solutions for all quizzes, homework, and assignments will be available the day after each due date.

Attendance and Engagement

Regular attendance and participation are essential for success in class. You will be expected to physically attend all scheduled course sessions (or log in to this course regularly for online courses), to complete and submit assignments on time, to participate in ongoing discussions, and to interact with other students and your instructor regularly. Be sure to read and observe the following expectations:

- Submit work on time.
- Keep your instructor informed of your status.
- Review your instructor's feedback carefully and learn from it.

In any course, problems associated with attendance or completion of assignments may arise. Unless you make prior arrangements with your instructor, you should be prepared to submit work on time. Students who turn in late work may be subject to penalties.

Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

Academic Honesty and Integrity

As members of the academic community, VSU students are responsible for knowing and abiding by the [Academic Honesty Policy](#) as set forth in the [Student Code of Conduct](#). All students are expected to do their own work and to uphold a high standard of academic ethics.

What comprises academic dishonesty?

- **Plagiarism** - Always cite your sources. Plagiarism is using other people's writing or ideas without giving credit. This includes paraphrasing material without citing the source and submission of assignments completed by someone else. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to your instructor as soon as possible.
- **Use of Artificial Intelligence (AI)** - No student shall use AI, unless assigned by a faculty member, in order to generate text, summaries, images, or other materials and submit them as their own work. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism.
- **Cheating on Exams** - Utilize only authorized materials during exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Unauthorized Collaboration** - Work individually on assignments unless your instructor approves group work.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share



passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.

- **Multiple Submissions** - Only submit work for which you have not previously received credit. This includes using assignments completed in prior courses.
- **Unauthorized Use or Distribution of ANY VSU Course Material is Expressly Prohibited** - Materials in this course are presented to students in an educational context for their personal use and study only. Unauthorized distribution of copyrighted material occurs when a student shares, reproduces, publishes, or sells copyrighted material, in print or digital formats, without express written permission of the copyright owner. This includes sharing any information about VSU courses with websites or any other third party. Additionally, copying or buying copyrighted materials is prohibited.
- **"Tutoring" Services** - If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments.

Violation of the Academic Honesty Policy can result in failure of the assignment, failure of the course, and/or further consequences from VSU. Ignorance of this policy is not an excuse or a means to repeal a charge of academic dishonesty.

Disclosure Statements

Accommodations

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

Non-Discrimination and Title IX

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties, and unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Ms. Selenseia Holmes (saholmes@valdosta.edu). To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>

**Turnitin**


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

Student Opinion of Instruction (SOI)

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 email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (<https://www.valdosta.edu/academics/academic-affairs/sois/>).

Syllabus Addendum

Changes made to this syllabus after it has been posted will be entered in this section along with the date the instructor notified students of the change.

 Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission: 11/9/2025
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**Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Ray Elson	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ACCT	NEW Course Number: <i>(Consult #s in the catalog)</i>	3900
Proposed NEW Course Title:	Government and Nonprofit Accounting		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Government and Nonprofit Accounting		
Prerequisite(s):	Prerequisite: ACCT 2101 or equivalent course with a grade of "C" or better.		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

The accounting and financial reporting used by state and local governments and not-for-profit entities.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2026	<i>Once per Year</i>

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

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

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

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

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

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

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

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



Valdosta State University – NEW COURSE Form


- [Request for a NEW COURSE](#)

Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

	<h2 style="margin: 0;">Valdosta State University Curriculum Form</h2> <ul style="list-style-type: none"> • Request for a REVISED COURSE 	Date of Submission:	11/14/2025
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*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Cori Crews	Requestor's Role:	Faculty

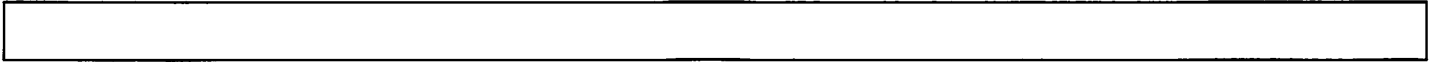
CURRENT: (list only items to be changed)	REQUESTED: (list only items to be changed)
Course Prefix and Number: ACCT 3201	Course Prefix and Number:
Course Title: Intermediate Accounting I	Course Title:
<i>Lecture Hours:</i> 3	<i>Lecture Hours:</i>
<i>Lab/Contact Hours:</i> 0	<i>Lab/Contact Hours:</i>
<i>Credit Hours:</i> 3	<i>Credit Hours:</i>
Pre-requisites: ACCT 2101 with a grade of "C" or better	Pre-requisites:

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<p>An examination of the conceptual tools used for financial reporting. This course examines the operation of the accounting information system, research techniques, and the application of time value of money concepts in financial reporting.</p>	<p>An examination of the conceptual tools used for financial reporting. This course examines the operation of the accounting information system, research techniques, and the application of time value of money concepts in financial reporting. in-depth study of the conceptual framework and core financial reporting processes, including the accounting cycle, financial statements and disclosures, revenue recognition, and accounting for cash, receivables, and inventories.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Every Semester</i>

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

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



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

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



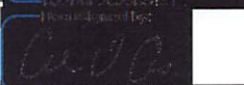

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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

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

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

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

Valdosta State University Curriculum Form • Request for a REVISED COURSE	Date of Submission:	11/14/2025
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**Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.*

College:	College of Business Administration	Dept. Initiating Request:	Accounting
Requestor's Name:	Kelly Mathis	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>	REQUESTED: <i>(list only items to be changed)</i>
Course Prefix and Number: ACCT 3202	Course Prefix and Number:
Course Title: Intermediate Accounting II	Course Title:
<i>Lecture Hours:</i> 3	<i>Lecture Hours:</i>
<i>Lab/Contact Hours:</i> 0	<i>Lab/Contact Hours:</i>
<i>Credit Hours:</i> 3	<i>Credit Hours:</i>
Pre-requisites: ACCT 3201 with a grade of "C" or better	Pre-requisites:

CURRENT Course Description: An examination of the financial reporting issues surrounding the revenue and expense recognition, current assets, long-lived assets, and stockholders' equity	NEW Course Description: (hover over for instructions) An examination of the financial reporting issues surrounding the revenue and expense recognition, current assets, long-lived assets, and stockholders' equity intermediate-level measurement and reporting issues related to the time value of money, long-lived tangible and intangible assets, investments, current liabilities and contingencies, long-term debt, and lease accounting.
---	---

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Every Semester</i>

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

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

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 –

Blank space for providing narrative for course effectiveness/learning outcomes.

Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/14/2025		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Business Administration		Dept. Initiating Request: Accounting		
Requestor's Name: Lynn Crump		Requestor's Role: Faculty		
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: ACCT 4410	Course Prefix and Number:	Course Title: Accounting Information Systems	Course Title:	
Lecture Hours: 3	Lecture Hours:	Lab/Contact Hours: 0	Lab/Contact Hours:	
Credit Hours: 3	Credit Hours:	Pre-requisites: ACCT 3201 , ACCT 3400 , and BUSA 2201 . A grade of "C" or better must be earned in all prerequisite classes	Pre-requisites: ACCT 3201 and ACCT 3400 , and BUSA 2201 . A grade of "C" or better must be earned in all prerequisite classes	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
Program Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		Course Classification: <input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Semester to be Effective: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2026 Estimated Frequency of Course Offering: Every Semester
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input checked="" type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> 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 –

Approvals	Print	Signature	Date
Department Head	Raymond Elson		1/20/2026 4:34 PM EST
College/Division Executive Committee	Cori Crews		1/20/2026 4:32 PM EST
Dean/Director	Raymond Elson		1/20/2026 4:34 PM EST
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			

*Will this change impact another department?	<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]
Department Head's Signature	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

04/1/2026

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

College: College of Science and Mathematics

Dept. Initiating Request:

Biology

Requestor's Name: Theresa Grove

Requestor's Role:

Department Head

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number:

BIOL 3100

Course Prefix and Number:

Course Title:

Microbiology

Course Title:

Lecture Hours:

3

Lecture Hours:

Lab/Contact Hours:

3

Lab/Contact Hours:

Credit Hours:

4

Credit Hours:

Pre-requisites:

BIOL1107/1107L, BIOL1108/1108L, BIOL3200, CHEM1211.1211L, CHEM1212/1212L. Recommended CHEM3402.

Pre-requisites:

CURRENT Course Description:

Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.

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

Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. *Two 1.5 hour laboratory periods per week.*

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core IMPACTS
 Major Requirement
 Elective

Fall
 Spring
 Summer

2026

Every Semester

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

Improving student learning outcomes

Mandate of State/Federal/Accrediting Agency

Adopting current best practice(s) in field

Other –

Content in lab is being updated to make it relevant to modern techniques, which includes students learning molecular biology techniques. Labs that are 3 hours enable students to complete the labs. 1.5 hour labs do not


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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Theresa Crowe	<i>Theresa Crowe</i>	4/1/26
College/Division Executive Committee	Pierre-Richard Corneily	<i>Pierre-Richard Corneily</i>	04/01/26
Dean/Director	Pierre-Richard Corneily	<i>Pierre-Richard Corneily</i>	04/01/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

04/1/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Theresa Grove	Requestor's Role:	Department Head

CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	BIOL 5100	Course Prefix and Number:	
Course Title:	Microbiology	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	3	Lab/Contact Hours:	
Credit Hours:	4	Credit Hours:	
Pre-requisites:	Admission into the graduate program or permission of the instructor	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: <u>hover over for instructions</u>
Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. Two 1.5 hour laboratory periods per week.	Survey of microbiology covering eubacteria, archaeobacteria, protozoa, fungi, algae, and viruses. Includes fundamental techniques, microbial physiology and genetics, biotechnology, medical applications, and applied microbiology. <i>Two 1.5 hour laboratory periods per week.</i>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Every Semester</i>

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 –

Content in lab is being updated to make it relevant to modern techniques, which includes students learning molecular biology techniques. Labs that are 3 hours enable students to complete the labs. 1.5 hour labs do not


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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Theresa Grove	<i>Theresa Grove</i>	4/1/26
College/Division Executive Committee	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	04/01/26
Dean/Director	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	04/01/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Environmental Geosciences - Geography
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry-geoscience/bs-environmental-geosciences/
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Present Requirements:	Proposed Requirements: <u>hover over for instructions</u>
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<p>Core Curriculum 60</p> <p>Core IMPACTS (See VSU Core Curriculum) ¹ 42</p> <p>Environmental Geosciences majors are required to take MATH 1113 in and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>GEOG 1112K Introduction to Weather and Climate (Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.) 4</p>	<p>Core Curriculum 60</p> <p>Core IMPACTS (See VSU Core Curriculum) ¹ 42</p> <p>Environmental Geosciences majors are required to take MATH 1113 in and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>GEOG 1112K Introduction to Weather and Climate (Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geography Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Area D2 and advised to take GEOG 1100 in Area E.) 4</p>
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<p>(Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Technology, Mathematics, and Sciences. Geography Track majors are advised to take 3 hours</p>		<p>(Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Technology, Mathematics, and Sciences. Geography Track majors are advised to take 3 hours</p>	
GEOG 1113K	<p>of a Foreign Language in Arts, Humanities, and Ethics. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Technology, Mathematics, and Sciences and advised to take GEOG 1100 in Social Sciences.)</p>	GEOG 1113 & 1113L	<p>of a Foreign Language in Arts, Humanities, and Ethics. They are advised to take BIOL 1107/BIOL 1107L and CHEM 1211/CHEM 1211L in Technology, Mathematics, and Sciences and advised to take GEOG 1100 in Social Sciences.)</p>
GEOG 2010	Tools of Environmental Geoscience	GEOG 2010	Tools of Environmental Geoscience
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Technology, Mathematics, and Sciences)	CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Technology, Mathematics, and Sciences)
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Technology, Mathematics, and Sciences)	MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Technology, Mathematics, and Sciences)
MATH 1401	Elementary Statistics	MATH 1401	Elementary Statistics
PHSC 1100	The Universe of Energy	GEOG 2011	Introduction to Geographic Information Science 3
Senior College Curriculum- Geography Track	60	<i>PHSC 1100</i>	<i>The Universe of Energy</i>
Required upper-level geography courses		Senior College Curriculum- Geography Track	60
GEOG 3050	Computer Cartography and Image Analysis	Required upper-level geography courses	
GEOG 3052	Advanced Geographic Information Systems	GEOG 3050	Computer Cartography and Image Analysis
GEOG 3210	Introduction to Hydrology	GEOG 3052	Advanced Geographic Information Systems
GEOG 3300	Process Geomorphology	GEOG 3210	Introduction to Hydrology
GEOG 3410	Cultural Geography	GEOG 3300	Process Geomorphology
GEOG 4710	Statistics for Geoscientists	<i>GEOG 3410</i>	<i>Cultural Geography</i> 3
GEOG 4860	Geosciences Senior Seminar	Choose one of the following	3
GEOG 4861	Senior Thesis	GEOG 3100	Regional Planning and Environmental Management
GEOG 4862	Thesis Presentation	GEOG 3410	Cultural Geography
Upper-level electives	6	GEOG 3510	Urban Community Planning
Additional Geosciences Electives above 3000	7	ANTH 3130	Indians of North America
Other Supporting Courses		HIST 4210	History of Georgia
GEOG 2011	Introduction to Geographic Information Science	POLS 3400	International Relations
	Principles of Physical Geology (if not taken in Technology, Mathematics, and Sciences)	GEOG 4710	Statistics for Geoscientists
GEOL 1121K	0-4	GEOG 4860	Geosciences Senior Seminar
Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)	3-6	<i>GEOG 4861</i>	<i>Senior Thesis</i> 3
Other Guided Electives (includes hours which carry over from Core Field of Study)	8-15	<i>GEOG 4862</i>	<i>Thesis Presentation</i> 2
		One of the following sequences of two courses:	5

<p>Total hours required for the degree 120</p>	<p>GEOG 4861: Senior Thesis and GEOG 4862: Thesis Presentation or GEOG 4800: Internship in Environmental Geosciences and Upper-level GEOG or GEOL course</p> <p>Upper-level electives 6</p> <p>Additional Geosciences Electives above 3000 7</p> <p>Other Supporting Courses</p> <p><i>GEOG 2011 Introduction to Geographic Information Science 3</i></p> <p>Principles of Physical Geology (if not taken in Technology, Mathematics, and Sciences) 0-4</p> <p>Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics) 3-6</p> <p>Other Guided Electives (includes hours which carry over from Core Field of Study) 11-18</p> <p>Total hours required for the degree 120</p>
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Justification: (select one or more of the following and provide appropriate narrative below:)

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

PHSC 1100 – Universe of Energy is only offered once in the summer. It is no longer a viable choice for a requirement. GEOG 2011 – Introduction to Geographic Information Science was moved from Supporting Courses to replace PHSC 1100 (and those 3 credit hours moved to Other Guided Electives).

GEOG 3410 is not currently offered due to departure of faculty member. Other options are now being provided. The possibility of hiring an adjunct to teach GEOG 3410 is being explored, so it is not being removed entirely from the curriculum.

Update to online undergraduate catalog. GEOG 1113K was converted to GEOG 1113 and 1113L.

The experiential learning capstone for environmental geosciences majors was completing a two semester course sequences (GEOG/GEOL 4861 and 4852) that lead to a senior thesis. The options have been expanded to include the successful completion of an internship. Therefore, majors have the option of completing GEOG/GEOL 4861 and 4862, OR GEOG 4800 Internship in Environmental Geosciences and an upper-level GEOG/GEOL 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 –

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

Approvals	Print	Signature	Date
Department Head	<i>Toluwalope O. Salami</i>	<i>[Signature]</i>	<i>3/19/26</i>
College/Division Executive Committee	<i>Pierre-Richard Corneily</i>	<i>Pierre-Richard Corneily</i>	<i>3/19/26</i>
Dean/Director	<i>Pierre-Richard Corneily</i>	<i>Pierre-Richard Corneily</i>	<i>3/19/26</i>
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Environmental Geosciences - Geology
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry-geoscience/bs-environmental-geosciences/
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Present Requirements:	Proposed Requirements: <u>hover over for instructions</u>
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<p>Core Curriculum 60</p> <p>Core IMPACTS (See VSU Core Curriculum) ¹</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geology Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take CHEM 1211/CHEM 1211L and CHEM 1212/CHEM 1212L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Technology, Mathematics, and Sciences. Geology Track majors are advised to take 3 hours of a Foreign Language in Arts, Humanities, and Ethics. They are advised to take CHEM 1211/CHEM 1211L and CHEM 1212/CHEM 1212L in Technology, Mathematics, and Sciences and advised to take GEOG 1100 in Social Sciences.</p> <p>GEOG 1122K Principles of Historical Geology</p> <p>GEOG 2010 Tools of Environmental Geoscience</p> <p>CHEM 1211 & 1211L Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Technology, Mathematics, and Sciences)</p>	<p>Core Curriculum 60</p> <p>Core IMPACTS (See VSU Core Curriculum) ¹</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Area D2. Geology Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take CHEM 1211/CHEM 1211L and CHEM 1212/CHEM 1212L in Area D2 and advised to take GEOG 1100 in Area E.</p> <p>Environmental Geosciences majors are required to take MATH 1113 in Mathematics and Quantitative Skills and MATH 2261 in Technology, Mathematics, and Sciences. Geology Track majors are advised to take 3 hours of a Foreign Language in Arts, Humanities, and Ethics. They are advised to take CHEM 1211/CHEM 1211L and CHEM 1212/CHEM 1212L in Technology, Mathematics, and Sciences and advised to take GEOG 1100 in Social Sciences.</p> <p>GEOG 1122K Principles of Historical Geology</p> <p>GEOG 2010 Tools of Environmental Geoscience</p> <p>CHEM 1211 & 1211L Principles of Chemistry I and Principles of Chemistry Laboratory I (if not taken in Technology, Mathematics, and Sciences)</p>
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CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II (if not taken in Technology, Mathematics, and Sciences)		CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II (if not taken in Technology, Mathematics, and Sciences)	
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Technology, Mathematics, and Sciences)		MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Technology, Mathematics, and Sciences)	
MATH 1401	Elementary Statistics		MATH 1401	Elementary Statistics	
PHYS 1111K	Introductory Physics I (the 4th hour will count in Other Supporting Courses in the Senior Curriculum)		PHYS 1111K	Introductory Physics I (the 4th hour will count in Other Supporting Courses in the Senior Curriculum)	
Senior College Curriculum—Geology Track		60	Senior College Curriculum—Geology Track		60
Required Departmental Courses			Required Departmental Courses		
GEOL 3101	Mineralogy	3	GEOL 3101	Mineralogy	3
GEOL 3102	Petrology	3	GEOL 3102	Petrology	3
GEOL 3200	History of Life	3	GEOL 3200	History of Life	3
GEOL 3410	Structural Geology	4	GEOL 3410	Structural Geology	4
GEOL 3500	Principles of Geochemistry	3	GEOL 3500	Principles of Geochemistry	3
GEOL 4110	Principles of Sedimentation and Stratigraphy	4	GEOL 4110	Principles of Sedimentation and Stratigraphy	4
GEOL 4860	Geosciences Senior Seminar	1	GEOL 4860	Geosciences Senior Seminar	1
GEOL 4861	Senior Thesis	3	<i>GEOL 4861</i>	<i>Senior Thesis</i>	<i>3</i>
GEOL 4862	Thesis Presentation	2	<i>GEOL 4862</i>	<i>Thesis Presentation</i>	<i>2</i>
Upper-level Electives in a Single Discipline outside of GEOL		6	<u>One of the following sequences of two courses:</u>		<u>5</u>
Additional Geoscience Electives above 3000		7	<u>GEOL 4861: Senior Thesis and</u>		
Other Supporting Courses			<u>GEOL 4862: Thesis Presentation</u>		
			<u>or</u>		
GEOG 1113K	(if not taken in Technology, Mathematics, and Sciences)	0-4	<u>GEOL 4800: Internship in</u>		
GEOG 2011	Introduction to Geographic Information Science	3	<u>Environmental Geosciences and</u>		
Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6	<u>Upper-level GEOG or GEOL course</u>		
Other Guided Electives (includes hours which carry over from core Field of Study area)		9-12	Upper-level Electives in a Single Discipline outside of GEOL		6
Total hours required for the degree		120	Additional Geoscience Electives above 3000		7
			Other Supporting Courses		
			<u>GEOG 1113 & 1113L</u> (if not taken in Technology, Mathematics, and Sciences)		0-4
			GEOG 2011 Introduction to Geographic Information Science		3
			Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6
			Other Guided Electives (includes hours which carry over from core Field of Study area)		9-12
			Total hours required for the degree		120

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

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

Update to online undergraduate catalog. GEOG 1113K was converted to GEOG 1113 and 1113L.

The experiential learning capstone for environmental geosciences majors was completing a two semester course sequences (GEOG/GEOL 4861 and 4852) that lead to a senior thesis. The options have been expanded to include the successful completion of an internship. Therefore, majors have the option of completing GEOG/GEOL 4861 and 4862, OR GEOG 4800 Internship in Environmental Geosciences and an upper-level GEOG/GEOL 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 –

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

Approvals	Print	Signature	Date
Department Head	<i>Folipe O. Salami</i>	<i>[Signature]</i>	3/19/26
College/Division Executive Committee	<i>Pierre-Richard Corneley</i>	<i>Pierre-Richard Corneley</i>	3/19/26
Dean/Director	<i>Pierre-Richard Corneley</i>	<i>Pierre-Richard Corneley</i>	3/19/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			

Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?	<input type="checkbox"/> No <input type="checkbox"/> Yes		
*Will this change impact another department?	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>		
Department Head's Signature			



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Environmental Geosciences – Natural Hazard Management
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry-geoscience/bs-environmental-geosciences/
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Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Core Curriculum	60	Core Curriculum	60
Core IMPACTS (See VSU Core Curriculum) ¹	42	Core IMPACTS (See VSU Core Curriculum) ¹	42
Core Field of Study ²	18	Core Field of Study ²	18
GEOG 1112K Introduction to Weather and Climate	4	GEOG 1112K Introduction to Weather and Climate	4
GEOG 1113 Introduction to Landforms & 1113L and Introduction to Landforms Lab	4	GEOG 1113 Introduction to Landforms & 1113L and Introduction to Landforms Lab	4
GEOG 2010 Tools of Environmental Geoscience	3	GEOG 2010 Tools of Environmental Geoscience	3
BIOL 1107 Principles of Biology I & 1107L and Principles of Biology Laboratory I	4	BIOL 1107 Principles of Biology I & 1107L and Principles of Biology Laboratory I	4
CHEM 1211 Principles of Chemistry I & 1211L and Principles of Chemistry Laboratory I	3	CHEM 1211 Principles of Chemistry I & 1211L and Principles of Chemistry Laboratory I	3
PHSC 1100 The Universe of Energy	3	<i>PHSC 1100 The Universe of Energy</i>	<i>3</i>
MATH 1401 Elementary Statistics	3	<i>GEOG 1110 Our Hazardous Environment</i>	<i>3</i>
MATH 2261 Analytic Geometry and Calculus I	4	MATH 1401 Elementary Statistics	3
Senior College Curriculum	60	MATH 2261 Analytic Geometry and Calculus I	4
Required upper-level courses	25	Senior College Curriculum	60
GEOG 3020 Global Climate Change	3	Required upper-level courses	25
GEOG 3052 Advanced Geographic Information Systems	3	GEOG 3020 Global Climate Change	3
GEOG 3210 Introduction to Hydrology	4	GEOG 3052 Advanced Geographic Information Systems	3
GEOG 4900 Special Topics in Geography	1-6	GEOG 3210 Introduction to Hydrology	4
GEOG 4860 Geosciences Senior Seminar	1	GEOG 4900 Special Topics in Geography	1-6
GEOG 4861 Senior Thesis	3	GEOG 4860 Geosciences Senior Seminar	1
GEOG 4862 Thesis Presentation	2	<i>GEOG 4861 Senior Thesis</i>	<i>3</i>
Choose one of the following	3	<i>GEOG 4862 Thesis Presentation</i>	<i>2</i>
		Choose one of the following	3

GEOG 3100	Regional Planning and Environmental Management		GEOG 3100	Regional Planning and Environmental Management	
GEOG 3510	Urban Community Planning		GEOG 3510	Urban Community Planning	
Upper-level electives		6	<u>One of the following sequences of two courses: 5</u>		
Additional Geoscience electives above 3000		8	<u>GEOG 4861: Senior Thesis and</u>		
Other Supporting Courses		21	<u>GEOG 4862: Thesis Presentation</u>		
GEOG 1110	Our Hazardous Environment		<u>or</u>		
GEOG 2011	Introduction to Geographic Information Science		<u>GEOG 4800: Internship in</u>		
Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6	<u>Environmental Geosciences and</u>		
Other Guided Electives (includes hours which carry over from Core Field of Study)		5-8	<u>Upper-level GEOG or GEOL course</u>		
Total hour required for the degree		120	Upper-level electives		6
GEOL 1121K	Principles of Physical Geology		Additional Geoscience electives above 3000		8
			Other Supporting Courses		21
			<i>GEOG 1110</i>	<i>Our Hazardous Environment</i>	
			<u>GEOL 1121K</u>	<u>Principles of Physical Geology</u>	<u>4</u>
			GEOG 2011	Introduction to Geographic Information Science	<u>3</u>
			Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6
			Other Guided Electives (includes hours which carry over from Core Field of Study)		<u>8-</u> <u>11</u>
			Total hour required for the degree		120
			<i>GEOL 1121K</i>	<i>Principles of Physical Geology</i>	

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

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

PHSC 1100 – Universe of Energy is only offered once in the summer. It is no longer a viable choice for a requirement. GEOG 1110 – Our Hazardous Environment was moved from Supporting Courses to replace PHSC 1100 (and those 3 credit hours moved to Other Guided Electives).

GEOG 1121K located in wrong location in online catalog.

The experiential learning capstone for environmental geosciences majors was completing a two semester course sequences (GEOG/GEOG 4861 and 4852) that lead to a senior thesis. The options have been expanded to include the successful completion of an internship. Therefore, majors have the option of completing GEOG/GEOG 4861 and 4862, OR GEOG 4800 Internship in Environmental Geosciences and an upper-level GEOG/GEOG course.

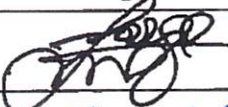
Source of Data to Support Change (select one or more of the following):

- 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 –

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

Approvals	Print	Signature	Date
Department Head	Toluwatope O. Salami		3/19/26
College/Division Executive Committee	Pierre-Richard Corneily	Pierre-Richard Corneily	3/19/26
Dean/Director	Pierre-Richard Corneily	Pierre-Richard Corneily	3/19/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?** No Yes

*Will this change impact another department?	<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>
Department Head's Signature	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Environmental Geosciences – Geospatial Technology and Urban Planning		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry-geoscience/bs-environmental-geosciences/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Core Curriculum ¹ 60	Core Curriculum ¹ 60
Core IMPACTS (See VSU Core Curriculum) 42	Core IMPACTS (See VSU Core Curriculum) 42
Core Field of Study ²	Core Field of Study ²
GEOG 1112K Introduction to Weather and Climate 4	GEOG 1112K Introduction to Weather and Climate 4
GEOG 1113K & GEOG 1113L and Introduction to Landforms Lab 4	GEOG 1113K Introduction to Landforms and GEOG 1113L Introduction to Landforms Lab 4
GEOG 2010 Tools of Environmental Geoscience 3	GEOG 2010 Tools of Environmental Geoscience 3
BIOL 1107 & 1107L Principles of Biology I and Principles of Biology Laboratory I 3	BIOL 1107 & 1107L Principles of Biology I and Principles of Biology Laboratory I 3 4
CHEM 1211 & 1211L Principles of Chemistry I and Principles of Chemistry Laboratory I 3	CHEM 1211 & 1211L Principles of Chemistry I and Principles of Chemistry Laboratory I 3 4
PHSC 1100 The Universe of Energy 3	<i>PHSC 1100 The Universe of Energy 3</i>
MATH 1401 Elementary Statistics 3	GEOG 1125 Resources, Society, and Environment 3
MATH 2261 Analytic Geometry and Calculus I 4	MATH 1401 Elementary Statistics 3
Senior College Curriculum 60	MATH 2261 Analytic Geometry and Calculus I 4
GEOG 3050 Computer Cartography and Image Analysis 3	Senior College Curriculum 60
GEOG 3052 Advanced Geographic Information Systems 3	GEOG 3050 Computer Cartography and Image Analysis 3
GEOG 3100 Regional Planning and Environmental Management 3	GEOG 3052 Advanced Geographic Information Systems 3
GEOG 4860 Geosciences Senior Seminar 1	GEOG 3100 Regional Planning and Environmental Management 3
GEOG 4861 Senior Thesis 3	GEOG 4860 Geosciences Senior Seminar 1

GEOG 4862	Thesis Presentation	2	<i>GEOG 4861</i>	<i>Senior Thesis</i>	3
	Choose two of the following:	6	<i>GEOG 4862</i>	<i>Thesis Presentation</i>	2
GEOG 3053	Application Issues in Geographic Information Systems			Choose two of the following:	6
GEOG 3510	Urban Community Planning		GEOG 3053	Application Issues in Geographic Information Systems	
GEOG 4900	Special Topics in Geography		GEOG 3510	Urban Community Planning	
Upper-level electives		6	<u>GEOG 3060</u>	<u>Remote Sensing of the Environment</u>	
Additional Geoscience electives above 3000		12	<i>GEOG 4900</i>	<i>Special Topics in Geography</i>	
Other Supporting Courses		21	<u>One of the following sequences of two courses: 5</u>		
GEOG 1125	Resources, Society, and Environment		<u>GEOG 4861: Senior Thesis and</u>		
GEOG 2011	Introduction to Geographic Information Science		<u>GEOG 4862: Thesis Presentation</u>		
Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6	<u>or</u>		
Other Guided Electives (includes hours which carry over from Core Field of Study)		9-12	<u>GEOG 4800: Internship in Environmental Geosciences and</u>		
Total hours required for the degree		120	<u>Upper-level GEOG or GEOL course</u>		
			Upper-level electives		6
			Additional Geoscience electives above 3000		12
			Other Supporting Courses		21
			<i>GEOG 1125</i>	<i>Resources, Society, and Environment</i>	
			GEOG 2011	Introduction to Geographic Information Science	<u>3</u>
			Modern Foreign Language (3 hours may be taken in Arts, Humanities, and Ethics)		3-6
			Other Guided Electives (includes hours which carry over from Core Field of Study)		<i>9-12</i> <u>12-15</u>
			Total hours required for the degree		120

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 –

PHSC 1100 – Universe of Energy is only offered once in the summer. It is no longer a viable choice for a requirement. GEOG 1125 – Resources, Society, and Environment was moved from Supporting Courses to replace PHSC 1100 (and those 3 credit hours moved to Other Guided Electives).

When the Geospatial Technology and Urban Planning track was created, an upper-level course was included as GEOG 4900 – Special Topics in Geography for required environmental geosciences course because there were no preexisting courses suitable. An upper-level course has now been created (GEOG 3060), so the curriculum is being updated to reflect the new course in place of GEOG 4900.

The experiential learning capstone for environmental geosciences majors was completing a two semester course sequences (GEOG 4861 and 4862) that lead to a senior thesis. The options have been expanded to include the successful completion of an internship. Therefore, majors have the option of completing GEOG 4861 and 4862, OR GEOG 4800 Internship in Environmental Geosciences and an upper-level GEOG/GEOL course.

GEOG 1113 and GEOG 1113L with the course name is correct an error in the catalog that has GEOG 1113K and 1113L without the course name of GEOG 1113.

Incorrect credit hours for CHEM 1211/1211L and BIOL 1107/1107L updated.

Other Guided Electives credit hours updated to reflect changes.

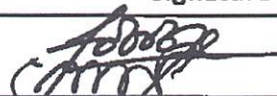
Source of Data to Support Change (select one or more of the following):

- 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	Toluwalope Salami		4/3/26

College/Division Executive Committee	CRISTINA CALESTANI	Cristina Calesta	4/3/26
Dean/Director	Pierre-Richard Corneley	Pierre-Richard Corneley	4/3/26
Graduate Executive Committee (for graduate course)	Pierre-Richard Corneley	Pierre-	
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Debasree Chatterjee	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	GEOG	NEW Course Number: <i>(Consult #s in the catalog)</i>	3060
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Proposed NEW Course Title:	Remote Sensing of the Environment
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Rem Sens Environ
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Prerequisite(s):	GEOG 2010 or permission of the instructor
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Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This course provides an introduction to the theory and application of digital imagery analysis for environmental studies. It emphasizes conceptual understanding of core remote sensing principles and practical skills in interpreting datasets for earth and environmental science applications.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every other Year

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

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

The Environmental Geosciences program has introduced four new tracks/options over the past few years. New courses needed to be developed for those tracks. Course have been first offered as GEOG 4900: Special Topics in Geography so that they could be introduced quickly, and so that we could ensure that the course was successful. GEOG 3060: Remote Sensing of the Environment is one such course. The course has already been developed and taught, and is now being assigned a course number.

This course has been offered previously as a special topics course that is already in the course rotation. No additional personnel or resources will be needed.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals	Print	Signature	Date
Department Head	Toluwalope Salami		3/19/26
College/Division Executive Committee	Pierre-Richard Corneily	Pierre-Richard Corneily	3/19/26
Dean/Director	Pierre-Richard Corneily	Pierre-Richard Corneily	3/19/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	GEOG	NEW Course Number: <i>(Consult #s in the catalog)</i>	3700
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Proposed NEW Course Title: Human Impacts on the Environment

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

Prerequisite(s): Junior standing or permission of the instructor

Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

This course examines human impact on the environment. through the lens of geography from historical and current perspectives. The course examines issues such as the history of environmentalism, population growth, biodiversity, food, energy, deforestation, pollution (of air, land, and water), water resources, and climate change.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every other Year

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

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

The Environmental Geosciences program has introduced four new tracks/options over the past few years. New courses needed to be developed for those tracks. Course have been first offered as GEOG 4900: Special Topics in Geography so that they could be introduced quickly, and so that we could ensure that the course was successful. GEOG 3700: Human Impacts on the Environment is one such course. The course has already been developed and taught, and is now being assigned a course number.

This course has been offered previously as a special topics course that is already in the course rotation. No additional personnel or resources will be needed.

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

(Handwritten initials)

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

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

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


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

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

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

Other Data Source Descriptions –

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

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

Approvals	Print	Signature	Date
Department Head	Toluwalope Salami	<i>[Signature]</i>	4/3/26
College/Division Executive Committee	CRISTINA CALESTANI	<i>Cristina Calestani</i>	4/3/26
Dean/Director	<i>Pierre-Richard Corneil</i>	<i>Pierre-Richard Corneil</i>	4/3/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another department? No Yes [route form to department head of impacted program for signature]

Department Head's Signature

GEOGRAPHY 3700 Section A: Spring 2026, 3-0-3
Human Impacts on the Environment

Instructor: Dr. Jason Allard

Office: Nevins Hall, Room 3023
Office phone: 229-249-2745

E-mail: jmallard@valdosta.edu

Office hours: Monday & Wednesday, 12:00 pm - 1:00 pm; Tuesday & Thursday, 12:30 pm – 2:00 pm;
or by Appointment

Mailbox: Nevins Hall, Room 2006
Lecture: Monday and Wednesday, 3:30 – 4:45 pm, NH 2075

Course Overview:

Course Description: This course examines human impact on the environment through the lens of geography from historical and current perspectives. The course examines issues such as the history of environmentalism, population growth, biodiversity, food, energy, deforestation, pollution (of air, land, and water), water resources, and climate change.

Course Format: This course uses a learning format that integrates face-to-face lectures, assigned videos and readings, and structured discussions. The course is designed to put major emphasis on active learning, critical thinking, and the examination of real-world weather events in a historical context.

Prerequisites: Junior standing or permission of the instructor

Learning Outcomes: Students who successfully complete this course will be able to:

- Examine the history of views of the environment
- Analyze how population growth, consumption patterns, and technology drive environmental change.
- Examine biodiversity loss and ecosystem degradation.
- Analyze land-use change, deforestation, and desertification using regional examples.
- Evaluate freshwater resource depletion and pollution.
- Assess marine and coastal impacts, including overfishing and plastic pollution.
- Compare renewable and nonrenewable energy systems and their environmental trade-offs.
- Critically assess the causes and consequences of climate change
- Interpret environmental data (e.g., carbon footprints, ecological footprints, life-cycle assessments).
- Apply environmental justice frameworks to assess disproportionate impacts on vulnerable communities.
- Propose evidence-based mitigation and adaptation strategies for sustainability challenges.
- Communicate environmental issues effectively in written, visual, and oral formats for diverse audiences.

Course Outcomes: The Objectives and Outcomes of this course address Environmental Geosciences Major Outcomes 1, 2, and 3 as shown in the 2025-2026 Undergraduate Catalog.

- To provide a working knowledge of the basic research tools in physical and cultural geography, environmental research, and in digital cartography.
- To provide the knowledge required to evaluate and interpret environmental data, address and analyze regional environmental questions and synthesize and recommend solutions to a range of environmental problems.
- To provide the analytical and technical skills necessary for geographical research including: spatial and temporal analysis; digital and conventional mapping; and analysis and interpretation of data.

Optional Textbook:

Principles of Environmental Science: Inquiry and Applications, 10th Edition
by Cunningham and Cunningham
ISBN: 978-1-266-55664-7

Other book chapters and articles may be required supplemental reading. Readings for upcoming classes will be indicated before the class in question, and students are expected to complete all readings by class time.

Attendance:

Regular attendance and participation are essential for success in class. You will be expected to physically attend all scheduled course sessions, to complete and submit assignments on time, to participate in ongoing discussions, and to interact with other students and your instructor regularly. Be sure to read and observe the following expectations:

- Submit work on time.
- Keep your instructor informed of your status.
- Review your instructor's feedback carefully and learn from it.
- In any course, problems associated with attendance or completion of assignments may arise. Unless you make prior arrangements with your instructor, you should be prepared to submit work on time. Students who turn in late work may be subject to penalties. Whether online or face-to-face, a student who misses or does not participate in more than 20% of the scheduled course or course activities could be subject to receiving a failing grade in the course.

Assessment:

This course grade will consist of three tests (the last being the final exam), an applied climatology project, a research paper, and homework. There will be no additional course credit offered (i.e., no extra credit). Remember that you most likely will not attain a high grade if you do not regularly attend classes. Here's the weighting of points and the tentative dates of the three tests:

	<i>Date</i>	<i>Weeks Covered</i>	<i>Percentage</i>
<i>1st Test</i>	February 16	1-5	20%
<i>2nd Test</i>	March 25	6-10	20%
<i>Final Exam</i>	May 2	all, esp. wks. 11-16	20%
<i>Research Topic</i>	March 30		1%
<i>Annotated Bibliography</i>	April 8		4%
<i>Research Paper</i>	May 7		10%
<i>Short Papers/Presentations</i>			10%
<i>Assigned Participation</i>			5%
<i>Attendance</i>			5%
<i>Participation</i>			5%
		Total course points:	100%

Letter Grades:

Letter grades will be assigned according to the following percentage scores:

- A = 90% - 100%
- B = 80% - 89.9%
- C = 70% - 79.9%
- D = 60% - 69.9%
- F = < 59.9%

Exams: Exams will be based on material covered in the textbook lectures, and PowerPoint slides in BlazeVIEW. Be sure that you examine and understand the concepts, ideas, and terms for each chapter; some of these will be discussed in slides, but others will be in the textbook only. Exams will consist of multiple choice and/or true-false questions, fill-in-the-blank, and short essays. The midterm exam and the final exam will each include 75 questions totaling 150 points each.

Research Topic: A research paper will be completed by the end of the semester. To make sure that everybody has a different topic, and to ensure you are considering what you will research, the topics selection is required by March 30.

Annotated Bibliography: To continue progress towards the research paper, an annotated bibliography is required. This serves the purpose of ensuring progress towards the final paper, but also that reference resources are legitimate (e.g., peer-reviewed articles).

Research Paper: You must write a paper on a topic of your choice that is related to human impacts on the environment. Your topic must be approved by the instructor by March 30 (graded). An annotated bibliography is due on April 8, and the final paper is due on May 7.

Short Papers/Presentations: Throughout the semester, short papers and presentations will be due on topics specific to that week's topic. Additional instructions for each assignment will be provided, and at least one-week notice will be provided for each assignment.

Assigned Participation: Throughout the semester, you will be responsible for preparing to discuss specific topics during lectures. You will be responsible for completing the reading assignments, and actively engaging in the class discussion on that topic.

Attendance: Regular attendance and participation are essential for success in class. You will be expected to physically attend all scheduled course sessions.

Participation: It is expected that you will participate in lectures beyond the assigned participation. This could include asking questions about the material being discussed or responding to questions that are asked by the instructor. Participation can come in different forms, but you should be engaging in the course with constructive comments.

Course Outcomes:

The Objectives and Outcomes of this course address Environmental Geosciences Major Outcomes 1, 2, and 3 as shown in the 2025-2026 Undergraduate Catalog.

- To provide a working knowledge of the basic research tools in physical and cultural geography, environmental research, and in digital cartography.
- To provide the knowledge required to evaluate and interpret environmental data, address and analyze regional environmental questions and synthesize and recommend solutions to a range of environmental problems.
- To provide the analytical and technical skills necessary for geographical research including: spatial and temporal analysis; digital and conventional mapping; and analysis and interpretation of data.

Policies:

University and Department Policies

Please read the following carefully:

- **Accommodations Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact Ms. Myia Miller, Title IX Compliance Officer, at maburden@valdosta.edu. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.
- **Academic Integrity:** Academic integrity is the responsibility of all VSU faculty and students. Students are responsible for knowing and abiding by the [Academic Integrity Policy](#) as set forth in the [Student Code of Conduct](#) and this syllabus. All students are expected to do their own work and to uphold a high standard of academic ethics. Any violations of this policy may result in the

academic penalties outlined in the syllabus and may also be referred to Student Affairs for further disciplinary action.

VSU's [Academic Student Conduct Code](#) states that "no student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own." Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me as soon as possible.

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

Materials in this course are presented to students in an educational context for their personal use and study only and should not be shared, distributed, or sold in print, or digital formats, outside the course without the express written permission of the instructor.

- **Non-Discrimination and Title IX Policy:** 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 sexual harassment and pregnancy), sexual orientation, gender identity, religion, age, disability, genetic information, political affiliation or veteran status, in the University's programs and activities as required by Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other applicable laws.

The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Selenseia Holmes, Director of Student Conduct & Title IX. Please submit Title IX questions and concerns by emailing saholmes@valdosta.edu, calling 229-333-5409, or walking into the office located on the second floor of the Student Health Center at 200 Georgia Ave, Valdosta, Georgia 31698. Reports may also be submitted online at https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

- **Academic Support Center Statement:** The [Academic Support Center \(ASC\)](#) provides unlimited, in-person, free peer tutoring in core courses such as math, English/writing, sciences, social sciences, and languages. Students looking for additional assistance outside of the classroom are advised to consider working with a peer tutor through Knack. VSU has partnered with Knack to provide students with access to verified peer tutors who have previously aced this course. To view available tutors, visit vsu.joinknack.com and sign in with your student account. Please drop by our space in Odum Library, 2nd floor, or call 229-333-7570, email asc@valdosta.edu, or visit the website www.valdosta.edu/asc for more information.
- **Course Technology Requirements:** In this class, students will regularly use the following applications:
 - Office 365 for access to VSU email and to Microsoft applications that we will use regularly (Outlook, Word, Excel, PowerPoint, etc.)

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- **BlazeVIEW**

To use these applications, students must have access to a laptop or computer. While it is possible for students to complete some work on their smartphones, this will not be sufficient in all instances, given the limitations of mobile devices. Note that the University maintains a number of computer labs, which are available for student use. Laptops are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library.

- **SOI Statement:** 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 email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Complete information about the SOIs, including how to access the survey, is available on the [SOI Procedures webpage \(https://www.valdosta.edu/academics/academic-affairs/sois/\)](https://www.valdosta.edu/academics/academic-affairs/sois/).

Class Policies

Please read the following carefully:

- Make-up exams are given only if there is a valid excuse for missing the regularly scheduled exam. If you miss one of the exams because of illness or injury, you must give me a valid written excuse from a local physician (note that an appointment with a doctor is not a valid excuse for missing an exam) or from the Division of Student Affairs to be eligible to take a make-up exam. If you do not give me a valid written excuse, you will be assigned a score of "0" for that exam. The make-up text may be an essay-type test. A student that misses two or more exams will receive an "F" for the course.

Make-Up Work: Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

- Cell phones are a problem. Cell phones should be turned off during the class period. Any misuse of the cell phone may result in it being confiscated for the class period. The instructor will hold no responsibility for the confiscated cell phone. Emergency phone calls are an exception.
- Please respect your classmates! Please refrain from any disruptive behavior during class. Disruptive behavior includes but is not limited to: text messaging, talking on a cell phone, cheating on quizzes/tests, talking in class, arriving after class starts or leaving before class ends, disruptive comments during lectures, and any non-class related activity such as studying for an exam or surfing the web. Note: when the instructor is lecturing, do not attempt to hold a non-course related conversation with the instructor. Disruptive behavior may result in your expulsion from class for that day. Six (6) such expulsions will trigger the absence regulations outlined above and result in an "F" for the course.

Department of Chemistry and Geosciences; College of Science and Mathematics; Valdosta State University



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

03/5/2026

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry and Geosciences
Requestor's Name:	Jason Allard	Requestor's Role:	Faculty

CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	GEOG 3810	Course Prefix and Number:	
Course Title:	Introduction to Biogeography	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	Also offered as BIOL 3810. Prerequisites: Three of the following courses: GEOG 1112, GEOG 1113, BIOL 2010, BIOL 2230, or BIOL 2270.	Pre-requisites:	Also offered as BIOL 3810. Prerequisites: Three of the following courses: GEOG 1112K, GEOG 1113 and GEOG 1113L, BIOL 1107 and 1107L, or BIOL 1108 and 1108L.

CURRENT Course Description:	NEW Course Description: <u>(hover over for instructions)</u>
An overview of factors controlling the distribution of plants and animals on the Earth. Topics discussed include ecological and evolutionary processes, geophysical and climatic phenomena, and historical and anthropogenic events that have influenced current distributions.	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Every other Year

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

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

Updating prerequisites. BIOL 2010, 2230, and 2270 are no longer offered due to change in curriculum. The replacement courses for those are BIOL 1107, 1107L, BIOL 1108, and 1108L. The prerequisites for GEOG 3810 now match those of BIOL 3810: Introduction to Biogeography.

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

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

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


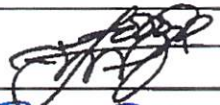
Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):


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

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

Other Data Source Descriptions –

We will evaluate the effectiveness of the changes by SOI, course enrollment statistics, exit interview responses, and graduation rates.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Tojuwalope O. Salami		3/19/26
College/Division Executive Committee	Pierre-Richard Corneily	Pierre-Richard Corneily	3/26/26
Dean/Director	Pierre-Richard Corneily	Pierre-Richard Corneily	3/26/26
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: Select Date.	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Department of Teacher Education
Requestor's Name:	Ambie Watson	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Education with a Major in Middle Grades Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-middle-grades-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Field of Study Requirements 18 EDUC 2000 Written and verbal communication for education 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 SPEC 2000 Serving students with diverse needs 3 Primary Concentration 3 Secondary Concentration 3 EDUC 2999 Teacher education requirements 0		Field of Study Requirements 18 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2140: Foundations of Reading 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 SPEC 2000 Serving students with diverse needs 3 Primary Concentration 3 Secondary Concentration 3 EDUC 2999 Teacher education requirements 0	

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 –

Adding EDUC 2140 addresses the content needed for the new GACE Fundamentals of Science of Reading (350) certification exam

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 –

GACE Fundamentals of Science of Reading (350) certification exam



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph R. Jones	Signed by: <i>Joseph Jones</i>	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

No Yes

***Will this change impact another department?**

No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Education with a Major in Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Field of Study Requirements 18 EDUC 2120 Exploring Socio-cultural Perspectives on Diversity 3 EDUC 2130 Exploring Learning and Teaching 3 ELED 2500 Survey of Science Standards for Elementary 3 MATH 2008 Foundations of Numbers and Operations 3 SPEC 2000 Serving Students with Diverse Needs 3 EDUC 2000 Written and Verbal Communication for Education 3 EDUC 2999 Teacher Education Requirements 0		Field of Study Requirements 18 EDUC 2120 Exploring Socio-cultural Perspectives on Diversity 3 EDUC 2130 Exploring Learning and Teaching 3 ELED 2500 Survey of Science Standards for Elementary 3 MATH 2008 Foundations of Numbers and Operations 3 SPEC 2000 Serving Students with Diverse Needs 3 <i>EDUC 2000 Written and verbal communication for education 3</i> EDUC 2140: Foundations of Reading 3 EDUC 2999 Teacher Education Requirements 0	
Professional Program Requirements 60 Professional Semester 1 ELES 3010 Planning for Effective Teaching and Learning 4 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 MATH 3161 Mathematics for Early Childhood Teachers I 3 ELES 3100 Developmentally Appropriate Practices 3 Professional Semester 2 ELES 3020 Assessment to Promote Student Learning 4 EDUC 3110 Integrating Technology in Education 2 ELES 3210 Introduction to the Management of Learning Environments 3 LITR 3130 Developing Literacy 3 MATH 3162 Mathematics for Early Childhood Teachers II 3		Professional Program Requirements 60 Professional Semester 1 <i>ELES ELED</i> 3010 Planning for Effective Teaching and Learning 4 3 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 MATH 3161 Mathematics for Early Childhood Teachers I 3 <i>ELES ELED</i> 3100 Developmentally Appropriate Practices 3 ELED 3690 Elementary Education Field Experience I 1 Professional Semester 2 <i>ELES ELED</i> 3020 Assessment to Promote Student Learning 4 3 EDUC 3110 Integrating Technology in Education 2 <i>ELES ELED</i> 3210 Introduction to the Management of Learning Environments 3 LITR 3130 Developing Literacy 3	

<p>Professional Semester 3 ELED 3300 Mathematics Methods in Elementary Education 3 ELED 4400 Social Science Methods in Elementary Education 3 ELED 4500 Science Methods in Elementary Education 3 ELED 4690 Apprenticeship in Elementary Education 2 ELED 4010 Differentiated Instruction 3 LITR 4120 Literacy Assessment and Applications 3</p> <p>Professional Semester 4 ELED 4790 Student Teaching in Elementary Education 10 ELED 4800 Professional Practices Seminar 2</p>	<p>MATH 3162 Mathematics for Early Childhood Teachers II 3 ELED 3790 Elementary Education Field Experience II 2</p> <p>Professional Semester 3 ELED 3300 Mathematics Methods in Elementary Education 3 ELED 4400 Social Science Methods in Elementary Education 3 ELED 4500 Science Methods in Elementary Education 3 ELED 4690 <i>Apprenticeship in Elementary Education</i> Elementary Education Field Experience II 2 ELED 4010 Differentiated Instruction 3 LITR 4120 Literacy Assessment and Applications 3</p> <p>Professional Semester 4 ELED 4790 <i>Student Teaching Clinical Practice</i> in Elementary Education 10 ELED 4800 Professional Practices Seminar 2</p>
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

Adding EDUC 2140 addresses the content needed for the new GACE Application of Science of Reading (418) certification exam

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 –

GACE Application of Science of Reading (418) certification exam



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?

No Yes

*Will this change impact another department?

No Yes [route form to department head of impacted program for signature]

Department Head's Signature



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

02/26/2026

*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:	DTE
Requestor's Name:	Dr. Karen Terry	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name: OCCA - Bachelor of Science in Education with a Major in Elementary Education

Current Catalog URL: <http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/online-bsed-elementary-education/>

Present Requirements: **Proposed Requirements:** [*\(hover over for instructions\)*](#)

Requirements for the B.S.Ed. in Elementary Education--Online			Requirements for the B.S.Ed. in Elementary Education--Online		
Code	Title	Hours	Code	Title	Hours
Course List			Course List		
	Core Curriculum	60		Core Curriculum	60
	Core IMPACTS (See VSU Core Curriculum)	42		Core IMPACTS (See VSU Core Curriculum)	42
	Field of Study Requirements ¹	18		Field of Study Requirements ¹	18
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
ELED 2501	Survey of Science Standards for Elementary Education	3	EDUC 2140	Foundations of Reading	3
MATH 2008	Foundations of Numbers and Operations	3	ELED 2501	Survey of Science Standards for Elementary Education	3
or ELED 2200	Foundations of Mathematics for Elementary Teachers		MATH 2008	Foundations of Numbers and Operations	3
General Math or Science Elective		3	or ELED 2200	Foundations of Mathematics for Elementary Teachers	
EDUC 2000	Written and Verbal Communication for Education	3	General Math or Science Elective		3
or EDUC 2110	Investigating Critical and Contemporary Issues in Education		EDUC 2000	Written and Verbal Communication for Education	3
EDUC 2999	Teacher Education Requirements	0	or EDUC 2110	Investigating Critical and Contemporary Issues in Education	
Professional Program Requirements		60			

All Professional Program courses are 8-week classes with the exception of ELED 4802, which is a 16-week course.

Semester 1

EDUC 2999	Teacher Education Requirements	0
ELED 3500	Introduction to Developmentally Appropriate Practice	3
ELED 3501	Social Emotional Learning and Classroom Management	3
ELED 3600	Technology for Learning	3
ELED 3601	Emergent Literacy through Children's Literature	3

Semester 2

ELED 3700	Science of Reading	3
ELED 3701	Differentiated Instruction	3
ELED 3800	Planning for Effective Teaching and Learning	3
ELED 3801	Assessment to Promote Student Learning	3

EDUC 2999	Teacher Education Requirements	0
	Professional Program Requirements	60

All Professional Program courses are 8-week classes with the exception of [ELED 4701](#), [ELED 4702](#), [ELED 4702](#), [ELED 4801](#), and [ELED 4802](#), which are 16-week courses.

Semester 1

EDUC 2999	Teacher Education Requirements	0
ELED 3500	Introduction to Developmentally Appropriate Practice	3
<i>ELED 3501</i>	<i>Social Emotional Learning and Classroom Management</i>	<i>3</i>
<i>ELED 3600</i>	<i>Technology for Learning</i>	<i>3</i>
<i>ELED 3601</i>	<i>Emergent Literacy through Children's Literature</i>	<i>3</i>
ELED3601 Emergent Literacy		3
ELED 3800 Planning for Effective Teaching and Learning		3
ELED 3801 Assessment to Promote Student Learning		3
ELED 4701 Field Experience Grades PreK-K		1
or ELED 4702 Field Experience Grades 1-3		1
or ELED 4703 Field Experience Grades 4-5		1

Semester 2

ELED 3700	Intermediate Literacy	
<i>ELED 3701</i>	<i>Differentiated Instruction</i>	<i>3</i>
<i>ELED 3800</i>	<i>Planning for Effective Teaching and Learning</i>	<i>3</i>
<i>ELED 3801</i>	<i>Assessment to Promote Student Learning</i>	<i>3</i>
		3
ELED 3501 Social Emotional Learning and Classroom Management		3
ELED 4601 Literacy Assessing and Instruction		
ELED 3600 Technology for Learning		
ELED 4701 Field Experience Grades PreK-K		1
or ELED 4702 Field Experience Grades 1-3		1
or ELED 4703 Field Experience Grades 4-5		1

<p>Semester 3</p> <p>ELED 3900 Teaching Math Methods for Elementary Ed Part I 3</p> <p>ELED 3901 Teaching Elementary Science Methods 3</p> <p>Semester 4</p> <p>ELED 4501 Methods for Multicultural Education 3</p> <p>ELED 4502 Teaching Math Methods for Elementary Ed Part II 3</p> <p>ELED 4600 Teaching Social Studies in the Elementary Classroom 3</p> <p>ELED 4601 Literacy Assessing and Instruction 3</p> <p>ELED 4700 Elementary Education Practicum 3</p> <p>Semester 5</p> <p>ELED 4801 Elementary Education Seminar 2</p> <p>ELED 4802 Clinical Practice in Elementary Education 10</p> <p>Additional Requirement 3</p> <p>SPEC 2000 Serving Students with Diverse Needs</p> <p>Total Hours required for the degree 120</p>	<p>Semester 3</p> <p>ELED 3702 English Language Arts Methods for Elementary Education 3</p> <p>ELED 3900 Teaching Math Methods for Elementary Ed Part I 3</p> <p><i>ELED 3901 Teaching Elementary Science Methods 3</i></p> <p>Semester 4</p> <p>ELED 3901 Teaching Elementary Science Methods 3</p> <p>ELED 4501 <i>Methods for Multicultural Education Culturally Responsive Practice</i> 3</p> <p>ELED 4502 Teaching Math Methods for Elementary Ed Part II 3</p> <p>ELED 4600 Teaching Social Studies in the Elementary Classroom</p> <p>ELED 4701 or ELED 4702 or ELED 4703 1</p> <p><i>ELED 4700 Elementary Education Practicum 3</i></p> <p>ELED 4701 Field Experience Grades PreK-K 1</p> <p>or ELED 4702 Field Experience Grades 1-3 1</p> <p>or ELED 4703 Field Experience Grades 4-5 1</p> <p>Semester 5</p> <p>Elementary Education Seminar 2</p> <p>Clinical Practice in Elementary Education 10</p> <p>Additional Requirement 3</p> <p>SPEC 2000 Serving Students with Diverse Needs</p> <p>Total Hours required for the degree 120</p>
--	--

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 proposed reordering of course offerings and targeted course enhancements within the OCCA Elementary Education (ELED) program are designed to improve student learning outcomes and ensure continued alignment with state and accreditation mandates.

Improving Student Learning Outcomes:

Re-sequencing courses allows candidates to build foundational knowledge and pedagogical skills in a more developmentally coherent progression. By strengthening alignment across coursework, field experiences, and assessments, candidates will be better prepared to demonstrate mastery of program learning outcomes, perform successfully on required certification assessments, and apply evidence-based instructional practices in clinical settings. Course upgrades further enhance instructional clarity, rigor, and alignment with measurable competencies, supporting candidate success from pre-program through completion.

Mandate of State/Federal/Accrediting Agency:

These revisions ensure compliance with expectations established by the Georgia Professional Standards Commission (GaPSC), University System of Georgia (USG) Core Impact requirements, and accreditation standards governing educator preparation programs. Updates reflect alignment with current state standards, certification assessments, field experience requirements, and continuous improvement expectations. The proposed changes strengthen documentation of standards alignment, candidate performance data collection, and program coherence necessary for accreditation review and state approval.

Collectively, these adjustments enhance program integrity, candidate preparedness, and institutional accountability while maintaining the mission of preparing highly qualified, classroom-ready educators.

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 –

The OCCA Elementary Education (ELED) program utilizes both direct and indirect measures to evaluate course effectiveness and ensure alignment with program learning outcomes, state standards, and accreditation expectations. These measures support a continuous improvement model grounded in candidate performance data and stakeholder feedback.

Direct Measures:

Course effectiveness will be evaluated through systematic collection and analysis of candidate performance data embedded within key assessments. These include standards-aligned assignments, signature assessments, unit and lesson plans, case study analyses, clinical evaluations, portfolio artifacts, and performance-based tasks aligned with GaPSC and program competencies. Rubric-based scoring ensures consistency across sections and instructors. Data from certification assessments and clinical evaluations are also reviewed to determine candidate mastery of required knowledge and skills. Results are aggregated, analyzed annually, and used to inform course revisions, sequencing adjustments, and instructional improvements.

Indirect Measures:

Indirect measures include Student Opinion of Instruction (SOI) data, candidate surveys, employer feedback, and alumni surveys. These instruments provide insight into candidates' perceptions of preparedness, instructional

effectiveness, and program coherence. Employer and alumni feedback help determine how effectively coursework translates into classroom readiness and professional competence. Trends across survey cycles are reviewed to identify strengths, address areas of concern, and ensure the program remains responsive to stakeholder needs.


Together, these direct and indirect measures create a comprehensive assessment system that supports data-informed decision-making, strengthens candidate outcomes, and ensures accountability to state and accreditation standards.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/5/2026 6:35 PM EST
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> B3A6BDF9FC10405...	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Graduate Executive Committee (for graduate course)		DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>	
Department Head's Signature			

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: <i>Select Date.</i>	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Education and Human Services		Dept. Initiating Request: Department of Teacher Education	
Requestor's Name: David Cole		Requestor's Role: Faculty	
Check One Option: <input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:		Course Classification:	
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		<input checked="" type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	
Semester to be Effective:		Year to be Effective:	
<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer		2026	
Degree/Program Name: Bachelor of Science in Education with a Major in Secondary Education			
Current Catalog URL: http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-secondary-education/			
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Bachelor of Science in Education Degree with a Major in Secondary Education/Biology Field of Study Requirements BIOL 1xxx/2xxx Elective 6 MATH 1112 Trigonometry or 1113 Precalculus 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2999 Teacher Education Requirements 0		Bachelor of Science in Education Degree with a Major in Secondary Education/Biology Field of Study Requirements 18 BIOL 1xxx/2xxx Elective 6 MATH 1112 Trigonometry or 1113 Precalculus 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2140: Foundations of Reading 3 EDUC 2999 Teacher Education Requirements 0	
Bachelor of Science in Education Degree with a Major in Secondary Education/Chemistry Field of Study Requirements 18 CHEM 1xxx/2xxx Elective 3 MATH 1112 Trigonometry or 1113 Precalculus 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2999 Teacher Education Requirements 0		Bachelor of Science in Education Degree with a Major in Secondary Education/Chemistry Field of Study Requirements 18 CHEM 1xxx/2xxx Elective 6 MATH 1112 Trigonometry or 1113 Precalculus 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2140: Foundations of Reading 3 EDUC 2999 Teacher Education Requirements 0	
Bachelor of Science in Education Degree with a Major in Secondary Education/English Field of Study Requirements 18 ENGL 2060 Introduction to Literature 3 ENGL 2080 Grammar and Style 3		Bachelor of Science in Education Degree with a Major in Secondary Education/English Field of Study Requirements 18	

ENGL 1xxxx/2xxx elective 3
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
 EDUC 2000 Written and Verbal Communication for Teachers 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/History

Field of Study Requirements 18
 ENGL 1xxxx/2xxx elective 6
 HIST 2112 United States History since 1865 3
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
 EDUC 2000 Written and Verbal Communication for Teachers 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/Mathematics

Field of Study Requirements 18
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
 EDUC 2000 Written and Verbal Communication for Teachers 3
 EDUC 2999 Teacher Education Requirements 0
 MATH 2261 Analytic Geometry and Calculus I ((four hour course split between concentration and field of study)) 1
 MATH 2262 Analytic Geometry and Calculus II 4
 MATH 2263 Analytic Geometry and Calculus I 4

Bachelor of Science in Education Degree with a Major in Secondary Education/Physics

Field of Study Requirements 18
 MATH 2261 Analytic Geometry and Calculus I (“spillover” from Area D) 1
 MATH 2262 Analytic Geometry and Calculus II 4
 MATH 2263 Analytic Geometry and Calculus I 4
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
 EDUC 2000 Written and Verbal Communication for Teachers 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/Political Science

Field of Study Requirements 18
 POLS 2101 Introduction to Political Science 3
 POLS 2401 Introduction to Global Issues 3
 SPEC 2000 Serving Strategies with Diverse Needs 3

ENGL 2060 Introduction to Literature 3
 ENGL 2080 Grammar and Style 3
 ENGL 1xxxx/2xxx elective 3
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
~~EDUC 2000 Written and Verbal Communication for Teachers 3~~
 EDUC 2140: Foundations of Reading 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/History

Field of Study Requirements 18
 ENGL 1xxxx/2xxx elective 6
 HIST 2112 United States History since 1865 3
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
~~EDUC 2000 Written and Verbal Communication for Teachers 3~~
 EDUC 2140: Foundations of Reading 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/Mathematics

Field of Study Requirements 18
 MATH 2261 Analytic Geometry and Calculus I ((four-hour course split between concentration and field of study)) 1
 MATH 2262 Analytic Geometry and Calculus II 4
 MATH 2263 Analytic Geometry and Calculus I 4
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
~~EDUC 2000 Written and Verbal Communication for Teachers 3~~
 EDUC 2140: Foundations of Reading 3
 EDUC 2999 Teacher Education Requirements 0

Bachelor of Science in Education Degree with a Major in Secondary Education/Physics

Field of Study Requirements 18
 MATH 2261 Analytic Geometry and Calculus I (“spillover” from Area D-four-hour course split between concentration and field of study) 1
 MATH 2262 Analytic Geometry and Calculus II 4
 MATH 2263 Analytic Geometry and Calculus I 4
 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3
 EDUC 2130 Exploring learning and teaching 3
~~EDUC 2000 Written and Verbal Communication for Teachers 3~~
 EDUC 2140: Foundations of Reading 3
 EDUC 2999 Teacher Education Requirements 0

EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2999 Teacher Education Requirements 0	Bachelor of Science in Education Degree with a Major in Secondary Education/Political Science Field of Study Requirements 18 POLS 2101 Introduction to Political Science 3 POLS 2401 Introduction to Global Issues 3 SPEC 2000 Serving Strategies with Diverse Needs 3 EDUC 2120 Exploring Socio-cultural perspectives on diversity 3 EDUC 2130 Exploring learning and teaching 3 EDUC 2000 Written and Verbal Communication for Teachers 3 EDUC 2140: Foundations of Reading 3 EDUC 2999 Teacher Education Requirements 0
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Justification: (select one or more of the following and provide appropriate narrative below:)

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

Adding EDUC 2140 addresses the content needed for the new GACE Fundamentals of Science of Reading (350) certification exam

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

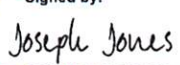
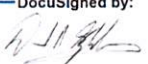
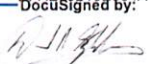
Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

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 –

GACE Fundamentals of Science of Reading (350) certification exam

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

Approvals	Print	Signature	Date
Department Head	Joseph R. Jones	Signed by:  B3A6BDF9FC10403...	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: 	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: 	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	

<p>Graduate Dean (for graduate course)</p>			
<p>Academic Committee</p>			
<p>*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</p>		
<p>*Will this change impact another department?</p>	<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i></p>		
<p>Department Head's Signature</p>			

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 03/6/2026	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Joseph Jones	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	MED Curriculum and Instruction in Accomplished Teaching		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/curriculum-and-instruction/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Core Courses 9 EDAT 5999 Professional Orientation 0 EDAT 7100 Research Methodology in Education 3 EDAT 7133 Trends, Issues and Research in Education 3 EDAT 6159 Multicultural Studies across the Curriculum 3 Georgia Framework Domains 18 EDAT 6226 Curriculum Design for Student Achievement 3 EDAT 6115 Knowledge of Students and Their Learning 3 EDAT 7132 Framework for Teaching 3 EDAT 6001 Using Assessment to Improve Teaching and Learning 3 EDAT 7131 Enhancing Student Performance 3 EDAT 6000 Professional Decision Making 3 Approved Electives 9 Total hours required for the degree 36	Core Courses 9 EDAT 5999 EDUC 5999 Professional Orientation 0 EDAT 7100 Research Methodology in Education 3 EDAT 7133 Trends, Issues and Research in Education 3 EDAT 6159 Multicultural Studies across the Curriculum 3 Georgia Framework Domains 18 EDAT 6226 Curriculum Design for Student Achievement 3 EDAT 6115 Knowledge of Students and Their Learning 3 EDAT 7132 Framework for Teaching 3 EDAT 6001 Using Assessment to Improve Teaching and Learning 3 EDAT 7131 Enhancing Student Performance 3 EDAT 6000 Professional Decision Making 3 Approved Electives 9 Total hours required for the degree (variable) 36-36 Approved Electives 9 Total hours required for the degree (variable) 36		
		The collaboration decided to create a 30-36 variable degree option, which deletes the number of required electives	

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

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

GOML collaboration requirement- Columbus State and Georgia Southern have made the change to their 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	Joseph R. Jones	Signed by: <i>Joseph Jones</i>	3/13/2026 12:27 PM EDT
College/Division Executive Committee	David Slykhuis	B3A63DF9FC10405... DocuSigned by: <i>David Slykhuis</i>	3/13/2026 1:46 PM EDT
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	3/13/2026 1:46 PM EDT
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
*Will this change impact another department?	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]
Department Head's Signature	

Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	02/16/2026
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*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:	Department of Teacher Education
Requestor's Name:	Karen Terry	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	EDUC	NEW Course Number: <i>(Consult #s in the catalog)</i>	2140
Proposed NEW Course Title:	Foundations of Reading		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Provides a scientifically based foundation in cognitive, sociocultural, linguistic, and motivational influences on reading. Addresses word recognition, phonology, phonics, morphology, fluency, vocabulary, and comprehension, with connections to writing, discourse, and learners in varied contexts. Emphasizes reflective practice and critical thinking within educator preparation. Requires successful completion of ten hours of supervised field experience.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	<i>Fall 2026</i>	<i>Every Semester</i>

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

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

Improving Student Learning Outcomes:
 This course strengthens candidate preparation in foundational reading development, which is directly associated with improved P–12 student literacy outcomes. By developing candidate understanding of cognitive, linguistic, sociocultural, and motivational influences on reading, the course prepares future educators to support word recognition, fluency, vocabulary development, comprehension, and written expression. Early exposure to research-based literacy concepts enables candidates to better understand how students learn to read and write, promoting more effective instructional decision-making as they progress into professional coursework and clinical practice.

Adopting Current Best Practices in the Field:
 Current best practice in educator preparation emphasizes grounding future teachers in scientifically based reading research and the developmental processes underlying literacy acquisition. This course reflects these practices by introducing candidates to evidence-based concepts including phonological awareness, phonics, morphology, vocabulary, fluency, and comprehension, while also addressing sociocultural and linguistic

influences on literacy development. The inclusion of structured observation and reflective writing further supports best practice by connecting theoretical knowledge to authentic classroom contexts and promoting early professional awareness of literacy instruction.

Mandate of State / Federal / Accrediting Agency:

This course fulfills University System of Georgia Core Impact requirements for EDUC 2140 and supports state educator preparation expectations that candidates complete documented field experiences prior to admission to teacher education programs. The required supervised field experience hours align with University System of Georgia guidance requiring a minimum of 30 hours of pre-program field experience and support Georgia Professional Standards Commission expectations that educator preparation programs provide structured clinical exposure prior to program entry. The course therefore functions as an essential component in ensuring institutional compliance with system, state, and accreditation requirements related to educator preparation and documented candidate readiness.

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

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

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

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

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

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

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

Other Data Source Descriptions –

Indirect Measures:

Course effectiveness will be evaluated through institutional Student Opinion of Instruction (SOI) surveys measuring candidate perceptions of course organization, instructional clarity, and preparedness for future educator preparation coursework. Feedback from field placement teachers and university personnel regarding candidate professionalism, engagement, and readiness for continued clinical participation will also inform program review. When available, aggregated alumni and employer feedback regarding graduate preparedness in foundational literacy knowledge will be incorporated into the program’s continuous improvement process.


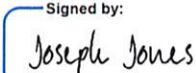
Direct Measures:

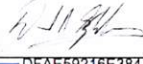
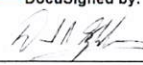
Direct evidence of candidate learning will be collected through course assignments and performance-based assessments aligned to foundational literacy competencies and educator preparation expectations. These include:

- Assessments measuring candidate understanding of cognitive, linguistic, sociocultural, and motivational influences on reading
- Written analyses addressing components of literacy development (phonology, phonics, morphology, fluency, vocabulary, comprehension, and writing)
- Structured reflective writing tied to required field observations
- Documentation verifying successful completion of supervised field experience hours

Candidate work will be evaluated using program-aligned rubrics assessing content knowledge, reflective analysis, and professional readiness. Aggregated assessment data will be reviewed by faculty as part of the program’s ongoing continuous improvement process to ensure candidates demonstrate readiness for admission into teacher education coursework.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by:  <small>B3A68DF9FC10405...</small>	2/16/2026 7:40

College/Division Executive Committee	David slykhuis	DocuSigned by:  3/6/2026 2:34 PM EST	
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by:  3/6/2026 2:34 PM EST	
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



EDUC2140

Foundations of Reading

Fall 2026

Course Description from the VSU Catalog

Provides a scientifically based foundation in cognitive, sociocultural, linguistic, and motivational influences on reading. Addresses word recognition, phonology, phonics, morphology, fluency, vocabulary, and comprehension, with connections to writing, discourse, and learners in varied contexts. Emphasizes reflective practice and critical thinking within educator preparation. Requires successful completion of ten hours of supervised field experience.

Course Learning Outcomes, Objectives, and/or Core IMPACTS Statement

The following learning objectives are addressed in this course. Each of these objectives appears in one or more of the course activities.

The following standards and learning objectives are addressed in this course. Each of these standards and objectives appears in one or more of the course activities.

Teacher Assessment on Performance Standards (TAPS)*

In this elementary education certification program your assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the TAPS. The TAPS are aligned to the Georgia Professional Standards (GAPSC).

- Standard #1: Professional Knowledge. The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- Standard #2: Instructional Planning. The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
- Standard #3: Instructional Strategies. The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
- Standard #4: Differentiated Instruction. The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
- Standard #5: Assessment Strategies. The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- Standard #6: Assessment Uses. The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- Standard #7: Positive Learning Environment. The teacher provides a well-managed, safe,



and orderly environment that is conducive to learning and encourages respect for all.

- Standard #8: Academically Challenging Environment. The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
- Standard #9: Professionalism. The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
- Standard #10: Communication. The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

*From the Georgia's Teacher Keys Effectiveness System Implementation Handbook (July 2019)

Course Outcomes

- Use scientifically based reading research and evidence-based practice to define important elements of reading, including the ability to differentiate between code-emphasis and whole- language approaches to teaching reading.
- Describe models of reading and how they are used to support students' reading development, instructional needs, and reading concerns.
- Identify and explain how language development influences cognitive and emotional development, which contributes to literacy and writing development.
- Differentiate among essential components of reading instruction and the effective instructional elements involved with each area of reading, including phoneme awareness, including phonemes that correlate with English graphemes; graphically represent phonemes that correlate with English graphemes (i.e., phonics instruction); and demonstrate strategies to use phonetic generalizations for word analysis; characteristics of systematic, explicit instruction and contrast those approaches with implicit, incidental approaches to reading instruction; different practices that promote phonological awareness; the role of automaticity in fluent reading; and the role of vocabulary in text comprehension and decoding, and why youth and adolescents might experience difficulty comprehending text.
- Demonstrate knowledge of the structure of English orthography and morphology.
- Describe how spelling and reading rely on the same underlying linguistic knowledge and how spelling instruction can be designed to further understand critical aspects of language, resulting in better reading.
- Utilize the simple view of reading to explain reading development and difficulties and explain how specific research-based strategies improve reading vocabulary, comprehension, and writing.
- Explain the relationships between fluent word reading, listening comprehension, and reading comprehension.
- Describe the benefit of directly teaching fluency, vocabulary, and comprehension skills in the reading process to all children, including children from culturally and linguistically diverse backgrounds.
- Utilize reading and writing instruction to promote content area literacy.
- Differentiate between multitiered systems of support (MTSS) and response to intervention (RTI) in the prevention, identification, and remediation of reading problems.
- Describe the role of families, educators, and other stakeholders in the teaching of reading.



Required Course Materials and Tools

This course requires the following text(s), course materials, and technology:

Text/Readings/Other Materials

Strategies for Culturally and Linguistically Responsive Teaching and Learning (Hollie)

Access to all learning materials and external resources are linked within content modules. More information about your course materials is provided in the Course Materials module.

Technology Requirements

The Center for eLearning supports VSU students and faculty with technology-enhanced courses. Visit the Course Technology Information webpage to find minimum technological requirements, privacy policies, accessibility statements, and support links for BlazeVIEW and its embedded educational technologies.

Digital Skills Requirements

At minimum, students are expected to be proficient in the use of:

- Computer, laptop or other digital devices
- Library and electronic databases
- Electronic communications/email

To be successful in this course, students must be able to:

- Access websites on the Internet, including MyVSU and BlazeVIEW
- Send and read email with attachments
- Create, save, and upload files
- Use Microsoft Office applications and open PDF documents
- Access digital course materials including electronic textbooks (if applicable)
- Download and install software
- Use apps in digital devices
- Use web conferencing tools and software

Grading and Assessment

Summary of Grade Criteria

GRADED ACTIVITY	POINTS
Discussions	20
Quizzes/Exams	30
Lesson Plans	20
Project	30
TOTAL	100

Grading Scale

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59%-below

Grading Procedure and Feedback

Final grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that you will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that



proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content.

All assignments and assessments will be graded within one week's time. Instructor will provide comments along with grade as necessary for feedback.

Due Dates and Late Policy

All work in this course is due according to the dates on the Course Schedule.

Syllabus Quiz: VSU requires that you attend class in the first week to verify course enrollment. Complete the Syllabus Quiz to prevent being dropped from this course for non-attendance.

Syllabus Quiz: VSU requires that you attend class in the first week to verify course enrollment. Complete the Syllabus Quiz to prevent being dropped from this course for non-attendance.

Late Work: There is no provision for late work in this course. Therefore, late work will not be accepted without prior communication with the course instructor regarding extenuating circumstances. Medical and emergency exceptions must include appropriate documentation; deadline extensions are granted at the discretion of the course instructor. Late work cannot be submitted after the course has been completed (the last official day of the class). See additional policy regarding make-up work.

Make-Up Work: Late work submission or alternative assignments will be determined by the instructor and at the sole discretion of the instructor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Attendance and Engagement

Course Attendance and Participation Policy

Regular attendance and participation are essential for success in class. You will be expected to log in to this course regularly, to complete and submit assignments, to participate in ongoing discussions of the module topics, and to interact with other students and your instructor regularly. Be sure to read and observe the following expectations:

- Submit work on time.
- Keep your instructor informed of your status.
- Review your instructor's feedback carefully and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Students who turn in late work may be subject to penalties.

Service Learning Recognition

The Department of Teacher Education at VSU is proud to recognize undergraduate students who engage in community service during their time in the Elementary Education program. We believe



that volunteer service is not only a key part of good citizenship but also a foundational quality of effective educators.

To honor this commitment, the department awards service learning recognition at graduation to students who perform qualifying volunteer work throughout their academic career. Service may include, but is not limited to, educational settings (e.g., tutoring or assisting in schools), community-based initiatives, or church-related volunteer activities. Any service done on a volunteer basis is eligible—the most important criterion is that it reflects a genuine investment of your time in support of others.

This recognition program is designed to instill a lifelong value of giving back and to affirm the role of teachers as community leaders. For more information about volunteer levels and logging volunteer hours, check out the Service Learning Recognition webpage.

Academic Honesty and Integrity

As members of the academic community, VSU students are responsible for knowing and abiding by the Academic Honesty Policy as set forth in the Student Code of Conduct. All students are expected to do their own work and to uphold a high standard of academic ethics.

What comprises academic dishonesty?

- **Plagiarism** - Always cite your sources. Plagiarism is using other people's writing or ideas without giving credit. This includes paraphrasing material without citing the source and submission of assignments completed by someone else. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to your instructor as soon as possible.
- **Use of Artificial Intelligence (AI)** - No student shall use AI, unless assigned by a faculty member, in order to generate text, summaries, images, or other materials and submit them as their own work. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper citation is another form of plagiarism.
- **Cheating on Exams** - Utilize only authorized materials during exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Unauthorized Collaboration** - Work individually on assignments unless your professor approves group work.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized people or for the purpose of dishonorable or unethical conduct related to their academic work.
- **Multiple Submissions** - Only submit work for which you have not previously received credit. This includes using assignments completed in prior courses.



- Unauthorized Use or Distribution of ANY VSU Course Material is Expressly Prohibited - Materials in this course are presented to students in an educational context for their personal use and study only. Unauthorized distribution of copyrighted material occurs when a student shares, reproduces, publishes, or sells copyrighted material, in print or digital formats, without express written permission of the copyright owner. This includes sharing any information about VSU courses with websites or any other third party. Additionally, copying or buying copyrighted materials is prohibited.

- "Tutoring" Services - If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments.

Violation of the Academic Honesty Policy can result in failure of the assignment, failure of the course, and/or further consequences from VSU. Ignorance of this policy is not an excuse or a means to repeal a charge of academic dishonesty

Syllabus Addendum

[Changes made to this syllabus after it has been posted will be entered in this section along with the date the instructor notified students of the change.



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

Select Date.

**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	3790
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Proposed NEW Course Title:	Elementary Education Field Experience II
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	
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Prerequisite(s):	Appropriate 2999 course and a GPA minimum of 2.75.
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Lecture Hours:	0	Lab/Contact Hours:	1	Credit Hours:	1
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A structured 1-5 classroom field experience supervised by mentor teachers and university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory." Prerequisite: Appropriate 2999 course and a GPA minimum of 2.75.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	Twice per Year

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> 3/3/2026 1:58 PM EST	
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i> 3/6/2026 2:40 PM EST	
Dean/Director	David Slykhuis	DocuSigned by: <i>[Signature]</i> 3/6/2026 2:40 PM EST	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	02/16/2026
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*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:	Department of Teacher Education
Requestor's Name:	Karen Terry	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	NEW Course Number: <i>(Consult #s in the catalog)</i>	ELED4703
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Proposed NEW Course Title:	Field Experience Grades 4-5
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	
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Prerequisite(s):	EDUC 2999 (eDegree)
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Lecture Hours:	0	Lab/Contact Hours:	1	Credit Hours:	1
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A structured field experience in Grades 4-5 supervised by mentor teachers and university supervisor designed to introduce candidates to increasingly greater levels of responsibility in the classroom. Activities are designed to facilitate the application of content knowledge and professional dispositions outlined in state and program standards. Graded "Satisfactory" or "Unsatisfactory."

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Fall 2026	<i>Twice per Year</i>

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 course supports compliance with requirements from the Georgia Professional Standards Commission (GaPSC), which requires educator preparation programs to include structured, supervised clinical practice and documented field experiences as an integral component of candidate preparation. GaPSC standards mandate that candidates participate in sequenced clinical experiences in authentic P–5 classroom settings and demonstrate competency in professional knowledge, instructional practice, assessment, classroom environment, and professional responsibility through observed performance.

This structured Grade 4-5 field placement fulfills these state expectations by providing supervised classroom engagement, mentor teacher evaluation, and university oversight to ensure candidates meet required professional competencies prior to student teaching and program completion. Additionally, the course supports institutional compliance with SACSCOC accreditation expectations related to program coherence, faculty oversight of student learning experiences, and documented assessment of professional competencies in practice

settings. The structured supervision model, documented performance expectations, and alignment to professional standards ensure that this field experience functions as an essential program component for maintaining state approval, accreditation standing, and program accountability.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



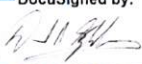
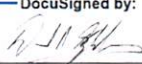
Course effectiveness will be evaluated through multiple sources of candidate and stakeholder feedback. Student perceptions of instructional quality, course organization, and clinical support will be collected through institutional Student Opinion of Instruction (SOI) surveys. In addition, structured feedback from mentor teachers and Valdosta State University (VSU) faculty supervisors will be gathered to evaluate candidate preparedness, professional growth, and the effectiveness of course design in supporting classroom readiness.

Direct evidence of candidate performance will be collected through documented clinical evaluation instruments aligned with program standards and professional competencies. These include:

- **CAPS (Candidate Assessment on Professional Standards)** formative evaluations documenting candidate progress in professional behaviors, instructional participation, and classroom engagement
- **PBDA (Performance-Based Developmental Assessment)** documentation assessing candidate competence in instructional practice, classroom management, and professional dispositions within the clinical setting
- Structured observation reports completed by mentor teachers and university faculty supervisors
- Required candidate reflections and field experience documentation demonstrating application of coursework to classroom practice

These performance-based measures provide direct evidence of candidate mastery of program learning outcomes and professional standards. Aggregated assessment results will be reviewed by program faculty to monitor candidate success, identify areas for curriculum refinement, and support continuous program improvement in alignment with institutional assessment processes and state educator preparation requirements.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by:  B3A6BDF9FC10405...	3/5/2026 6:35 PM EST
College/Division Executive Committee	David slykhuis	DocuSigned by: 	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: 	3/6/2026 2:34 PM EST

<p>Graduate Executive Committee (for graduate course)</p>			
<p>Graduate Dean (for graduate course)</p>			
<p>Academic Committee</p>			
<p>*Will this change impact another department?</p>		<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i></p>	
<p>Department Head's Signature</p>			



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

02/16/2026

**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:	Department of Teacher Education
Requestor's Name:	Karen Terry	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		NEW Course Number: <i>(Consult #s in the catalog)</i>	ELED4702
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Proposed NEW Course Title:	Field Experience Grades 1-3
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	
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Prerequisite(s):	EDUC 2999 (eDegree)
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Lecture Hours:	0	Lab/Contact Hours:	1	Credit Hours:	1
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A structured field experience in Grades 1-3 supervised by mentor teachers and university supervisor designed to introduce candidates to increasingly greater levels of responsibility in the classroom. Activities are designed to facilitate the application of content knowledge and professional dispositions outlined in state and program standards. Graded "Satisfactory" or "Unsatisfactory."

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Fall 2026	Twice per Year

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

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

This course supports compliance with requirements from the Georgia Professional Standards Commission (GaPSC), which requires educator preparation programs to include structured, supervised clinical practice and documented field experiences as an integral component of candidate preparation. GaPSC standards mandate that candidates participate in sequenced clinical experiences in authentic P–5 classroom settings and demonstrate competency in professional knowledge, instructional practice, assessment, classroom environment, and professional responsibility through observed performance.

This structured Grade 1-3 field placement fulfills these state expectations by providing supervised classroom engagement, mentor teacher evaluation, and university oversight to ensure candidates meet required professional competencies prior to student teaching and program completion. Additionally, the course supports institutional compliance with SACSCOC accreditation expectations related to program coherence, faculty oversight of student learning experiences, and documented assessment of professional competencies in practice

settings. The structured supervision model, documented performance expectations, and alignment to professional standards ensure that this field experience functions as an essential program component for maintaining state approval, accreditation standing, and program accountability.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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


Course effectiveness will be evaluated through multiple sources of candidate and stakeholder feedback. Student perceptions of instructional quality, course organization, and clinical support will be collected through institutional Student Opinion of Instruction (SOI) surveys. In addition, structured feedback from mentor teachers and Valdosta State University (VSU) faculty supervisors will be gathered to evaluate candidate preparedness, professional growth, and the effectiveness of course design in supporting classroom readiness.

Direct evidence of candidate performance will be collected through documented clinical evaluation instruments aligned with program standards and professional competencies. These include:

- **CAPS (Candidate Assessment on Professional Standards)** formative evaluations documenting candidate progress in professional behaviors, instructional participation, and classroom engagement
- **PBDA (Performance-Based Developmental Assessment)** documentation assessing candidate competence in instructional practice, classroom management, and professional dispositions within the clinical setting
- Structured observation reports completed by mentor teachers and university faculty supervisors
- Required candidate reflections and field experience documentation demonstrating application of coursework to classroom practice

These performance-based measures provide direct evidence of candidate mastery of program learning outcomes and professional standards. Aggregated assessment results will be reviewed by program faculty to monitor candidate success, identify areas for curriculum refinement, and support continuous program improvement in alignment with institutional assessment processes and state educator preparation requirements.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/5/2026 6:35 PM EST
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:34 PM EST

Graduate Executive Committee <i>(for graduate course)</i>			
Graduate Dean <i>(for graduate course)</i>			
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>	
Department Head's Signature			

Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	02/16/2026
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*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:	Department of Teacher Education
Requestor's Name:	Karen Terry	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		NEW Course Number: <i>(Consult #s in the catalog)</i>	ELED4701
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Proposed NEW Course Title:	Field Experience Grades PreK-K
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	
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Prerequisite(s):	EDUC 2999 (eDegree)
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Lecture Hours:	0	Lab/Contact Hours:	1	Credit Hours:	1
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

A structured Pre-K or Kindergarten field experience supervised by mentor teachers and university supervisor designed to introduce candidates to increasingly greater levels of responsibility in the classroom. Activities are designed to facilitate the application of content knowledge and professional dispositions outlined in state and program standards. Graded "Satisfactory" or "Unsatisfactory."

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Fall 2026	<i>Twice per Year</i>

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

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

This course supports compliance with requirements from the Georgia Professional Standards Commission (GaPSC), which requires educator preparation programs to include structured, supervised clinical practice and documented field experiences as an integral component of candidate preparation. GaPSC standards mandate that candidates participate in sequenced clinical experiences in authentic P–5 classroom settings and demonstrate competency in professional knowledge, instructional practice, assessment, classroom environment, and professional responsibility through observed performance.

This structured Pre-K/Kindergarten field placement fulfills these state expectations by providing supervised classroom engagement, mentor teacher evaluation, and university oversight to ensure candidates meet required professional competencies prior to student teaching and program completion. Additionally, the course supports institutional compliance with SACSCOC accreditation expectations related to program coherence, faculty oversight of student learning experiences, and documented assessment of professional competencies in practice

settings. The structured supervision model, documented performance expectations, and alignment to professional standards ensure that this field experience functions as an essential program component for maintaining state approval, accreditation standing, and program accountability.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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




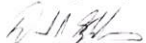
Course effectiveness will be evaluated through multiple sources of candidate and stakeholder feedback. Student perceptions of instructional quality, course organization, and clinical support will be collected through institutional Student Opinion of Instruction (SOI) surveys. In addition, structured feedback from mentor teachers and Valdosta State University (VSU) faculty supervisors will be gathered to evaluate candidate preparedness, professional growth, and the effectiveness of course design in supporting classroom readiness.

Direct evidence of candidate performance will be collected through documented clinical evaluation instruments aligned with program standards and professional competencies. These include:

- **CAPS (Candidate Assessment on Professional Standards)** formative evaluations documenting candidate progress in professional behaviors, instructional participation, and classroom engagement
- **PBDA (Performance-Based Developmental Assessment)** documentation assessing candidate competence in instructional practice, classroom management, and professional dispositions within the clinical setting
- Structured observation reports completed by mentor teachers and university faculty supervisors
- Required candidate reflections and field experience documentation demonstrating application of coursework to classroom practice

These performance-based measures provide direct evidence of candidate mastery of program learning outcomes and professional standards. Aggregated assessment results will be reviewed by program faculty to monitor candidate success, identify areas for curriculum refinement, and support continuous program improvement in alignment with institutional assessment processes and state educator preparation requirements.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: 	3/5/2026 6:35 PM EST
College/Division Executive Committee	David slykhuis	DocuSigned by:  B3A6BDF9FC10405...	3/6/2026 2:34 PM EST
Dean/Director	david slykhuis	DocuSigned by:  DFAE59216E384AB...	3/6/2026 2:34 PM EST

<p>Graduate Executive Committee (for graduate course)</p>			
<p>Graduate Dean (for graduate course)</p>			
<p>Academic Committee</p>			
<p>*Will this change impact another department?</p>		<p><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i></p>	
<p>Department Head's Signature</p>			



Valdosta State University Curriculum Form

- Request for a **NEW COURSE**

Date of Submission:

02/16/2026

**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:	Department of Teacher Education
Requestor's Name:	Karen Terry	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	3702
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Proposed NEW Course Title:	English Language Arts Methods for Elementary Education
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	
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Prerequisite(s):	
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Lecture Hours:	3	Lab/Contact Hours:	0	Credit Hours:	3
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Building on prior structured literacy coursework grounded in the science of reading, this course develops comprehensive English Language Arts instructional practices for grades P–5. Emphasizes literary study, novel and poetry units, informational and expository reading and writing, speaking and listening, and integrated literacy planning aligned to Georgia Standards of Excellence. Candidates design standards-based lessons and assessments.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	Fall 2026	Every Semester

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

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

Improving Student Learning Outcomes:

This course strengthens candidate effectiveness in teaching the full range of English Language Arts standards in grades P–5, directly supporting improved P–12 student learning outcomes in reading, writing, speaking, and listening. While prior coursework develops foundational structured literacy knowledge grounded in the science of reading, this course focuses on the application of comprehensive ELA instruction, including literary analysis, informational text comprehension, writing development, and academic discourse.

By preparing candidates to design standards-aligned lessons, instructional units, and assessments that integrate multiple ELA domains, the course ensures candidates can support student comprehension, written expression, and oral communication across content areas. The emphasis on instructional planning, formative assessment, and evidence-based teaching practices promotes classroom readiness and strengthens candidates' ability to positively impact elementary student achievement.

Adopting Current Best Practices in the Field:

Current best practice in elementary literacy instruction emphasizes a comprehensive approach that combines structured literacy foundations with explicit instruction in literary study, writing processes, oral language development, and informational text use. National research and professional preparation standards indicate that effective teachers must be prepared not only to teach foundational reading skills, but also to facilitate text-based discussion, guide writing development, support comprehension of complex texts, and integrate literacy across the curriculum.

This course reflects these best practices by preparing candidates to implement standards-based English Language Arts instruction aligned to the Georgia Standards of Excellence. Candidates engage in lesson design, instructional sequencing, assessment planning, and analysis of student learning to ensure they are prepared to provide developmentally appropriate, standards-aligned ELA instruction in contemporary elementary classrooms.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Indirect Measures:

Course effectiveness will be evaluated through multiple sources of candidate and stakeholder feedback. Student perceptions of course organization, instructional support, and preparedness to teach elementary English Language Arts will be collected through institutional Student Opinion of Instruction (SOI) surveys. Additional feedback from course instructors regarding candidate readiness to plan and implement standards-based literacy instruction will be reviewed as part of ongoing program evaluation.

Direct Measures:

Direct evidence of candidate mastery of program learning outcomes will be collected through performance-based instructional materials and course assessments aligned to Georgia Standards of Excellence. Key artifacts include:

- Standards-aligned literacy lesson plans and instructional sequences
- Development of a comprehensive ELA instructional unit (e.g., literary, informational, or writing-focused)
- Assessment design demonstrating use of formative and summative evaluation of student learning
- Candidate instructional reflections demonstrating analysis of planning decisions and student outcomes

These materials will be evaluated using program-aligned rubrics measuring instructional planning, standards alignment, assessment literacy, and professional practice. Aggregated results will be reviewed by program faculty as part of the continuous improvement process to ensure the course supports candidate readiness to teach comprehensive English Language Arts in elementary classrooms.


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




Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/5/2026 6:35 PM EST
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> B3A6BDF9FC10405...	

Dean/Director	David slykhuis	DocuSigned by:  3/6/2026 2:34 PM EST	
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>	
Department Head's Signature			

	Valdosta State University Curriculum Form • Request for a NEW COURSE	Date of Submission:	01/21/2026
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**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:	Teacher Education
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	6090
Proposed NEW Course Title:	Field Experience		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Field Experience		
Prerequisite(s):	Prerequisites: ELED 6050, EDUC 6051 and 6052.		
Lecture Hours:	0	Lab/Contact Hours:	3.33
		Credit Hours:	1

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

A structured K-5 classroom field experience supervised by a mentor teacher and a university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory."

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Once per Year</i>

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

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

Students are required to have field experiences across three grade bands for certification in elementary education. This course will set these a part from their academic courses to ensure clarity for students, stakeholders, and accrediting bodies.

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

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

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


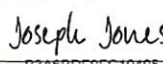
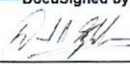

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):


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

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

Other Data Source Descriptions –

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	<small>Signed by:</small>  <small>B3A6BDF9FC10405...</small>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David Slykhuis	<small>DocuSigned by:</small>  <small>DFAE59216E384AB...</small>	3/31/2026 8:16 AM EDT
Dean/Director			
Graduate Executive Committee <small>(for graduate course)</small>	Becky A. K. da Cruz		4/3/2026
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 01/21/2026	
*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:	Teacher Education
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	6091
Proposed NEW Course Title:	Clinical Practice in Elementary Education		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Clinical Practice		
Prerequisite(s):	Prerequisites: ELED 6090		
Lecture Hours:	0	Lab/Contact Hours:	3.33
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
The culminating clinical experience specific to the teaching field and certification sought. Clinical Practice is a full-day, semester-long student teaching experience in a K-5 classroom where candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor. Graded "Satisfactory" or "Unsatisfactory".			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2027
Estimated Frequency of Course Offering:			
Once per Year			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –	
Students are required to have field experiences across three grade bands for certification in elementary education. This course will set these a part from their academic courses to ensure clarity for students, stakeholders, and accrediting bodies.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

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

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


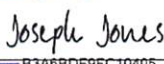
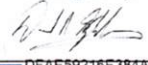
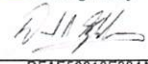

Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):

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


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

Other Data Source Descriptions –

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	<small>Signed by:</small>  <small>3/30/2026 6:35 PM EDT</small>	
College/Division Executive Committee	David slykhuis	<small>DocuSigned by:</small>  <small>3/31/2026 8:16 AM EDT</small>	
Dean/Director	David slykhuis	<small>DocuSigned by:</small>  <small>3/31/2026 8:16 AM EDT</small>	
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky A. K. da Cruz	 <small>4/3/2026</small>	
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

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 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 01/21/2026	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Education and Human Services		Dept. Initiating Request: Teacher Education	
Requestor's Name: Forrest Parker		Requestor's Role: Faculty	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		NEW Course Number: <i>(Consult #s in the catalog)</i>	
MSED		6001	
Proposed NEW Course Title: Adolescent Development			
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Adolescent Development	
Prerequisite(s): None			
Lecture Hours: 3	Lab/Contact Hours: 0	Credit Hours: 3	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>This course explores educational and learning theories related to adolescent development, examining cognitive, social, emotional, physical, linguistic, and psychological growth. Designed for middle and high school educators, the course emphasizes theory-driven instructional practices that support developmentally responsive teaching and learning.</p>			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2026
Estimated Frequency of Course Offering: <i>Once per Year</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
<p>This course is taking the place of MSED 6000 which is being deactivated. This course better matches the academic needs of the students in this MAT program. This introductory course is taken in the first semester and sets the foundation for the rest of the program and the work these students will do with their students.</p>			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

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

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

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


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

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

Other Data Source Descriptions –


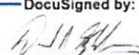
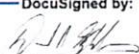
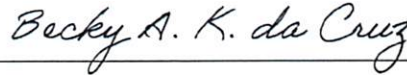
The MSED 6000 course was not a well-received course and was not preparing our students appropriately in the online platform. We are therefore recommending this new course to replace MSED 6000 as it will more deliberately prepare students to work with adolescent children in the classroom and will lay a foundation for the psychological and developmental considerations our students will need throughout this program and in their profession.

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




Valdosta State University – NEW COURSE Form

- [Request for a NEW COURSE](#)

Approvals	Print	Signature	Date
Department Head	Joseph Jones	<small>Signed by:</small>  <small>3/30/2026 6:35 PM EDT</small>	
College/Division Executive Committee	David slykhuis	<small>B3A6BDF9FC10405...</small> <small>DocuSigned by:</small>  <small>3/31/2026 8:15 AM EDT</small>	
Dean/Director	David slykhuis	<small>DFAE59216E384AB...</small> <small>DocuSigned by:</small>  <small>3/31/2026 8:15 AM EDT</small>	
Graduate Executive Committee (for graduate course)		<small>DFAE59216E384AB...</small>	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	 <small>4/3/2026</small>	
Academic Committee			

***Will this change impact another department?** No Yes [route form to department head of impacted program for signature]

Department Head's Signature


 Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program		Date of Submission: 01/22/2026		
College:	College of Education and Human Services	Dept. Initiating Request: Teacher Education		
Requestor's Name:	Forrest Parker	Requestor's Role: Faculty		
<p style="text-align: center;"><i>MSED 6000 Communication</i></p>				
<p style="text-align: center;">List of Courses (or the program or track)</p>				
<input checked="" type="checkbox"/> Deactivate Course(s) <input type="checkbox"/> Deactivate Program <input type="checkbox"/> Reactivate Course(s)				
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2026	Once per Year
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –				
<p>We are replacing this course, which has not translated well to an online environment, to a new course in adolescent development which matches the needs of our students and the school districts.</p>				
Source of Data to Support Change <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)				
<p>This course is designed for our face to face undergraduate program and helps students in their communication as educators. In the new MAT online environment, this class has not met that purpose well. The students in the MAT are getting a graduate degree and they need more robust knowledge in adolescent development.</p>				



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:15 AM EDT
Dean/Director	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:15 AM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a NEW COURSE <i>Revised</i>		Date of Submission: 02/16/2026	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	3690
Proposed NEW Course Title:	Elementary Education Field Experience I		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):	Appropriate 2999 course and a GPA minimum of 2.75		
Lecture Hours:	0	Lab/Contact Hours:	1
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i> A structured Pre-K or Kindergarten classroom field experience supervised by mentor teachers and university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory." Prerequisite: Appropriate 2999 course and a GPA minimum of 2.75.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Estimated Frequency of Course Offering: <i>Twice per Year</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input checked="" type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –			
The department is working to align all course catalog descriptions across all programs to PSC requirements.			
** 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 –

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
--------------------------	--	--

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Elementary Education Special Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/
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Present Requirements: ELES 3010. Planning for Effective Teaching and Learning. 4 Hours. Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. An introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, planning, and assessment . The course focuses on evidence-based practices and theories in elementary instruction. A field experience is required.	Proposed Requirements: <i>(hover over for instructions)</i> ELED 3010. Planning for Effective Teaching and Learning. 3 Hours. An introduction to the basic principles of instructional design and lesson planning, emphasizing the interrelationships among content standards, instructional objectives, and planning, and assessment . The course focuses on evidence-based practices and theories in elementary instruction. A field experience is required. Prerequisite: Appropriate 2999 course and a GPA minimum of 2.75.
---	--

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

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

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?

No Yes

*Will this change impact another department?

No Yes [route form to department head of impacted program for signature]

Department Head's Signature

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
--------------------------	--	--

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Elementary Education Special Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>ELES 3020. Assessment to Promote Student Learning. 4 Hours. Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. The study of the curriculum and assessment strategies needed for effective teaching and learning in the elementary education classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning. (Doesn't have field experience, but should have)</p>	<p>ELESD 3020. Assessment to Promote Student Learning. 4.3 Hours. <i>Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75.</i> The study of the <i>curriculum and assessment strategies and uses instrumental needed</i> for effective teaching and learning in the elementary education classroom. Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.</p> <p><u>Prerequisite: Appropriate 2999 course, ELED 3010, and minimum GPA of 2.75.</u></p>

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>ELES 3100. Developmentally Appropriate Practices. 3 Hours.</p> <p>An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives. The focus of the course in on responsive classroom practices that support children in reaching challenging and achievable goals.</p>		<p>ELES^D 3100. Developmentally Appropriate Practices. 3 Hours.</p> <p>An introduction to developmentally appropriate practice (DAP) including considerations for age appropriateness, individual appropriateness, and relevance of teaching strategies and environments to the social and cultural contexts of the children's lives. The <i>focus of the course in course focuses</i> on responsive classroom practices that support children in reaching challenging and achievable goals.</p> <p><u>Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75.</u></p>	

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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


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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A68DE9FC10405...	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>ELES 3210. Introduction to the Management of Learning Environments. 3 Hours.</p> <p>Prerequisites: EDUC 2999 and a minimum GPA of 2.75.</p> <p>Corequisite: ELED 3690, or a practicum approved at the program level.</p> <p>Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades P-5.</p>		<p><i>ELES</i>D 3210. Introduction to the Management of Learning Environments. 3 Hours.</p> <p>Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades P-5.</p> <p>Prerequisites: <i>EDUC</i> Appropriate 2999 course and a minimum GPA of 2.75.</p> <p>Corequisite: ELED 3690, or a practicum approved at the program level.</p>	

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 department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDE9EC10405...	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

No Yes

***Will this change impact another department?**

No Yes [route form to department head of impacted program for signature]

Department Head's Signature

<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Once per Year</i>
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

We are making the language we use for these field experience course uniform across programs and the department. This will help with understanding and for reporting purposes for accreditation.

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

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

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


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


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

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

Other Data Source Descriptions –

We will assess this course the same way it is currently assessed, through student SOIs and from artifacts collected from the course (lesson plans, evaluation forms CAPS / PDBA).

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/ 026 6:35 PM E T
College/Division Executive Committee	David Slykhuis	B3A6BDF9FC10405... DocuSigned by: <i>David Slykhuis</i>	3/31/ 026 8:15 AM E T
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	3/31/ 026 8:15 AM E T
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/21/2026		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Education and Human Services		Dept. Initiating Request: Teacher Education		
Requestor's Name: Forrest Parker		Requestor's Role: Faculty		
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: ELED 6071		Course Prefix and Number:		
Course Title: Math II & Practicum		Course Title:		
Lecture Hours: 3		Lecture Hours:		
Lab/Contact Hours: 3		Lab/Contact Hours: 0		
Credit Hours: 3		Credit Hours:		
Pre-requisites: Prerequisites: ELED 6070		Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
<p>Prerequisite: ELED 6070. Graded "Satisfactory" or "Unsatisfactory". A course emphasizing advanced topics and strategies for teaching mathematics in elementary classrooms. Candidates will explore number theory, geometry, measurement, data analysis, and deeper applications of algebraic thinking, focusing on fostering critical thinking and mathematical reasoning.</p>		<p>Prerequisite: ELED 6070. <i>Graded "Satisfactory" or "Unsatisfactory"</i>. A course emphasizing advanced topics and strategies for teaching mathematics in elementary classrooms. Candidates will explore number theory, geometry, measurement, data analysis, and deeper applications of algebraic thinking, focusing on fostering critical thinking and mathematical reasoning.</p>		
Program Level: <input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Semester to be Effective: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2027	Estimated Frequency of Course Offering: <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –				
<p>This course should be graded and the Satisfactory or Unsatisfactory was inputted by mistake when the course was adopted.</p>				

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

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


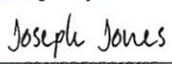
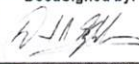
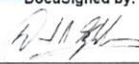
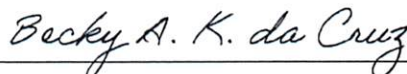
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)


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

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

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

Other Data Source Descriptions –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by:  3/30/2026 6:35 PM EDT	
College/Division Executive Committee	David Slykhuis	 B3A8BDF9FC10405... DocuSigned by:	3/31/2026 8:16 AM EDT
Dean/Director	David Slykhuis	 DFAE59216E384AB... DocuSigned by:	3/31/2026 8:16 AM EDT
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)	Becky A. K. da Cruz		4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/21/2026		
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.				
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education	
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty	
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	ELED 6070	Course Prefix and Number:		
Course Title:	Math I & Practicum	Course Title:		
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	3	<i>Lab/Contact Hours:</i>	0	
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>		
Pre-requisites:	Prerequisites: ELED 6050, 6051, and EDUC 6052.	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>hover over for instructions</i>		
<p>Prerequisites: ELED 6050, 6051, and EDUC 6052. Graded "Satisfactory" or "Unsatisfactory". A foundational exploration of mathematics instruction for elementary education, focusing on building mathematical understanding and problem-solving skills. Candidates will examine research-based instructional strategies, curriculum design, and assessment techniques aligned with state and national standards.</p>		<p>Prerequisites: ELED 6050, 6051, and EDUC 6052. <i>Graded "Satisfactory" or "Unsatisfactory"</i>. A foundational exploration of mathematics instruction for elementary education, focusing on building mathematical understanding and problem-solving skills. Candidates will examine research-based instructional strategies, curriculum design, and assessment techniques aligned with state and national standards.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –		
<p>This course should be graded and the Satisfactory or Unsatisfactory was inputted by mistake when the course was adopted.</p>				

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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 –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David slykhuis	<i>David Slykhuis</i> DocuSigned by:	3/31/2026 8:16 AM EDT
Dean/Director	David slykhuis	<i>David Slykhuis</i> DocuSigned by:	3/31/2026 8:16 AM EDT
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/21/2026		
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.				
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education	
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty	
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	ELED 6060	Course Prefix and Number:		
Course Title:	Literacy I & Practicum	Course Title:		
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	3	<i>Lab/Contact Hours:</i>	0	
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>		
Pre-requisites:	ELED 6050, EDUC 6051 and 6052.	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
<p>Prerequisites: ELED 6050, EDUC 6051 and 6052. Graded "Satisfactory" or "Unsatisfactory". Intro to key concepts and strategies for developing literacy skills in elementary students, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will explore evidence-based practices, culturally responsive teaching, and equity-driven instructional aligned with Georgia State Standards.</p>		<p>Prerequisites: ELED 6050, EDUC 6051 and 6052. <i>Graded "Satisfactory" or "Unsatisfactory"</i>. Intro to key concepts and strategies for developing literacy skills in elementary students, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates will explore evidence-based practices, culturally responsive teaching, and equity-driven instructional practices aligned with Georgia State Standards.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –		
<p>This course should be graded and the Satisfactory or Unsatisfactory was inputted by mistake when the course was adopted.</p>				


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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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


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

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

Approvals	Print	Signature	Date
Department Head	Joseph Jones	<small>Signed by:</small> <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David Slykhuis	<small>B3A6BDF9FC10405... DocuSigned by:</small> <i>[Signature]</i>	3/31/2026 8:16 AM EDT
Dean/Director	David Slykhuis	<small>DFAE59216E384AB... DocuSigned by:</small> <i>[Signature]</i>	3/31/2026 8:16 AM EDT
Graduate Executive Committee (for graduate course)		<small>DFAE59216E384AB...</small>	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			

***Will this change impact another department?** No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/21/2026		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Education and Human Services		Dept. Initiating Request: Teacher Education		
Requestor's Name: Forrest Parker		Requestor's Role: Faculty		
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: ELED 6061	Course Prefix and Number:			
Course Title: Literacy II & Practicum	Course Title:			
<i>Lecture Hours:</i> 3	<i>Lecture Hours:</i>			
<i>Lab/Contact Hours:</i> 3	<i>Lab/Contact Hours:</i> 0			
<i>Credit Hours:</i> 3	<i>Credit Hours:</i>			
Pre-requisites: ELED 6060	Pre-requisites:			
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
Prerequisite: ELED 6060. Graded "Satisfactory" or "Unsatisfactory". Advanced practicum in instructional strategies and interventions to support diverse learners in developing reading and writing proficiency. Emphasis in placed on designing differentiated lessons, implementing targeted interventions for struggling readers, and integrating technology to enhance literacy learning.		Prerequisite: ELED 6060. <i>Graded "Satisfactory" or "Unsatisfactory"</i> . Advanced <i>practicum in</i> instructional strategies and interventions to support diverse learners in developing reading and writing proficiency. Emphasis <i>in is</i> placed on designing differentiated lessons, implementing targeted interventions for struggling readers, and integrating technology to enhance literacy learning.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2027	<i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Other –				
This course should be graded and the Satisfactory or Unsatisfactory was inputted by mistake when the course was adopted.				

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 –

Empty box for providing narrative below the assessment plans.



Valdosta State University - REVISED COURSE Form


- [Request for a REVISED COURSE](#)

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/2026 6:35 PM ET
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:16 AM ET
Dean/Director	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:16 AM ET
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/21/2026		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Education and Human Services		Dept. Initiating Request: Teacher Education		
Requestor's Name: Forrest Parker		Requestor's Role: Faculty		
CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)		
Course Prefix and Number: ELED 6081		Course Prefix and Number:		
Course Title: Science Methods & Practicum		Course Title:		
Lecture Hours: 3		Lecture Hours: 2		
Lab/Contact Hours: 3		Lab/Contact Hours: 0		
Credit Hours: 3		Credit Hours: 2		
Pre-requisites: Prerequisites: ELED 6060, 6070, and 6080.		Pre-requisites:		
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
Prerequisites: ELED 6060, 6070, and 6080. Graded "Satisfactory" or "Unsatisfactory". An exploration of research-based methods for teaching science in elementary classrooms, emphasizing inquiry-based learning, the integration of technology, and alignment with state national standards. Candidates will develop and implement through a practicum experience science lessons that foster curiosity, critical thinking, and problem-solving skills.		Prerequisites: ELED 6060, 6070, and 6080. Graded "Satisfactory" or "Unsatisfactory" . An exploration of research-based methods for teaching science in elementary classrooms, emphasizing inquiry-based learning, the integration of technology, and alignment with state national standards. Candidates will develop and implement through a practicum experience science lessons that foster curiosity, critical thinking, and problem-solving skills.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2027	<i>Once per Year</i>
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input type="checkbox"/> Improving student learning outcomes				
<input type="checkbox"/> Adopting current best practice(s) in field				
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency				
<input checked="" type="checkbox"/> Other –				
<p>This course was also set to include a practicum component but that has been removed and will be its own stand-alone course so this course needs to be reduced to a 2-credit hour course. It should also be a regularly graded course.</p>				


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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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


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

 **Valdosta State University - REVISED COURSE Form**
 • [Request for a REVISED COURSE](#)

Approvals	Print	Signature	Date
Department Head	Joseph Jones	<small>Signed by:</small> <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David slykhuis	<small>B3A8BDF9FC10405... DocuSigned by:</small> <i>David Slykhuis</i>	3/31/2026 8:16 AM EDT
Dean/Director	David slykhuis	<small>DFAE59216E384AB... DocuSigned by:</small> <i>David Slykhuis</i>	3/31/2026 8:16 AM EDT
Graduate Executive Committee (for graduate course)		<small>DFAE59216E384AB...</small>	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			

***Will this change impact another department?** No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: <i>Select Date.</i>	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College: College of Education and Human Services		Dept. Initiating Request: Teacher Education	
Requestor's Name: David Cole		Requestor's Role: Faculty	
Check One Option:			
<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:		Course Classification:	
<input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate		<input checked="" type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	
Degree/Program Name:		Semester to be Effective:	
Bachelor of Science in Education with a Major in Secondary Education		<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
Current Catalog URL:		Year to be Effective:	
http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-secondary-education/		2026	
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>SEED 4610. Secondary Education Practicum I. 2 Hours. Prerequisites; Appropriate 2999 course; Co-requisite: SEED 3020. A supervised introductory teaching experience in grades 6-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Practicum I is the first course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought.</p>		<p>SEED 4610. Secondary Education <i>Practicum I Field Experience I</i>. 2 Hours. <i>Prerequisites; Appropriate 2999 course; Co-requisite: SEED 3020.</i> A supervised introductory teaching experience in grades 6-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Field Experience I is the first course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought. <i>Prerequisites; Appropriate 2999 course; Co-requisite: SEED 3020.</i></p>	

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

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

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	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BD9FC10405...	2/19/2026 11:28
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No
- Yes

***Will this change impact another department?**

- No
- Yes [route form to department head of impacted program for signature]

Department Head's Signature

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Elementary Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>ELED 4010. Differentiated Instruction. 3 Hours. Prerequisites: Appropriate 2999 course. Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-5 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive classrooms.</p> <p>(Electronic Catalog 9.24.25) ELED 4010. Assessment, Planning, and Differentiated Instruction. 3 Hours. Prerequisites: Appropriate 2999 course, ELED 3010, ELED 3020, and minimum GPA of 2.75. Co-requisite: <u>ELED 4690</u>, or a practicum approved at the program level. Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive classrooms</p>	<p>ELED 4010. Differentiated Instruction. 3 Hours. <i>Prerequisites: Appropriate 2999 course.</i> Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-5 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive classrooms.</p> <p><u>Prerequisites: Appropriate 2999 course. ELED 3010, ELED 3020, and a GPA minimum of 2.75.</u></p>

Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>	
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field	<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> 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 – Curriculum Change or Revised Catalog Copy Form**
 • CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/3/2026 1:58 PM EST
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David Slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**
 No Yes

***Will this change impact another department?**
 No Yes [route form to department head of impacted program for signature]

Department Head's Signature

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Middle Grade Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-middle-grades-education/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>MGED 3991. Differentiated Classroom for Middle Grades. 3 Hours. Prerequisite: Admission to teacher education. Study of how differentiating content, process, products, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and the ability to articulated the rationale and results of its implementation.</p>	<p>MGED 3991. Differentiated Classroom for Middle Grades. 3 Hours. Prerequisite: Admission to teacher education. Study of how differentiating content, process, products, and assessment can impact student achievement of diverse populations. Emphasis is on developing the knowledge and skills to design a differentiated classroom and the ability to articulated the rationale and results of its implementation. <u>Field experience required. Prerequisite: Admission to teacher education, Appropriate 2999 course, and a GPA minimum of 2.75.</u></p>

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

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

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF8FC10405...	2/19/2026 11:2
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Elementary Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/
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Present Requirements: LITR 3120. Early Literacy. 3 Hours. Prerequisites: <u>EDUC 2999</u> and a minimum GPA of 2.75. Co-requisite: <u>ELED 3190</u> , or a practicum approved at the program level. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom	Proposed Requirements: <i>(hover over for instructions)</i> LITR 3120. Early Literacy. 3 Hours. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom. Prerequisites: <u>EDUC Appropriate 2999 course</u> and a minimum GPA of 2.75. Co-requisite: <u>ELED 3190 3690</u> , or a practicum approved at the program level.
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/19/2026 11
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i>	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

No Yes

***Will this change impact another department?**

No Yes [route form to department head of impacted program for signature]

Department Head's Signature

	Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		

Present Requirements: LITR 3130. Developing Literacy. 3 Hours. Prerequisites: EDUC 2999 course; LITR 3110 ; LITR 3120 ; and a minimum GPA of 2.75. Co-requisite: ELED 3690 , or a practicum approved at the program level. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in a P-5 classrooms. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized.	Proposed Requirements: <i>(hover over for instructions)</i> LITR 3130. Developing Literacy. 3 Hours. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in a P-5 classrooms. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized. Prerequisites: EDUC Appropriate 2999 course; LITR 3110 ; LITR 3120 ; and a minimum GPA of 2.75. Co-requisite: ELED 3790, or a practicum approved at the program level.
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Justification: *(select one or more of the following and provide appropriate narrative below:)*

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/19/2026 11:2
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

No Yes

***Will this change impact another department?**

No Yes [route form to department head of impacted program for signature]

Department Head's Signature



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 09/29/2025

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

College:	College of Education and Human Services	Dept. Initiating Request:	
Requestor's Name:	Dr. Karen Terry	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	ELED 3601	Course Prefix and Number:	
Course Title:	Emergent Literacy through Children's Literature.	Course Title:	Emergent Structured Literacy Foundations
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>	
Pre-requisites:	EDUC 2999	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: <i>(hover over for instructions)</i>
<p>A study of methods for using children's literature to develop life-long readers, focusing on integrating emergent literacy skills into aesthetic appreciation and creative expression.</p>	<p>This course introduces candidates to the foundations of emergent literacy through the frameworks of science of reading research and the application of structured literacy instruction. Emphasis is placed on evidence-based practices for developing phonological awareness, print concepts, phonics, fluency, vocabulary, and oral language. Candidates will apply strategies to design explicit, systematic instruction that supports early reading and writing development.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2026	Every Semester

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

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

Shifting this course from a literature-based focus to Part I Emergent Structured Literacy ensures alignment with Georgia's Early Literacy Act (HB 538) and GaPSC Rule 505-3-.03, which require educator preparation providers to ground reading

instruction in the science of reading. While children’s literature remains a valuable resource, the law emphasizes explicit, systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension for PreK–2 students. Reframing the course around structured literacy and GACE assessment #418 Subarea I—Essential Components of Reading: Oral Language Development, Early Literacy Skills, and Phonics equips teacher candidates with evidence-based practices that directly support early reading development, meet state accountability requirements, and address Georgia’s priority of improving K–3 literacy outcomes. Several other states have enacted literacy laws and policies that mirror Georgia’s shift toward structured literacy and the science of reading. This movement strengthens the case that transitioning from a literature-based course to one grounded in structured literacy is not only aligned with Georgia’s legal requirements but also part of a broader, evidence-based, national trend.

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 –

1. Course-Embedded Performance Assessments
 - o Candidates design lesson plans using structured literacy components (phonological awareness, phonics, fluency, vocabulary, comprehension).
 - o Rubrics aligned with literacy standards will be used to evaluate candidate performance.
2. Clinical Practice Observation & Feedback
 - o Faculty and mentor teachers will observe candidates implementing emergent literacy strategies during practicum/field placements.
3. Program-Level Data Integration
 - o Aggregated course data (lesson plan scores, observation ratings, GACE #418 assessment) will be analyzed each semester to document alignment with program learning outcomes.
 - o Data will feed into the program’s annual GaPSC accreditation reporting cycle.
4. SOI’s & Reflection
 - o Reflection assignments and SOI surveys will measure candidates’ confidence and readiness to apply structured literacy practices.
 - o Results will help faculty identify gaps between course objectives and program outcomes.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/16/2026 7:40
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

	<h2 style="margin: 0;">Valdosta State University Curriculum Form</h2> <ul style="list-style-type: none"> • Request for a REVISED COURSE 	Date of Submission: 09/24/2025
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*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.

College:	College of Education and Human Services	Dept. Initiating Request:	Dept Teacher Education
Requestor's Name:	Dr. Karen Terry –	Requestor's Role:	Faculty

CURRENT: <i>(list only items to be changed)</i>	REQUESTED: <i>(list only items to be changed)</i>
Course Prefix and Number: ELED 4501	Course Prefix and Number:
Course Title: Methods for Multicultural Education	Course Title: Methods for Culturally Responsive Practice
<i>Lecture Hours:</i>	<i>Lecture Hours:</i>
<i>Lab/Contact Hours:</i> N/A	<i>Lab/Contact Hours:</i>
<i>Credit Hours:</i> 3	<i>Credit Hours:</i>
Pre-requisites: EDUC 2999	Pre-requisites:
CURRENT Course Description:	NEW Course Description: <u>(hover over for instructions)</u>
A study of models for teaching cultural issues, ways to support parents and families, and specific language and literacy instructional approaches to support and assess PK-5 English Language Learners.	<u>This course equips candidates with strategies for culturally and linguistically responsive P–5 literacy instruction. Emphasis is placed on aligning language development with cross-content area literacy, fostering supportive learning environments, and engaging families and communities.</u>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2026	Every Semester

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

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

Embedding a course targeting culturally and linguistically responsive strategies in the OCCA ELED program directly supports GaPSC Standards for Content and Pedagogical Knowledge (Standard 1), Clinical Partnerships and Practice (Standard 2), and Special Georgia Requirements (Standard 6). Unlike a general multicultural course, this course emphasizes application of the Sheltered Instruction Observation Protocol (SIOP) and other evidence-based practices to integrate language development with literacy instruction, aligning with GaPSC’s literacy requirements (Rule 505-3-.03). It also addresses preparation for teaching students with diverse language needs, fosters collaboration with families and communities, and strengthens candidates’ ability to create effective learning environments for all P5 students — all of which are essential for initial certification and program accreditation.

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 –

Plans for assessing course effectiveness/meeting program learning outcomes include:

Embedded Performance Assessments

- Candidates design lesson plans using the SIOP framework and culturally/linguistically responsive strategies.

Clinical Application Evidence

- During field experiences, candidates demonstrate application of course strategies in P–5 classrooms.

Course Evaluation Data


- Candidate self-assessment/reflection and end-of-course SOI’s will be analyzed to determine perceived effectiveness of the course objectives.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF8FC10405...	2/16/2026 7:40
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i>	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i>	3/6/2026 2:34 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Education with a Major in Secondary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-secondary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>SEED 4620. Secondary Education Practicum II. 3 Hours. Prerequisite: Appropriate 2999 course. A supervised intermediate teaching experience in grades 9-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Practicum II is the second course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought.</p>		<p>SEED 4620. Secondary Education <i>Practicum II. Field Experience II. 3 Hours.</i> Prerequisite: Appropriate 2999 course, <u>and minimum GPA of 2.75.</u> <i>A supervised intermediate teaching experience in grades 9-12. Debriefing seminars address the appropriateness of content, teaching strategies, management techniques, and professional behavior. Practicum II is the second course in a series of three scaffolded clinical experiences specific to the teaching field and certification sought.</i> <u>A structured 9-12 classroom field experience supervised by mentor teachers and university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory."</u></p> <p>Final: SEED 4620. Secondary Education <u>Field Experience II. 3 Hours.</u> <u>A structured 9-12 classroom field experience supervised by mentor teachers and university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory."</u> Prerequisite: Appropriate 2999 course, <u>and minimum GPA of 2.75.</u></p>	

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 department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

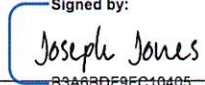
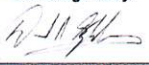
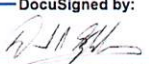
(select one or more of the following and provide appropriate narrative below):

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by:  B3A68DF9FC10405...	2/19/2026 11
College/Division Executive Committee	David slykhuis	DocuSigned by:  DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by:  DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	David Cole	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Secondary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-secondary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>SEED 4790. Student Teaching in Secondary Education. 10 Hours.</p> <p>Prerequisites: Appropriate 2999 course; Co-requisite: SEED 4800 and completion of all requirements to student teach as listed in the University's undergraduate catalog. Graded "Satisfactory" or "Unsatisfactory". The culminating clinical experience specific to the teaching field and certification sought. Student teaching is a full-day, semester-long experience in which candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor.</p>		<p>SEED 4790. <i>Student Teaching Clinical Practice</i> in Secondary Education. 10 Hours.</p> <p>The culminating clinical experience specific to the teaching field and certification sought. <i>Student teaching Clinical Practice</i> is a full-day, semester-long student teaching experience in which candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor. Graded "Satisfactory" or "Unsatisfactory". Prerequisites: Appropriate 2999 course; Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Co-requisite: SEED 4800 and completion of all requirements to student teach as listed in the University's undergraduate catalog. <i>Graded "Satisfactory" or "Unsatisfactory"</i>.</p>	

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

162

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A68DF9FC10405...	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?

- No Yes

*Will this change impact another department?

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Elementary Education
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
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ELED 4690. Apprenticeship in Elementary Education. 2 Hours.

Prerequisites: [EDUC 2999](#), minimum GPA of 2.75. Grades 1-5 classroom experience supervised by mentor teachers and university supervisors.

ELED 4690. *Apprenticeship in Elementary Education. Elementary Education Field Experience III. 2 Hours.*

Grades A structured 1-5 classroom field experience supervised by mentor teachers and university supervisors which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory."

Prerequisite: *EDUC 2999, Appropriate 2999 course and a GPA minimum of 2.75.*

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <small>B5A68DF9FC10405...</small>	2/19/2026 11:28
College/Division Executive Committee	David slykhuis	DocuSigned by: <small>DFAE59216E384AB...</small>	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <small>DFAE59216E384AB...</small>	3/6/2026 2:40 PM EST
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature	
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 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: <i>Select Date.</i>	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Bachelor of Science in Education in Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-elementary-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>ELED 4790. Student Teaching in Elementary Education. 10 Hours. Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: <u>ELED 4800</u>. Graded "Satisfactory" or "Unsatisfactory". A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor.</p>		<p>ELED 4790. Student Teaching Clinical Practice in Elementary Education. 10 Hours. Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: <u>ELED 4800</u>. Graded "Satisfactory" or "Unsatisfactory". A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor. Graded "Satisfactory" or "Unsatisfactory". Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: <u>ELED 4800</u>.</p>	

167

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

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/19/2026 11:2
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			

***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
---	----------------------------	---------------------

**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
--------------------------	--	--

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Middle Grades Education
-----------------------------	-------------------------

Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-middle-grades-education/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>MGED 4620. Apprenticeship in Middle Grades Teaching. 2 Hours. Prerequisites: Admission to the MGED professional program.</p>	<p>MGED 4620. <i>Apprenticeship in Middle Grades Teaching Education Field Experience.</i> 2 Hours. <u>A structured 4-8 classroom field experience supervised by mentor teachers and university supervisor which provides activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards. Graded "Satisfactory" or "Unsatisfactory."</u> Prerequisite: Admission to the MGED professional program. <u>Appropriate 2999 course, and minimum GPA of 2.75.</u></p>

Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>	
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field	<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –

The department is working to align all course catalog descriptions across all programs to PSC requirements.

Source of Data to Support Change <i>(select one or more of the following):</i>

169

- 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	Joseph Jones	Signed by: <i>Joseph Jones</i>	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> B3A68DF9FC10405...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			


***Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?**

- No Yes

***Will this change impact another department?**

- No Yes *[route form to department head of impacted program for signature]*

Department Head's Signature

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	Select Date.
*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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026
Degree/Program Name:	Middle Grades Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-middle-grades-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>MGED 4790. Student Teaching in the Middle Grades. 10 Hours. Prerequisites: MGED 2999 and completion of all requirements to student teach as listed in the University's undergraduate catalog. Co-requisite: MGED 4800.</p>		<p>MGED 4790. <i>Student Teaching</i> <u>Clinical Practice</u> in the Middle Grades. 10 Hours. <u>The culminating clinical experience specific to the teaching field and certification sought. Clinical Practice is a full-day, semester-long student teaching experience in which candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor. Graded, "Satisfactory", or "Unsatisfactory".</u> Prerequisites: <i>MGED</i> Appropriate 2999 course <i>and</i>; completion of all <i>requirements to student teach core and previous semester professional courses (professional courses with a "C" or higher)</i> as listed in the University's undergraduate catalog <i>and a minimum GPA of 2.75.</i> Co-requisite: MGED 4800.</p>	

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

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

11

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FG10405...	2/19/2026 11:00 AM EST
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB...	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			


*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?

- No Yes

*Will this change impact another department?

- No Yes [route form to department head of impacted program for signature]

Department Head's Signature

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 01/22/2026	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	MSED 6020	Course Prefix and Number:	
Course Title:	Teaching Internship II	Course Title:	Clinical Practice
<i>Lecture Hours:</i>	0	<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	5	<i>Lab/Contact Hours:</i>	16.67
<i>Credit Hours:</i>	5	<i>Credit Hours:</i>	
Pre-requisites:		Pre-requisites:	
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>	
<p>Corequisite: MSED 6021. Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating semester-long internship completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.</p>		<p>Corequisite: MSED 6021. Graded "Satisfactory" or "Unsatisfactory". <i>Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating semester-long internship completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty member, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.</i></p> <p><i><u>The culminating clinical experience specific to the teaching field and certification sought. Clinical Practice is a full-day, semester-long student teaching experience in which candidates fully engage in the processes of planning, instruction, and assessment under the immediate supervision of a mentor teacher and with the additional support of a university supervisor.</u></i></p>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
		Estimated Frequency of Course Offering:	

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<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2027	<i>Once per Year</i>
--	---	--	------	----------------------

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

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

We are making the language we use for these field experience course uniform across programs and the department. This will help with understanding and for reporting purposes for accreditation.

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

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

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


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

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

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

Other Data Source Descriptions –

We will assess this course the same way it is currently assessed, through student SOIs and from artifacts collected from the course (lesson plans, evaluation forms CAPS / PDBA).




Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:15 AM EDT
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:15 AM EDT
Graduate Executive Committee (for graduate course)		DocuSigned by: <i>David Slykhuis</i>	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			

***Will this change impact another department?** No Yes [route form to department head of impacted program for signature]

Department Head's Signature

	<h2 style="margin: 0;">Valdosta State University Curriculum Form</h2> <ul style="list-style-type: none"> • Request for a REVISED COURSE 	Date of Submission:	01/21/2026	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education	
Requestor's Name:	Forrest Parker	Requestor's Role:	Faculty	
CURRENT: <i>(list only items to be changed)</i>		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	ELED 6080	Course Prefix and Number:		
Course Title:	Social Studies Methods and Practicum	Course Title:		
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>	2	
<i>Lab/Contact Hours:</i>	3	<i>Lab/Contact Hours:</i>	0	
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>	2	
Pre-requisites:	Prerequisites: ELED 6050, EDUC 6051 and 6052.	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
<p>ELED 6080 provides candidates with the knowledge and skills to design, implement, and assess effective social studies instruction in the elementary classroom. This course emphasizes inquiry-based learning, integration of technology, and culturally responsive teaching practices to promote critical thinking, civic engagement, and historical understanding. Candidates will explore strategies for teaching history, geography, civics, and economics while aligning lessons with state and national standards. The practicum component allows candidates to apply course concepts in real-world settings, fostering the development of engaging, inclusive, and standards-driven social studies instruction.</p>		<p>ELED 6080 provides candidates with the knowledge and skills to design, implement, and assess effective social studies instruction in the elementary classroom. This course emphasizes inquiry-based learning, integration of technology, and culturally responsive teaching practices to promote critical thinking, civic engagement, and historical understanding. Candidates will explore strategies for teaching history, geography, civics, and economics while aligning lessons with state and national standards. The practicum component allows candidates to apply course concepts in real-world settings, fostering the development of engaging, inclusive, and standards-driven social studies instruction.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026	<i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Other –				
<p>This course was also set to include a practicum component but that has been removed and will be its own stand-alone course so this course needs to be reduced to a 2-credit hour course.</p>				

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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 –

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i>	3/30/2026 6:35 PM EDT
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:16 AM EDT
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/31/2026 8:16 AM EDT
Graduate Executive Committee (for graduate course)		DocuSigned by: <i>David Slykhuis</i>	
Graduate Dean (for graduate course)	Becky A. K. da Cruz	<i>Becky A. K. da Cruz</i>	4/3/2026
Academic Committee			
*Will this change impact another department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			

Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY	Date of Submission:	<i>Select Date.</i>
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**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:	Department of Teacher Education
Requestor's Name:	Gayle Ramirez	Requestor's Role:	Faculty

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2026

Degree/Program Name:	Teacher Education Candidates
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/#majorstext
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>SPEC 2000. SERVING STUDENTS WITH DIVERSE NEEDS. 3 HOURS. A survey of individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs.</p>	<p>SPEC 2000. SERVING STUDENTS WITH DIVERSE NEEDS. 3 HOURS. A survey of individuals with special needs, including possible impact, causes, and characteristics of specific needs across life spans and cultural diversity. Topics include legal requirements, ethical implications, education strategies, collaboration between regular and special educators, inclusion, family involvement, and current issues relating to individuals with special needs. <u>A grade of a B or higher is required.</u></p>

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

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

The department is working to align all course catalog descriptions across all programs to PSC requirements.

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

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

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

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

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



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> 93A68DF9FC10405	2/19/2026 11:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB	3/6/2026 2:40 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>David Slykhuis</i> DFAE59216E384AB	3/6/2026 2:40 PM EST
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Has an updated degree map with crosswalks linking courses and programs to workforce needs been prepared?		<input type="checkbox"/> No <input type="checkbox"/> Yes	
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [route form to department head of impacted program for signature]	
Department Head's Signature			



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 09/29/2025

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

College:	College of Education and Human Services	Dept. Initiating Request:	Dept of Teacher Education
Requestor's Name:	Dr. Karen Terry	Requestor's Role:	Faculty

CURRENT: (list only items to be changed)		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	ELED 4601	Course Prefix and Number:	
Course Title:	Literacy Assessing and Instruction	Course Title:	Literacy Assessment and Instruction
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>	
Pre-requisites:	EDUC 2999	Pre-requisites:	EDUC 2999, ELED 3700

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
<p>A study of diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, and strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.</p>	<p>This course prepares teacher candidates to select, administer, and interpret a variety of literacy assessments to guide instructional decisions grounded in the Science of Reading. Candidates apply knowledge of universal screening and progress-monitoring to identify students' strengths and needs across the pillars of structured literacy. Emphasis is placed on using assessment data to differentiate literacy instruction for all learners, including multilingual students and those with reading difficulties, ensuring evidence-based practices drive instructional planning and student growth.</p>

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2026	Every Semester

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

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

The inclusion of *Literacy Assessment and Instruction* in the undergraduate elementary education program is essential to meet state requirements for effective literacy teaching. Georgia's Literacy Law mandates that teacher preparation programs provide candidates with structured, evidence-based instruction aligned to the Science of Reading. This course ensures

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candidates can demonstrate competence in assessing reading development and applying data to guide instructional practices, directly supporting the expectations of Georgia’s literacy legislation.

Aligned with the Georgia Standards of Excellence (GSEs) for English Language Arts, the course equips candidates to design instruction that promotes foundational skills (phonological awareness, phonics, and fluency), vocabulary development, reading comprehension, and written expression. Candidates learn to differentiate instruction to meet the needs of diverse learners, including multilingual students and those with reading difficulties, thereby ensuring equity in literacy achievement. Furthermore, the course directly addresses Pearson GACE 418 Subarea III: Assessment and Instruction, which emphasizes the use of a variety of assessments, the analysis of student data, and the application of evidence-based instructional strategies. Through coursework and field-based practice, candidates gain the skills to link assessment results with systematic and explicit literacy instruction, ensuring they are prepared to meet both licensure requirements and the instructional needs of Georgia’s elementary students. In sum, this course is a critical component of teacher preparation in Georgia, ensuring program graduates are fully aligned with legislative mandates, state standards, and professional expectations for effective reading instruction.

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 –

Candidate Performance on Key Assessments

- o Candidates will complete signature course assessments such as interpreting literacy assessments, analyzing data, and creating assessment-driven instructional plans.
- o Performance will be evaluated using rubrics aligned to program learning outcomes and GACE 418 Subarea III competencies, ensuring that candidates demonstrate proficiency in applying assessment data to instructional decisions.

Embedded GACE-Aligned Practice

- o Course assignments will mirror tasks expected on the Pearson GACE 418 reading instruction assessment, particularly Subarea III. Performance on these practice tasks will serve as an early indicator of candidate readiness for licensure.
- o Aggregate course data will be analyzed to identify areas where candidates demonstrate strength and where additional instructional support may be needed.

Field-Based Application

- o Candidates will apply course concepts in field placements by conducting literacy assessments and developing instructional interventions under supervision.
- o Feedback from mentor teachers and university supervisors will be collected to evaluate candidates’ ability to connect theory to practice, particularly in differentiating instruction for diverse learners.

Program-Level Data Monitoring

- o Candidate performance on the Pearson GACE 418 outcomes will be tracked and analyzed as program-level measures of course effectiveness.
- o Results will be reviewed annually to ensure alignment between course instruction, program learning outcomes, and state licensure requirements.

Continuous Improvement

- o Student course evaluations, faculty reflections, and stakeholder feedback (including from school partners) will inform ongoing revisions.
- o Data will be reviewed each academic year by the program faculty to make evidence-based adjustments to course content, instructional methods, and assessment practices.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/16/2026 7:
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
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):	
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

09/29/2025

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

College: College of Education and Human Services

Dept. Initiating Request:

Requestor's Name: Dr. Karen Terry

Requestor's Role: Faculty

CURRENT: (list only items to be changed)

REQUESTED: (list only items to be changed)

Course Prefix and Number: ELED 3700

Course Prefix and Number:

Course Title: Science of Reading

Course Title: Intermediate Structured Literacy Development and Practices

Lecture Hours:

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: EDUC 2999

Pre-requisites: ELED 3601

CURRENT Course Description:

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

An introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary.

[This course builds teacher candidates' capacity to teach and support literacy growth. Grounded in the research of the Science of Reading and Structured Literacy instructional practice, the course addresses advanced word recognition, morphology, vocabulary, fluency, comprehension, and writing strategies. Candidates will learn to integrate disciplinary literacy practices, and use assessment data to inform instruction, ensuring that all students progress from learning to read toward reading to learn.](#)

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Spring 2026	Every Semester

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

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

Shifting this course to a Part II Intermediate Structured Literacy focusing on 3-5 ensures alignment with Georgia's Early Literacy Act (HB 538) and GaPSC Rule 505-3-.03, which require educator preparation providers to ground reading instruction in the science of reading (ELED 3601 is Part I Emergent Lit PK-2nd). Additionally, reframing the course around GACE assessment #418 Subarea II—Essential Components of Reading: Fluency, Vocabulary, and Comprehension equips teacher candidates with evidence-based practices that directly support early reading development, meet state accountability requirements, and address Georgia's priority of improving 3-5 literacy outcomes. Several other states have enacted literacy

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laws and policies that mirror Georgia's shift toward structured literacy and the science of reading. This movement strengthens the case that transitioning from a literature-based course to one grounded in structured literacy is not only aligned with Georgia's legal requirements but also part of a broader, evidence-based, national trend.

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 –


1. Course-Embedded Performance Assessments
 - o Candidates design lesson plans using structured literacy components
 - o Rubrics aligned with literacy standards will be used to evaluate candidate performance.
2. Clinical Practice Observation & Feedback
 - o Faculty and mentor teachers will observe candidates implementing intermediate literacy strategies during practicum/field placements.
3. Program-Level Data Integration
 - o Aggregated course data (lesson plan scores, observation ratings, GACE #418 assessment) will be analyzed each semester to document alignment with program learning outcomes.
 - o Data will feed into the program's annual GaPSC accreditation reporting cycle.
4. SOI's & Reflection
 - o Reflection assignments and SOI surveys will measure candidates' confidence and readiness to apply structured literacy practices.
 - o Results will help faculty identify gaps between course objectives and program outcomes.



Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A68DE9EC10405	2/16/2026 7:41
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>David Slykhuis</i>	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	3/6/2026 2:34 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program		Date of Submission: 02/16/2026		
College:	College of Education and Human Services	Dept. Initiating Request: DTE		
Requestor's Name:	Karen Terry	Requestor's Role: Faculty		
List of Courses (or the program or track) *(Example: CLASS 1111 Introduction to Class)				
<input checked="" type="checkbox"/> Deactivate Course(s) <input type="checkbox"/> Deactivate Program <input type="checkbox"/> Reactivate Course(s)	ELED 3701 Differentiated Instruction			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core IMPACTS <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	Fall 2026	Select One.
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –				
This course content is now covered in other courses that are more current and aligned to current program requirements.				
Source of Data to Support Change (select one or more of the following and provide appropriate narrative below):				
<input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)				
N/A				



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals	Print	Signature	Date
Department Head	Joseph Jones	Signed by: <i>Joseph Jones</i> B3A6BDF9FC10405...	2/16/2026 7:4
College/Division Executive Committee	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Dean/Director	David slykhuis	DocuSigned by: <i>[Signature]</i> DFAE59216E384AB...	3/6/2026 2:34 PM EST
Graduate Executive Committee (for graduate course)		DFAE59216E384AB...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another department?		<input type="checkbox"/> No <input type="checkbox"/> Yes <i>[route form to department head of impacted program for signature]</i>	
Department Head's Signature			