# VALDOSTA STATE UNIVERSITY

# ACADEMIC COMMITTEE PACKET

**ACADEMIC COMMITTEE** 

MONDAY, February 14, 2022

2:30 p.m.

**Microsoft Teams** 

Stanley Jones
Registrar/Secretary of the Academic Committee

#### ACADEMIC COMMITTEE AGENDA February 14, 2022

1. Minutes of the January 10, 2022 meeting. (pages 1-4) were approved by email January 14, 2021.

#### 2. GENERAL EDUCATION

a. Revised course prefix, credit hours, title and description CPL 2000 (pages 5-6). Deactivation PLA 2000

#### 3. COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

- a. Revised prerequisite and description PSYC 2998 (pages 7-9)
- b. New course AFAM 4552 (pages 10-20)
- c. New course AFAM 4551 (pages 21-26)
- d. Revised Selected Outcomes for the MA in English and the MA in English Studies for Language Arts Teachers (pages 27-29)
- e. Revised Admission to the Program and degree requirements footnote for the MAT in English to Speakers of Other Languages (pages 30-35)
- f. Revised website narrative for the MAT in English to Speakers of Other Languages (pages 36-39)
- g. Revised Admission to the Program and degree requirements footnote for the MAT in Foreign Language Education (pages 40-45)
- h. Revised website narrative for the MAT in Foreign Language Education (pages 46-50)
- i. Revised course number, title and description for ESOL 4021 (pages 51-53). Deactivation ESOL 4020
- j. Revised course number, title and description for ESOL 4031 (pages 54-56). Deactivation ESOL 4030

#### 4. COLLEGE OF SCIENCE AND MATHEMATICS

- a. Revised requirements for the Basic Certificate in Data Science (pages 57-59)
- b. New course MATH 4905 (pages 60-63)
- c. Revised course number, and description BIOL 2251K (pages 64-65). Deactivation BIOL 2651
- d. Revised course number, and description BIOL 2252K (pages 66-67). Deactivation BIOL 2652
- e. Revised course number, and description BIOL 2260K (pages 68-69). Deactivation BIOL 2900
- f. Revised narrative for the BS in Astronomy (pages 70-72)
- g. Revised narrative for the BS in Environmental Geosciences Geography Track (pages 73-74)
- h. Revised requirements for the BS in Environmental Geosciences Geology Track (pages 75-78)
- i. Revised requirements for the BS in Physics (pages 79-82)
- j. New Track for the BS in Physics Applied Physics (pages 83-85)
- k. New Track for the BS in Physics Medical Physics (pages 86-88)
- 1. Revised prerequisite for CHEM 1211 (pages 89-90)
- m. Revised prerequisite for CHEM 1211L (pages 91-93)
- n. Revised requirements for the BS in Chemistry Pre-Optometry Option (pages 94-96)
- o. Revised requirements for the BS in Chemistry Pre-Pharmacy Option (pages 97-98)
- p. New Track BS in Chemistry Business Option (pages 99-101)
- q. New Track BS in Chemistry Teaching Option (pages 102-103)
- r. New Track BS in Chemistry Environmental Option (pages 104-106)
- s. New Track BS in Chemistry Pre-Dental Option (pages 107-108)
- t. New Track BS in Chemistry Pre-Medical Option (pages 109-110)

#### 5. COLLEGE OF EDUCATION AND HUMAN SERVIES

- a. Revised course number, and description SPEC 2000 (pages 111-112). Deactivation SPEC 3000
- b. Deactivation ELED 4801, 4700 and 4890 (pages 113-114)
- c. Revised Area F and Senior College Curriculum for the BSED in Middle Grades (pages 115-119)
- d. Revised course prefix, and description EDUC 2000 (pages 120-121). Deactivation MGED 2000
- e. Revised course description CHPE 3000 (pages 122-123)
- f. Revised Senior College Curriculum for the BSED in Health and Physical Education (pages 124-127)
- g. Revised credit hours, and description KSPE 3301 (pages 128-129)
- h. New course CSD 5240 (pages 130-135)
- i. Revised course title, and description CSD 5080 (pages 136-141)
- j. Revised degree requirements for the MED in Communication Sciences and Disorders (pages 142-144)
- k. Revised admission requirements for the MED in Communication Sciences and Disorders (pages 145-149)
- 1. Revised Area F requirements for the BSED in Communication Sciences and Disorders (pages 150-153)
- m. Revised Area F, and senior college requirements for the BSED in Elementary Education (pages 154-158)
- n. Revised course title, credit hours, prerequisites and description for ELES 3010 (pages 159-168)
- o. New course ELES 3100 (pages 169-178)
- p. New course ELED 2500 (pages 179-188)
- q. New course ELED 3110 (pages 189-190)

- r. Revised course title, prerequisite and description ELED 3300 (pages 191-192)
- s. Revised course title, prerequisite and description ELED 4010 (pages 193-194)
- t. Revised course title, and description ELED 4500 (pages 195-196)
- u. Revised course title, prerequisite, and description ELED 4690 (pages 197-198)
- v. Revised credit hours, prerequisite, and description ELED 4790 (pages 199-200)
- w. Revised credit hours, prerequisite, and description ELED 4800 (pages 201-202)

#### VALDOSTA STATE UNIVERSITY ACADEMIC COMMITTEE MINUTES January 10, 2022

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, January 10, 2022. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Candace Witherspoon, Dr. Kristy Litster, Mr. Ken Smith, Dr. Lois Bellflowers, Mr. Tommy Crane, Dr. Deborah Briihl, Dr. R. Paul Mihail, Dr. Colette Drouillard (Proxy Dr. Jan Drake), Dr. George Wilson, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Brian Williams, Ms. Mallory Lane, and Ms. Amy Chew.

Members Absent: Ms. Gabrielle Stellmacher, Dr. Anurag Dasgupta, Ms. Chalise Ludlow, Dr. Brian Sowa, Dr. Fleming Bell, Dr. Jan Drake, and Dr. Ray Elson.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Fred Knowles, Dr. Barney Rickman, Dr. Becky da Cruz, Dr. Thomas Manning, Dr. Joseph Robbins, Dr. Mark Kasper, Dr. Michael Webster, and Dr. Paul Vincent.

The Minutes of the November 8, 2021 meeting were approved by email on November 16, 2021. (pages 1-3).

#### A. College of Business Administration

1. Reactivation of ACCT 2099 was approved effective Summer Semester 2022. (pages 4-5).

#### B. College of Education and Human Services

- 1. Revised admission requirements for the MED in Communication Disorders was approved Fall Semester 2022. (pages 6-10).
- 2. New course, Communication Science and Disorders, (CSD) 5250, "Literacy Disorders Practicum", (LITERACY DISORDERS PRACTICUM 1 credit hour, 0 lecture hours, 1 lab hour, and 1 contact hour), was approved effective Fall Semester 2022. (pages 11-12).
- 3. Revised admission deadlines for the Master of Library Information Science was approved effective Fall Semester 2022. (pages 13-14).
- 4. Revised course title and description, Library Science (MLIS) 7180, "Library Services for Users with Disabilities", (LIB SRV USER WITH DISABILITIES 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall 2022. (pages 15-16).
- 5. Revised course title and description, Library Science (MLIS) 7360, "Knowledge Creation and Taxonomy", (KNOWLDGE CREATION AND TAXONOMY 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall 2022 with the description changed to read ...topics include the indexing process... (pages 17-18).
- 6. Revised course description, Library Science (MLIS) 7330, "Advance Metadata", (ADVANCED METADATA 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), (pages 19-20).
- 7. Revised course prerequisites for MLIS 7210, 7220, 7230, 7240, 7250, 7400, 7440, 7520, 7570, 7580 and 7610 was approved effective Fall Semester 2022. (pages 21-24).

#### C. College of Humanities and Social Science

- 1. New course, History (HIST) 3045, "Study Abroad Special Topics in European History", (SA SPECIAL TOPICS EUR HIST 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2022 with the commas removed from the course title. (pages 25-29).
- 2. Cross list POLS and AFAM 4330 was approved effective Fall Semester 2022. (Pages 30-31).
- 3. New course, African American Studies, (AFAM) 4330, "African Politics", (AFRICAN POLITICS 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Summer Semester 2022. (pages 32-37).

- 4. Revised admission requirements for the DPA was approved effective Fall Semester 2022. (pages 38-40).
- 5. Revised admission requirements for the MPA was approved effective Fall Semester 2022. (pages 41-43).
- 6. New course, English (ENGL) 3070, "Freelance Writing", (FREELANCE WRITING 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the prerequisite changed to read Prerequisite: "C" or better in one of the following ENGL 2111, 2111H, 2112, 2112H, 2113, or 2113H. (pages 44-48).
- 7. Reactivation, revised course title, and description, English (ENGL) 4500, "Publishing Academic Journals", (PUBLISHING ACADEMIC JOURNALS 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 49-51).
- 8. Revised course title and description, English (ENGL) 4600, "Narrative at Work", (NARRATIVE AT WORK 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 52-54).

#### D. College of Science and Mathematics

- 1. New course, Chemistry (CHEM) 4800, "Internship in Chemistry", (INTERNSHIP IN CHEMISTRY 3-6 credit hours, 0 lecture hours, 6-18 lab hours, and 6-18 contact hours), was approved effective Fall Semester 2022 with Graded "Satisfactorily" or "Unsatisfactorily" and the last sentence on the description deleted. (pages 55-58).
- 2. Revised degree requirements for the BS in Environmental Geosciences New Track Environmental Sustainability was approved effective Fall Semester 2022. (pages 59-62).
- 3. Revised requirements for the Geography minor was approved effective Fall Semester 2022 with the effective date changed from Fall 2021 to Fall 2022. (pages 63-64).
- 4. Revised requirements for the Geology minor was approved effective Fall Semester 2022 with the effective date changed from Fall 2021 to Fall 2022. (pages 65-66).
- 5. Revised degree requirements for the BS in Engineering Technology was approved effective Fall Semester 2022 with the effective date changed from Spring 2022 to Fall 2022. (pages 67-71).
- 6. Revised prerequisite, Engineering Technology, (ENGT) 2530, "Statics", (STATICS 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022. (pages 72-73).
- 7. Revised prerequisite, Engineering Technology, (ENGT) 3140, "Simulation Modeling of Industrial Systems", (SIMULATION MODLNG/INDSTRL SYS 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022. (pages 74-75).
- 8. Revised prerequisite, Engineering Technology, (ENGT) 4510, "Basic Electricity and Electronics", (BASIC ELECTRICITY/ELECTRONICS 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2022. (pages 76-77).
- 9. Revised prerequisite, Engineering Technology, (ENGT) 4520, "Applied Thermodynamics", (APPLIED THERMODYNAMICS 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2022. (pages 78-79).

#### E. College of Nursing and Health Sciences

- 1. Revised Admission requirements, Selected Educational Outcomes, and Examples of Outcome Assessments for the GS in Exercise Physiology was approved effective Fall Semester 2022. (pages 80-85).
- 2. Revised course prerequisite, Health Science Exercise Physiology, (HSEP) 3050, "Prevention of Exercise Related Injuries and Conditions", (PREVENT EX INJURY 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 86-87).
- 3. Revised course title, prerequisites and description, Health Science Exercise Physiology, (HSEP) 3650, "Applied Exercise Musculoskeletal Interventions", (AP EX MUSCULOSKELETAL INTERVN 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read Prerequisite: A grade of "C" or better in HSEP 3430. Application of scientific principles for evaluating and developing exercise-based interventions to improve general health and physical performance in adult populations. The course emphasizes musculoskeletal hypertrophy, strength,

endurance, power, and flexibility; and interventions using various modalities for diverse populations and settings. (pages 88-89).

- 4. Revised course title, prerequisite and description, Health Science Exercise Physiology, (HSEP) 4050, "Principles of Strength and Conditioning for Athletic Performance", (PRINC STR COND ATHL PERFM 4 credit hours, 4 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2022 with the description changed to read Prerequisite: A grade of "C" or better in HSEP 3650 and successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. A comprehensive study of training theory and methods for developing physical abilities as they relate to athletic performance. Topics include neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training. The course addresses the principles underlying the development of hypertrophy, strength, power, speed, agility, and anaerobic capacity, and covers lifts, drills and tests relevant to strength and conditioning practitioners. The National Strength and Conditioning Association's Certified Strength and Conditioning Specialist competencies will be emphasized. (pages 90-92).
- 5. Revised course prerequisite, and description, Health Science Exercise Physiology, (HSEP) 4140, "Professional Practices in Exercise Physiology", (PROF PRACTICES IN EP 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read Prerequisites: Successful progression and retention requirements as per the program of study of the Exercise Physiology degree program. The study of potential administrative and management roles and responsibilities of the exercise physiologist. The course will address practices for professional development and behavior as well as job searching and application, scope of practice, ethics, legal issues, evidence-based practice, fiscal management, marketing, facility operations, risk management, and human resource management. (pages 93-95).
- 6. Revised course description, Health Science Exercise Physiology, (HSEP) 4160, "Exercise Psychology", (EXERCISE PSYCHOLOGY 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read Prerequisite: Admission into the Exercise Physiology degree program. A study of psychological factors that influence physical activity and exercise behavior and heir impact on human performance and physical and mental health. The course addresses major psychological theories and behavioral interventions that promote exercise participation, engagement in health behavior change, and optimize athletic conditioning. (pages 96-97).
- 7. Revised course prerequisite, Health Science Exercise Physiology, (HSEP) 4210, "Clinical Exercise Physiology", (CLINICAL EXERCISE PHYSIOLOGY 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022. (pages 98-99).
- 8. Revised course prerequisite and description, Health Science Exercise Physiology, (HSEP) 4510, "Exercise Physiology Practicum", (EXERCISE PHYSIOLOGY PRACTICUM 4 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages 100-101).
- 9. Revised course prerequisite and description, Health Science Exercise Physiology, (HSEP) 4550, "Exercise Physiology Internship", (EXERCISE PHYSIOLOGY INTERNSHIP 12 credit hours, 0 lecture hour, 24 lab hours, and 24 contact hours), was approved effective Fall Semester 2022 with the description changed to read Prerequisites: A grade of "C" or better in all course requirements for the Exercise Physiology Bachelors of Science degree except HSEP 4550; submission of internship agreement, prof of CPR/AED certification, professional liability insurance coverage, immunization record, background check, drug screen clearance, and any other requirements specific to internship site or VSU. A capstone experiential learning experience at a professional workplace that reflects an area directly related to exercise physiology such as strength and conditioning, clinical exercise physiology, or fitness and wellness. Students are required to complete at a minimum 10 weeks and 400 cumulative hours, with no more than 40 hours per week permissible. The course includes reports of daily activity and coursework reflection teaching, educational in-services, and evaluation of internship and the Exercise Physiology degree program. Te student must sit for the ACSM EP-C or NSCA CSCS exam and submit copies of the certification exam results. (pages 102-104).
- 10. Revised website information for the MS in Exercise Physiology was approved effective Fall Semester 2022. (pages 105-106).
- 11. New course, Health Science Exercise Physiology, (HSEP) 6060, "Applied Sport Science and Human Performance", (APP SPORT SCI AND HUMAN PERF 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2022 with the description changed to read A contemporary and comprehensive overview of sport science and its application to maximizing human performance. The courses the foundational knowledge and skills identified by the NSCA to be a Certified Performance and Sport Scientist. (pages 107-108).
- 12. Revised degree requirements for the MS in Exercise Physiology was approved effective Fall Semester 2022. (pages 109-111).
- 13. Revised course title, credit hours, and description, Health Science Exercise Physiology, (HSEP) 7000, "Research Methods and Statistics in Exercise Physiology", (RSRCH MTHD & STATICS EXER PHYS-4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2022. (pages 112-113).

- 14. Revised credit hours, and description, Health Science Exercise Physiology, (HSEP) 7400, "Exercise Physiology Seminar", (EXERCISE PHYSIOLOGY SEMINAR 1-3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2022. (pages 114-115).
- 15. Revised course description and grading mode, Health Science Exercise Physiology, (HSEP) 7950, "Exercise Physiology Internship", (EXERCISE PHYSIOLOGY INTERNSHIP 3-6 credit hours, 0 lecture hours, 3-6 lab hours, and 3-6 contact hours), was approved effective Fall Semester 2022. (pages 116-117).

Respectfully submitted,

Stanley Jones Registrar

Valdosta State University Curriculum Form  • Request for a REVISED COURSE							09/29/2021	
*Course/d	*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.							
College:	Aca	ademic Division				t. Initiating Request:	General Education	
Requestor's Name:	Sha	á Wilfred			R	equestor's Role:	Faculty	
CURRENT:				REQUESTED	: (list o	nly items to	be changed)	
Course Prefix and Number:	PL	A 2000		Course and Nu		CPL 2000		
Course Title:	Pri	or Learning Documentation		Course	Title:	Credit for I	Prior Learning tation	
Lecture Hours:				Lecture	Hours:			
Lab/Contact Hours:				Lab/Contact	Hours:			
Credit Hours:	2			Credit	Hours:	<u>1-</u> 2		
Pre-requisites:	Pe	rmission of Instructor		Pre-requ	isites:	Permissio	n of Instructor	
CURRENT Course I	Desci	ription:		NEW Course Description: (hover over for instructions)				
prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained.			ter	knowledge gained from for prior learning experiences based on standards and criteria established by academic and subject-matter professionals. Students prepare and submit documentation that provides a clear description of competencies obtained.				
Program Level:		Course Classification:	Seme	ester to be tive:	Year Effec		Estimated Frequency of Course Offering:	
☑ Undergraduat	te	☐ Core (Area A-E) ☐ Major Requirement ☑ Elective		☐ Fall ☐ Spring ☐ Summer		2022	Every Semester	
Justification: (selec	ct on	e or more of the following and	provide	appropriate	narrati	ve below:)		
☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency ☐ Adopting current best practice(s) in field ☐ Other —								
In anticipation of an influx of new adult learners from eDegree/eCollege efforts and in response to our current								
use of PLA 2000,	adju	stments are needed to our F	PLA do	cumentation	cours	e. The revis	ions include bringing the	
name in line with current models (Credit for Prior Learning rather than Prior Learning Assessment), modifying								
the course description to focus on the knowledge gained as opposed to experience, and allowing for a variable								
credit. Student who seek 1-6 CPL credits would sign up for 1 credit hour CPL 2000 course. Students who seek 7								
or more credits would sign up for 2 credit hour CPL 2000 course. Dr. Sha' Wilfred will be the Instructor of								
Record with the assistance of the General Education Committee. Review and award of credit will be by the								
department with the expertise in the discipline. The full policy updates can be found at:								
https://www.valdosta.edu/academics/amp/returning-to-college/prior-learning-assessment/								

\*Will this change impact another college/department?

**Academic Division** 

College:

Source of Data to Support	Change (select one or more o	f the following):	
	Ols, student/employer/alumni	surveys, etc.	
☐ Direct Measures; Mat	erials collected/evaluated for	program assessment (tests/portfolios/as	ssignments, etc.)
Plans for assessing course	effectiveness/meeting progra	am learning outcomes	
(select one or more of the	following and provide appropr	iate narrative below):	
☐ Indirect Measures; SC	Ols, student/employer/alumni :	surveys, etc.	
□ Direct Measures; Mat     □	erials collected/evaluated for	program assessment (tests/portfolios/a	ssignments, etc.)
Other Data Source De			
		CED COLLDGE E	
Valdosta S	tate University - REVI	SED COURSE Form	
STATE  ST	or a REVISED COURSE		
Approvals:	Print:	Signature:	Date:
	5000 S000 S000	DocuSigned by:	
Department Head	Shani P. Wilfred	Shani P. Wilfred	10/14/2021   7:2
College/Division		60663800DD384FC	
Executive Committee			
		DocuSigned by:	
Dean/Director	Becky K. da Cruz	Becky da Cruz	10/21/2021   8:0
Graduate Executive		84AFF64637U449F	
Committee			
(for graduate course)			
Graduate Dean			
(for graduate course)			

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

**Department(s):** General Education

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Virgoret	esta State University Cur Juest for a REVISED COURSE	Date of ubmission:	01/10/2022			
*Course/c	curriculum revisions originate with a	faculty m	ember or curric	ulum cor	nmittee in the	e Academic Program.
College:	College of Humanities and Socia	l Science	es .	Dept	. Initiating Request:	Psychological Science
Requestor's Name:	Mark A. Whatley and Debora	h S. Briil	าไ	R	equestor's Role:	Faculty
CURRENT:			REQUESTE	D: (list o	nly items to	be changed)
Course Prefix and Number:	PSYC 2998	Course Prefix and Number:				
Course Title:	Entry into Psychology Major		Course	e Title:		
Lecture Hours:			Lecture	Hours:		
Lab/Contact Hours:			Lab/Contact	Hours:		
Credit Hours:			Credit	Hours:		
Pre-requisites:	"C" or better) of ENGL 1101, 1 PSYC 1101, and MATH 1101 of or 1112 or 1113.	Pre-requ	iisites:	PSYC 1101	etter) of ENGL 1101, 1102, 1, and MATH 1101 or 1111 or 1113 or 1401.	
CURRENT Course D	Description:		NEW Cours	e Descri	ption: (hove	er over for instructions)
pursing a VSU-rectourse must be substantial admission to the awarded with a Gof Core Requirem ("C" or better) of	e for all incoming psychology magnetic for all incoming psychology. The commended course of study. The commended course of study. The completed prior to psychology major. A grade of "SPA of 2.5, based on 30 earned sents, including successful comments. Including successful commended in the comments. In a successful comments. In a	he S" is hours pletion	pursing a \course mu admission awarded wof Core Re ("C" or bet	/SU-rec st be su to the p vith a G quirementer) of I	ommended ccessfully obsychology PA of 2.5, bents, include ENGL 1101,	ming psychology majors dicourse of study. The completed prior to major. A grade of "S" is eased on 30 earned hours ling successful completion, 1102, PSYC 1101, and or 1113 or 1401.
Program Level:	Course Classification:	Seme Effec	ester to be tive:	Year t Effect		Estimated Frequency of Course Offering:
⊠ Undergraduat □ Graduate	e Core (Area A-E)  Major Requirement  Elective		Fall Spring Summer	2	022	Every Semester
Justification: (selec	t one or more of the following and	d provide	appropriate	narrativ	e below:)	
_	dent learning outcomes		☐ Mandat		te/Federal/	Accrediting Agency

DocuSign Envelope ID: 7F17B4CD-8A46-4311-8462-8BC7113873AD

This would make the BA/BS Psychology Degree Program consistent with other universities within the University System of Georgia.

Source of Data to Support Change (select one or more of the following):
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
Documentation of GPA and successful completion of required prerequisites. Universities within the USG use MATH 1401 as a MATH option in Area A.
☐ 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.
$oxed{oxed}$ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –
Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Number of majors, enrollment in courses, especially senior level, and performance in coursework.

VALDOSTA STATE STA		tate University - REVISED ( r a REVISED COURSE	COURSE Form		
Approva	ıls:	Print:	Sign	ature:	Date:
Departm	Department Head David Monetti		31	avid Monetti E061511304E430 bouSigned by:	
College Executive C	e/Division ommittee	James LaPlant	C	mes Laplant FD1633B1A51412	
Dean/Director		James LaPlant	Jan	mes laflant FD1633B1A51412	
Graduate Executive Committee (for graduate course)					
Graduate Dean (for graduate course)					
Academic Committee		Karen Shepard			
*Will this change impact another college/department?		⊠ No □ Yes [	select college & indicate	department(s)]	
College:	College of Humanities and Social			Psychological Scien	nce

cuSign Envelope ID: 23EBC8	BAA-ECD	F-4AB8-A05A	-BCE0804AE444							
Mar money	Valdosta State University Curriculum Form  • Request for a NEW COURSE  Date of Submission:						10/28/	2021		
*Course/curriculu	m chang	ge or additio	n originates with a fa	culty	member or cur	riculum co	ommittee in	the Aca	demic Program.	
College	: Coll	ege of Hum	anities and Social S	cienc	es	Dept.	Initiating Request:	AFAM	l	
Requestor's Name	: M. [	Denise Love	tt			Re	questor's Role:	Depar	rtment Head	
Proposed NE (Consult abbrevio		AFAIVI			V Course Number: 4552					
Proposed N	EW Co	urse Title:	Contemporary Bla	ack M	an					
NEW Course Ti		reviation:								
		quisite(s):	AFAM 3000					9		
Lecture Hours:	3		Lab/Contact Hou	urs:			Credit H	lours:	3	
Proposed NEW Cours	e Desci	ription: (Lim	it to 50 words. Include I	requisi	tes, cross listings	, special re	quirements,	etc.)*		
Prerequisite: AFAM 30 and cultural perspecti				to be	a Black man	in the 21	st century.	Histor	ical, political,	
Program Level:		Course Cl	assification:		nester to be ective:	Year to Effective			ated Frequency e Offering:	of
☑ Undergraduate ☐ Graduate		☐ Core (Area A-E) ☐ Major Requirement ☑ Elective			<ul><li>☐ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		Ond	ce per Year		
Justification: (select o	ne or m	nore of the j	following and provi	de ap	propriate nar	rative be	rlow:)			
☐ Improving student learning outcomes				☐ Mandate of State/Federal/Accrediting Agency						
□ Adopting current best practice(s) in field     □ Other -										
This course contribute have been offered as										of it

\*\* 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 –
Students will complete a final exam in which course effectiveness will be assessed.
** Attach General Course Syllabus/Support documents with course outcomes/assessments **

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# Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approval	ls:	Print:	_signature;	Date:
Departm	nent Head	M. Denise Lovett	M. Denise Lovett	10/28/2021
College/Division Executive Committee		James LaPlant	James Laflant  CFD1633B1A51412  Docusigned by:	
Dean/Director		James LaPlant	James Laplant CED1633B1A51412	
Graduate Executive Committee (for graduate course)				
Graduate Dean (for graduate course)				
Academic Committee		Karen Shepard		
*Will this change impact another college/department?			☑ No ☐ Yes [select college & indicat	e department(s)]
College:	College of	Humanities and Social Sciences	Department(s): Africana Studies	

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#### Contemporary Black Man Fall 2021

COURSE NUMBER: AFAM 3600 Section IE

CEDIT HOURS: 3 TIME: Online Course

CLASSROOM: Nevins 1105

INSTRUCTOR: Dr. T. Andrews EdD; LMFT; AAMFT Approved Supervisor; MAC; SAP

Professor Phone: 229-333-2351

Professor email: ftandrews@valdosta.edu or tandrews@peacewaycms.com

Office Number/Location: Office visits are scheduled by appointment. Office Nevis Hall 2122

Office Hours: By appointment

#### **TEACHING STYLE/PHILOSOPHY:**

I use an active teaching style in the classroom. This means that you are an active participate in the learning process. You are expected to be prepared, to interact, and discuss the topics that are being taught on the given dates. My classroom and teaching style does not adhere to an experience in which you come to class, listen to lectures, take notes, and take tests. THIS IS NOT A CLASS THAT YOU CAN COME TO EVERYDAY AND NOT GET INVOLVED. Learning in this class comes in many shapes and forms. You will be expected to participate in discussions, exercises, and the active learning process. I conduct my class in an interactive manner which encourages participation because I believe that students learn more effectively by connecting more practical examples to a complex theory. I recognize that students learn in different ways, so I teach using three common modalities kinesthetic, visual and auditory styles. In assisting the students with comprehending the information presented in class, I utilize groups, movies and media examples as points of reference. As the educator, it is import to understand the subject well enough to convey to the students

The test material will be taken from my lectures, the discussions we have in class, and any assigned readings.

#### **COURSE DESCRIPTION:**

This course is designed to explore what it means to be a Black man in today's society. It will examine their experiences, based on social, historical, political and cultural perspectives. The course will also explore some of the benefits and challenges of progressing from adolescence to adulthood. This course will place and emphasis on how Black males can thrive in today's contemporary society. We will explore a blue print that will African American males with being able to navigate and thrive in today's contemporary society.

### **COURSE OBJECTIVES:**

1. To critically evaluate some of the issues that have plagued African American male progress.

- 2. To increase awareness of issues that have been barriers to the development and equality of the African American men.
- 3. To develop an understanding of the dynamics of racial domination in the United States, the reality and implications of that domination on the African American male.
- 4. To develop an understanding of how the African American male and his perspective has evolved over time.
- 5. Students will explore examples of successful contemporary African American males and how this success provides a blueprint for African American males to be successful today.
- 6. Develop an understanding of the social, political, historical perspectives that influence the African American male.
- 7. Learn the characteristics and attributes that serve as the blue print for African American males to be successful in today's society.

At the end of the term, all students will be encouraged to complete the online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrator. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able the access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <a href="http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml">http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml</a>.

#### **REQUIRED TEXT:**

- 1) The Black Male Handbook: A Blueprint for Life by Kevin Powell
- 2) Successful African American Men: From Childhood to Adulthood by Sandra Taylor Griffin

#### **OFFICE HOURS:**

Please note that I am available for consultations by appointment only. You can schedule an appointment face to face, by phone or through email.

### **ATTENDANCE POLICY:**

Absences from class seriously undermine student progress therefore; students are expected to attend each class. LATE ARRIVALS as well as EARLY DEPARTURES from class can count as an absence. As per University policy (Undergraduate Catalog, page 83), "a student who misses more than 20% (n=5) of the scheduled classes of a course will be subject to receiving a failing grade ('F") in the course." Please note that FIVE points for each absence that exceeds the allowed number of absences (5) will be deducted from your final grade. The instructor will keep a record of all student absences from class. At the end of the semester, the number of absences will be reported to the Registrar's Office.

#### **LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY):**

Effective fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their entire enrollment at VSU. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor on the proof roll) will be recorded as "WF." The grade "WF" is calculated as an "F" for GPA purposes.

The limit on withdrawals does not apply if a student withdrawals from <u>ALL</u> classes in a given semester before the mid-term point of the semester. Transfer students, regardless of their classification upon enrolling at VSU, are also limited to five withdrawals at VSU.

#### **CLASS NORMS:**

Expression of individual opinions and free discussion is encouraged in this course. This demands tolerance (and respect) on your part for those opinions with which you do not agree. Tolerance for opinions does not refer to acceptance of prejudicial or demeaning remarks. **Personally demeaning remarks will not be tolerated**. This includes remarks that are racially and/or sexually offensive. Students who become disruptive in class will be asked to leave the class. It is expected that everyone will be respectful and conduct themselves in an orderly and professional fashion.

#### CELL PHONES, I-PODS, I-Pads, Laptops OTHER ELECTRONIC DEVICES:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond or leave class to respond or text in class, it disrupts the class. Therefore, cell phone use (of any kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered inaudible (either turn them off completely or at least set them not to make noise) during class time.

#### **ASSIGNMENT POLICY:**

All assignments are expected to be turned in on time. If you have a problem turning the assignment in on time you must talk to the instructor **BEFORE** the project is due. The instructor determines the adequacy of the student's justification for the late assignment and will assess a late penalty of 10% per day each day (up to four days) the assignment is late. Please note that assignments will not be accepted beyond 4 days. Any assignment that is 4 days late will receive a maximum score of 60. Please note that all assignments in the online course must be uploaded into the blazeview assignment area.

#### **CHEATING POLICY:**

Cheating involves violation of integrity and the Academic Code of Ethics. Examples include, but are not limited to the following:

- a) Using unauthorized notes on an exam, test, or class exercise.
- b) Plagiarizing on a paper or class exercise will <u>automatically result in a 0</u>. Students will not be permitted to "redo" an assignment for plagiarism

  Definition of Plagiarism:
  - (1) You cannot use another writer's exact words without using quotation marks and giving a complete citation, which indicates the source of the quotation such that your reader could locate that quotation in its original context. As a rule of thumb, taking a passage of eight or more words without citation is a violation of federal copyright laws;
  - (2) It is not acceptable to edit or paraphrase another's words and present the revised version as your own work;

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- (3) It is not even acceptable to present another's ideas as your own-even if you use totally different words to express those ideas.
- c) Taking or procuring or attempting to take or procure an unauthorized copy of a test, exam.
- d) Taking or modifying an instructor's grade book.
- e) Copying from another student's exam, test, or class exercise.
- f) Communicating with others during an exam, test, or exercise.

Whether the student involved is an active participant in the above, or the passive agent to the above makes no difference. In other words, assisting with and allowing the above to occur is also a violation of the Code of Ethics

The act of student cheating dishonors the student, the student's peers, the faculty, and the entire academic enterprise. According to the departmental policy on cheating, "faculty feel strongly that academic cheating violates the integrity of the classroom environment." Also, as outlined in the VSU Student Handbook, students who cheat will receive "a grade of "F" in the course." Also, the instructor may decide that further action is warranted, and the case may "be referred to the Dean of Students where [more severe] official charges may be drawn up." Students should consult with the instructor if there are any questions regarding academic honesty or dishonesty.

#### **ACADEMIC HONESTY POLICIES AND PROCEDURES:**

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

### A. Academic Integrity Violations

Cheating and plagiarism are academic integrity violations. Additional violations may be added as deemed appropriate. The following academic integrity violations are not to be considered all-inclusive:

- 1. No student shall use or attempt to use unauthorized materials or devices to aid in achieving a better grade on a component of a class.
- 2. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of an essay, laboratory report, examination or other assignment included in any academic course.
- 3. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books.
- 4. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University.
- 5. No student shall engage in plagiarism, which is presenting the words or ideas of another person as if they were the student's own. Essays, term papers, laboratory reports, tests, online writing assignments, and other similar requirements must be the work of the student submitting them. Some typical examples of plagiarism are:

- Submitting an assignment as if it were one's own work when, in fact, it is at least partly or entirely the work of another.
- Submitting a work that has been purchased or otherwise obtained from an Internet source or another source.
- Incorporating the words or ideas of an author into one's paper without giving the author due credit, e.g., when direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

## B. Academic Integrity Academic Response

Valdosta State University policy is that a violation of Appendix A, Section I may and should be handled by the professor, the student, and possibly the department head or academic dean concerned with the offense. Sanctions for an academic integrity violation should be outlined in the course syllabus.

Any faculty member who has documentation and/or suspects that academic dishonesty has occurred shall

- (1) Gather all pertinent information, and
- (2) Meet with the student or students involved, and
- (3) Inform the student or students of the academic response to an alleged violation of academic integrity. The faculty member will notify his/her department head and/or dean of these decisions and may also contact the Student Conduct Office in the Dean of Students office for procedural clarification if desired.

The most severe action that may be administered by any faculty member is a grade of "F" in that particular course. This is an academic response and not a disciplinary recommendation. A student who wishes to appeal an academic response to an alleged violation of academic integrity may follow the grade appeal process (weblink for grade appeal form).

http://www.valdosta.edu/gradschool/documents/VSUFinalCourseGradeAppealForrev2.doc

### C. Academic Integrity Disciplinary Response

To initiate the disciplinary response process to an academic integrity violation, a faculty member should submit a Report of Academic Dishonesty, along with supporting documentation as noted on the report to the Student Conduct Office in the Dean of Students Office. This report shall be made part of the student's disciplinary record and shall remain on file with the Student Conduct Office in the Dean of Students Office in accordance with Board of Regents record retention policy. A student's file on academic dishonesty is not intended nor designed to allow access by faculty members seeking historical information or otherwise concerning a particular student. The purpose of the file is for the Dean of Students Office to determine if multiple cases of academic dishonesty have occurred during a student's academic career at Valdosta State University. If a student is found to have cheated/plagiarized and withdraws from the course prior to the awarding of a grade, the Report of Academic Dishonesty will still be placed on file in the Student Conduct Office.

(http://www.valdosta.edu/academic/documents/ReportofAcademicDishonesty.doc)

After a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee. The VSU Judicial Committee will utilize the

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disciplinary procedures outlined in Appendix B, Sections II.-V. of the Student Code of Conduct. The most severe sanctions such as expulsion or suspension should only result from a VSU Judicial Committee hearing and can be appealed via Appendix B, Section V of the Student Code of Conduct.

Faculty members may request that a particularly serious violation of the Academic Integrity Policy (buying or selling papers, stealing an exam, significant plagiarism at the graduate level, etc.) be referred directly to the VSU Judicial Committee. The Dean of Students and the academic dean of the student's major will consult concerning the referral of a particularly serious first offense to the VSU Judicial Committee.

#### **INCOMPLETE GRADES POLICY:**

A grade of "I" indicates that a student was doing satisfactory work but for nonacademic reasons beyond her or his control, was unable to meet full requirements of the course. A report of "I" requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which the grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be changed to the grade "F." The instructor must be contacted prior to the final exam for consideration for an "I" grade. The instructor determines the adequacy of the student's justification for the "I" grade.

#### ACCESS OFFICE FOR STUDENTS WITH DISABILITIES:

The Access Office is responsible for coordination of services for students with disabilities. The primary objectives are to provide reasonable accommodations and assure that campus programs and activities are accessible to students with disabilities. Some of the services available to meet the needs of students include classroom and testing accommodations, textbooks in alternate formats, instruction in learning strategies, access to adaptive technology, and referral to other services.

Eligibility for provision of services requires students to provide current documentation of disability that meets criteria established by the University System of Georgia Board of Regents. All services are provided at no charge. If you have a learning disability, are visually impaired, hearing impaired, mobility impaired, or have other health-related disabilities which could impact your ability to meet course requirements, you are entitled to assistance at VSU. To receive services, the Access Office at VSU requires that you register in Farber Hall. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Students requiring classroom accommodations or modification because of a documented disability should discuss this need with professor at the beginning of the semester (first week of class). For more information please visit their web page: <a href="http://www.valdosta.edu/access/">http://www.valdosta.edu/access/</a>

#### STUDENT SUCCESS CENTER:

The Student Success Center (SSC) acts as a compass to help students navigate their college careers and get a bearing on success through tutoring, advising, and on-campus job opportunities. The services are free. The center is located in Langdale Residence Hall. For more information please see their web page: <a href="http://www.valdosta.edu/ssc/">http://www.valdosta.edu/ssc/</a>

#### **Title IX Statement:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all

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campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, <a href="mailto:titleix@valosta.edu">titleix@valosta.edu</a>, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

#### **MIDTERM:**

All students have the right to an evaluation of his/her grade prior to the end of the withdrawal period. If you are concerned about your standing in class, you should schedule an appointment with me to discuss your grade. Students may withdraw from courses following the drop/add period until mid-term by completing the withdrawal process on BANNER. A withdrawal before mid-term is non-punitive, and a grade of "W" is assigned. The last day to withdraw without penalty is October 7, 2021 (midterm). Students who withdraw from a course after mid-term receive a grade of "WF" (which is factored as a grade of "F)." A student may not exercise this right to withdraw to avoid sanction for academic dishonesty.

#### **ASSIGNMENTS AND EXPECTATIONS:**

#### Reflection: (100 points each)

There will be four reflection writings in the course. The reflections will require for you to write a reflection of a designated chapter of our text.

**Discussion Questions (100 points):** Each student is expected to read the required course material and participate in the class discussion. Please note that discussion questions will be posted each week on blazeview that corresponds with our weekly readings and the participants will be required to respond to the discussion question comprehensively and must also provide at least two substantial posts to your fellow students. Virtual meetings will be conducted and will be posted on blazeview with instructions for everyone to follow.

Additional information about online discussions: Each week there will be at least one discussion question with instructions to respond to the discussion question and at least two of your fellow learner/students by the end of the week. The response to the discussion will be due on Wednesday's by 11:59pm and responses to fellow learners/students will be due on Sunday's by 11:59pm. Please note that your responses to the discussion question should be comprehensive and or detailed. Your responses to fellow learners/students must be substantial meaning it adds to the discussion and goes beyond yes I agree. As a guide your responses to the discussion questions must be a minimum of 300 words. Your responses to fellow learners/students should be a minimum of 150 words. Please place citations in the body of your response if you are using information from another source.

**Project 1 (100 points):** Select a contemporary African American Male and create 15-20 power point slides describing what makes this person a contemporary African American Male. You should identify attributes that are consistent to some of the attributes highlighted in our primary text (the Black Male handbook). You should

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capture the selected individual family history, education, obstacles, resilience, community contributions etc. You will be required to present this project to the course.

Project 2 (100 points): On this assignment you will have the choice of interviewing an African American male who you believe is or will meet the meaning of a contemporary African American Male. You should explore the selected individual experience of being an African American Male. You should also explore the individual's beliefs about the content that we discussed in our text. You can also select a movie or documentary of a contemporary African American Male. In this case you would write about the movie or documentary and what makes this individual a contemporary African American Male.

#### **METHODS OF EVALUATION:**

In general, a course grade of "C" represents an acceptable level of work. A course grade of "B" represents a substantial effort and achievement. It is clearly a grade for the better than average product and effort. An "A" is awarded only in cases of both outstanding efforts and quality in the required products.

Grades will be awarded on the following basis:

Percentage of Points	<u>Scale</u>
A = 90% to 100% of possible points	A = 700-630
B = 80% to 89% of possible points	B = 623-560
C = 70% to 79% of possible points	C = 553-490
D = 60% to 69% of possible points	D = 483 - 420
F = 59% and below of possible points	F= 413 and below

Evaluation for course grades will be computed according to the following formula:

Reflection #1	100 points
Reflection #2	100 points
Reflection #3	100 points
Reflection #4	100 points
Project #1	
Project #2	
Discussion Questions	_
Total	700 points

#### **Tentative Scheduled**

CLASS:	TOPIC:	 	
09-07-2021	Reflection 1		

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09-28-2021 Reflection 2

10-11 thru 10-12 Fall Break

10-21-21 Project 1

10-26-2020 Reflection 3

11-18-21 Project 2

11-23-2021 Reflection 4

11-24 thru 11-26 Thanksgiving Break

12-6-21 Last Day of class

Varnoera	osta State Un quest for a NEW C	iversity Currico	ulum For	m	Date of Submission:	10/28/2021	
*Course/curriculu	ım change or additio	n originates with a fac	culty member	or curric	ulum committee in	the Academic Progi	ram.
College	: College of Hum	anities and Social So	ciences		Dept. Initiating Request:	AFAM	
Requestor's Name	M. Denise Love	tt			Requestor's Role:	Department Hea	ad
	W Course Prefix:	AFAM			Course Number: ult #s in the catalog)	4551	
Proposed N	IEW Course Title:	Women in the Afri	ican Diaspor	a			
	tle Abbreviation: 30 character spaces)						
	Prerequisite(s):	AFAM 3000					
Lecture Hours:	3	Lab/Contact Hou	rs:		Credit H	lours: 3	
Proposed NEW Cours	e Description: (Lim	it to 50 words. Include re	equisites, cross	listings, s	pecial requirements,	etc.)*	
Prerequisite: AFAM 3 themes such as resist  Program Level:	ance, colonialism,	and the second s		o be	ent throughout to	Estimated Freque	uency of
☑ Undergraduate ☐ Graduate		(Area A-E) or Requirement tive	Fall  Spring  Summ	3	2022	Once per Year	
	nt learning outcom	es	□ м			Accrediting Agenc	у
This course contribute have been offered as							

\*\* 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 –
Students will complete a final exam in which course effectiveness will be assessed.
** Attach General Course Syllabus/Support documents with course outcomes/assessments **

Vitrogen		tate University – NEW COU r a NEW COURSE	JRSE Form		
Approvals:		Print:	Sig	nature:	Date:
Department	t Head	M. Denise Lovett	CF	Durise Lovett  GE1DE9107C4DC  DOCUSIGNED by:	
College/Division Exe Com	cutive mittee	James LaPlant	C	mes laflant FD1633B1A51412	
Dean/Di	irector	James LaPlant	Jan	mus Laflant	
Graduate Exe Comi (for graduate	mittee				
Graduate (for graduate					
Academic Com	mittee	Karen Shepard			
*Will this change	e impac	t another college/department?	⊠ No □ Yes	select college & indicate	department(s)]
College: Co	ollege of	Humanities and Social Sciences	Department(s):	Africana Studies	

#### The Caribbean World – Dr. Lovett – Spring 2021

#### Women in the African Diaspora

Instructor: M. D. Lovett, Ph.D.

Semester: Spring 2022

Credit hours: 3

Email: malovett@valdosta.edu
Office location: 1107 Nevins Hall

Phone: 229-249-4843 (office) or 713-364-8319 (cell)

Class time/location: Online

Office hours: 10a -12 noon, Friday, or by appointment (on Microsoft Teams)

#### **Course Description**

Prerequisite: AFAM 3000. This course surveys the experiences of women of African descent throughout the world. Various themes such as resistance, colonialism, and globalization will be explored.

#### **Required Texts**

Busby, M. (2019). New Daughters of Africa. Myriad Editions.

Various supplemental readings

#### **Course Objectives**

To provide a general overview of research involving diasporic women of African descent; to improve your critical thinking and communication skills; and to facilitate an appreciation of diverse perspectives

By the end of this class, you should be able to:

- 1) Recognize intersectional aspects of African descended women
- 2) Understand the social context of African descended women
- 3) Analyze multiple experiences of African descended women

#### Technology-related requirements

To be successful in this class, you should have some proficiency in both Microsoft Teams and BlazeVIEW (D2L), VSU's learning management system. You will need regular access to the internet, as well as consistent availability of a computer with speakers or headphones, a webcam, and a USB (jump drive) on which to save your assignments. When you come into the course on Teams, please mute yourself. You can, of course, unmute yourself when you speak.

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.

#### **Course Requirements**

#### Dr. Lovett - Spring 2021

Commentaries will consist of one page with a question at the end will be due every other week in response to the chapter being covered for that week. The commentary consists of your thoughts about what you're reading, leading to a question to consider. Naturally, it should be in your own words, not the author's. The purpose of the commentary is to generate discussion of material in the book and supplemental readings. The commentary should be typed, double-spaced, Times New Roman font and submitted through BlazeVIEW. I don't accept late assignments, but you are welcome to submit your commentary early. If there is not a diversity of questions asked in the commentaries, I may ask everyone to re-submit their assignments.

You will get full credit for a commentary in which you consider SPUNKI. Ask yourself the following questions: "What part or parts of the reading did you find surprising?, puzzling?, useful?, new?, knew it already?, and interesting?" Feel free to use the sample commentary as a guide. However, if your commentary reads like a summary, i.e. I'm not clear about your thoughts about the reading, you will be asked to re-submit the commentary for full credit. There is no penalty for re-doing a commentary; as the semester progresses, your commentaries will improve.

Please allow a week for me to get feedback to you on your commentary; along the same lines, you will have a week to re-submit any commentary, along with the original one, so that I can see how you have improved it. The lowest commentary score will be dropped.

Class assignments consist of activities we will do in class and they are meant to allow everyone to better understand the concepts discussed in the textbook. Discussions on BlazeVIEW will also be included. Students will be divided into groups; you will work with your group throughout the semester on various assignments. You may also consider these your study groups, if you're so inclined. In your study groups, you might consider developing flashcards and testing yourselves.

There will be a midterm and a final.

#### Method of Evaluation

The course requirements and their percentages are as follows: commentaries (30%), class assignments (20%), midterm (20%), and final (20%). Grades for each will be multiplied by .30 and .20 to determine the final points for each activity. Class participation is 10% of your grade and includes contributing to class discussions, attending class regularly/on time, and completing in-class assignments.

If you are on Microsoft Teams, participating in class involves showing your face and interacting with your classmates verbally or in the chat where questions will also be answered. If you are attending class, participating also includes placing your cell phones on the front table at the beginning of class, resulting in points that also go toward class participation. Don't forget to place your cell phones on "silent." Laptops or tablets should also be closed as researchers found that writing involves more intricate cognitive processing than typing. You will receive feedback on your class participation at midterm.

There will be a pop quiz under one circumstance: if someone asks a question that has already been answered because it is on the syllabus.

#### **Academic Integrity**

#### Dr. Lovett - Spring 2021

From VSU's Academic Integrity Code (the full code is available at Academic Honesty Policies and Procedures): "Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

Violations include cheating and dishonesty on exams and assignments as well as plagiarism on written assignments. If you are not sure if something is allowed, either ask the instructor beforehand or don't do it. If the instructor obtains evidence of plagiarism, the student will earn an automatic failing grade for the set of assignments and/or in the course. The student will also be reported for not upholding academic integrity.

#### Classroom Decorum

Because we are in a COVID-19 pandemic, you must always wear your mask to class. It should cover your nose as well; I can still hear you when you talk through your mask, so you don't have to pull your mask down to talk to me. You have five minutes past the start of official class time on the instructor's watch/cell phone to be considered on time. If the instructor is six minutes late, we will not meet face-to-face. Please avoid private conversations while anyone is presenting material or asking questions.

COVID-19 statement: "Please keep in mind VSU's requirements for social distancing and masks by wearing your mask when indoors (and wearing your mask appropriately) and spreading out to ensure you maintain six feet of social distance. If you are within 6 feet for longer than 15 minutes of anyone who later tests positive for COVID then Public Health is going to require you to quarantine for 14 days at home. I would rather have you here safely on campus then forced to go home."

#### Personal Investment and Optimal Mental Health

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. Problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges. You can learn more about confidential mental health services available on campus at: http://www.valdosta.edu/student/student-services/counseling-center/.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. It is not my intention to know the details of what might be bothering you, as I am not a clinician, but simply to let you know I am concerned and that help, if needed, is available. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

#### **Student Opinion of Instruction**

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course

Dr. Lovett – Spring 2021

Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

#### Course Accessibility Statement (ADA statement)

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

#### Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

#### Communication

You are welcome to email or text me (don't forget to identify yourself), because I'm not always able to receive calls. When you email or text me, begin with a greeting (i.e., "Hello Dr Lovett") then state your business. Whatever or however you present online should be the same way you would present in face-to-face communication; mutual respect is critical for success now and in the future. Grades should only be discussed within a password-protected environment such as BlazeVIEW. Finally, it is very important that you keep up with the course, as extra credit assignments will not be provided.

\*Note: Syllabus subject to change with notice

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# Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

10/12/2021

STATE SINGER STATE Studing in the Year (James) (1974 - 1974)	RIC	ULUIVI CHANGE OR REVISED CATALOG	COPY	Su	DITIISSION	
*Course/curriculu	ım c	hange or addition originates with a facult	y member or curr	iculum	committee	in the Academic Program.
College:		llege of Humanities and Social ences	Dept. Initia Requ	100000	English	
Requestor's Name:	Dr.	Anne Greenfield	Request R	or's ole:	Faculty	
Check One Optio	n:	Curriculum Change (Changes to Program/Degree)	Revised (			ions/Program Policies, Narrative, etc.)
Program Level:		Course Classification:	Semester to b	e Eff	ective:	Year to be Effective:
☐ Undergraduate	е	<ul><li>□ Core (Area A-E)</li><li>□ Major Requirement</li><li>□ Elective</li></ul>	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>			2022
Degree/Progra	00000	MA in English and MAESLAT in Englis	h			
Current Catal UF		http://catalog.valdosta.edu/graduate sciences/english/ma-english/ http://catalog.valdosta.edu/graduate sciences/english/ma-english-studies-	e/graduate-degre	ee-pr	ograms/h	
Present Requireme	ents		Proposed Requ	uirem	ents: (ho	ver over for instructions)
literature in light of To employ a variety To produce system appropriate to the To participate in ac Outcome Assessme	f key y of atic disc tivit	ies related to the profession.	To demonstrate an ability to interpret language and literature in light of key facts, concepts, and contexts.  To employ a variety of critical approaches.  To produce systematic and thoroughly researched work appropriate to the discipline.  To participate in activities related to the profession.  Outcome Assessments  The English Department assesses the extent to which its			
using a variety of to assessments (and t include the followin Students will pass a examination or pre Students will pass of successfully defend Students will comp Questionnaire and	echr he r ng: a tw pare eithe la the lete an e	er an oral examination or hesis. a Graduate Student Exit	using a variety assessments (a the following: Students will p examination or Students will p defend a thesis Students will co Questionnaire	of tend the ass a preparation of the ass a preparation of the ass ends.	chniques. ne related two-hour pare a mas ither an or ete a Grac an exit inte	ral examination or successfully
State University, ap application to the C application include previously attended application, fee, an submitted by the a the preferred term	oplic Grad s of d, or d ar dmi , all	rants must first submit a completed luate School. A completed ficial transcripts from all institutions fficial test scores (GRE), completed by additional program requirements, ssion deadline. To be considered for required materials must be received.	State Universitiapplication to tapplication included previously attended of require additional programmission dead	y, application of the Glades o	plicants m raduate So official tr , official to PA, comple requirement To be cor	ust first submit a completed chool. A completed anscripts from all institutions est scores (GRE) if needed in eted application, fee, and any ents, submitted by the asidered for the preferred bust be received by the

on the deadline. It is the responsibility of the applicant to 2 Graduate School no later than the close of business on the

	allow adequate time for document submission and to	deadline. It is the responsibility of the applicant to allow
	ensure receipt of documents.	adequate time for document submission and to ensure
	Application Deadlines:	receipt of documents.
	Fall: July 1	Application Deadlines:
	Spring: November 1	Fall: July 1
	Summer: April 1	Spring: November 1
	Go to the Graduate School website and click on Our	Summer: April 1
	Programs, then click on English for information on:	Go to the Graduate School website and click on Our
	Specific English Program Admission Requirements	Programs, then click on English for information on:
	English Program Retention, Dismissal, and Readmission	Specific English Program Admission Requirements
	Policies	English Program Retention, Dismissal, and Readmission
	English Program Graduation Requirements	Policies
	To Apply Online, click here.	English Program Graduation Requirements
	Students may be accepted as probationary students in the	To Apply Online, click here.
	Department of English. In order to be accepted as such,	Students may be accepted as probationary students in the
-	students must meet either the minimum GPA or GRE	Department of English. In order to be accepted as such,
١	requirements. Moreover, students must submit a three-	students must meet either the minimum GPA or GRE
	page essay to the Department of English, detailing (a)	requirements. Moreover, students must submit a three-
	career goals and (b) academic interests. Probationary	page essay to the Department of English, detailing (a)
1	acceptance is provisional and at the discretion of the	career goals and (b) academic interests. Probationary
i	Graduate Committee.	acceptance is provisional and at the discretion of the
		Graduate Committee.
ſ		
	Justification: (select one or more of the following and provide	e appropriate narrative below:)
		☐ Mandate of State/Federal/Accrediting Agency
	Adopting current best practice(s) in field	Other –
Ī	Recent studies (e.g., https://journals.plos.org/plosone/articl	e?id=10.1371/journal.pone.0169121) have shown that an
	applicant's GRE score is not reliably predictive of a student's	success in graduate school. In addition, the GRE has been
	found to be discriminatory against low-income and underrep	presented applicants, who have less access to the time and
	money needed to undertake GRE preparation courses. The h	nigh cost of taking the GRE itself, at \$205.00, is also prohibitive
	for certain applicants.	
	As a result of these findings, universities across the U.S. have	<del>-</del> ·
	graduate school applications. Because the English department	
	materials that are more reliable in evaluating applicants (e.g	
	· · · · · · · · · · · · · · · · · · ·	ther than required. Applicants will still be permitted to submit
-	GRE scores as a supplement in the event that they do not me	eet the programs' minimum GPA requirements.
	Source of Data to Support Change (select one or more of the	e following):
	☐ Indirect Measures; SOIs, student/employer/alumni surv	reys, etc.
- 1	☐ Direct Measures: Materials collected/evaluated for prog	gram assessment (tests/portfolios/assignments, etc.)

Other Data Source Descriptions —

Effectiveness will be assessed quantitatively through monitoring enrollment, retention, and completion and qualitatively through advising interactions with students and faculty. The English department's graduate programs will continue their usual and ongoing assessments. The absence of the GRE as an admission requirement will not have any impact on our various program assessments.

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.

22 28

VALDOSTA STATI		e University – Curriculo CHANGE OR REVISED CATALOG	um Change or Revised Catal COPY	og Copy Form
Approv	als:	Print:	Signature:	Date:
Depart	ment Head	Adam Wood	Docusigned by:	
	ge/Division Committee	James LaPlant	James Laflant BPB4883BHABY412	
Dea	an/Director	James LaPlant	James Laflant CFD1633B1A51412	
	e Executive Committee raduate course)	Becky К. da Cruz	Becky K. da Cruz	1/20/2022
	duate Dean raduate course)	Becky К. da Cruz	Becky K. da Cruz Becky K. da Cruz	1/20/2022
Academic	Committee			
*Will this c	hange impact an	other college/department?	⊠ No ☐ Yes [select college & indi	cate department(s)]
College:	Select One.		Department(s):	

# Valdosta State University Curriculum Form

X Company	CURRICULUM CHANGE OR REVISED CATALOG		100	ubmission:	11-16-2021			
*Course/curriculu	ım c	hange or addition originate:	s with a facult	y member or curriculur	n committee	in the Academic Program.		
College:		llege of Humanities and S ences	Social	Dept. Initiating Request:				
Requestor's Name:	Ofe	elia R. Nikolova		Requestor's Role:				
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	)	Revised Catalog Copy  (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)				
Program Level: Course Classification:			Semester to be Ef	fective:	Year to be Effective:			
☐ Undergraduate ☒ Graduate		<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>□ Elective</li></ul>		<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022		
Degree/Program MAT in ESOI.		MAT in ESOL						
Name:		te/graduate-degree-programs/humanities- nguages/mat-esol/						
Present Requirements:		Proposed Requirements: (hover over for instructions)						
State University, application to the capplication packet institutions previous form, fee, and any submitted by the allegible to enroll waccredited program undergraduate or a hours of graduate admission by alters considered for the must be received by close of business of the applicant to all submission and to Admission Deadlin Fall Deadline: July Spring Deadline: N Summer Deadline:	oplice Grad inclusty add dmi ith a n an grad cour nativ pref oy th n th ow a ensu es 15 over Ma the N	rch 15 M.A.T. in English to Speal Title	completed d rom all olication nents will be an their f 6 credit y for To be materials ter that the onsibility of nent	State University, ap application to the Gapplication packet institutions previous form, fee, and any submitted by the adeligible to enroll will accredited program undergraduate or ghours of graduate or admission by alternwill also have to packets. Assessment or exert Educator Ethics Asset Educator Ethics Assessment or exert Educator Ethics Asset Educator Ethics Educator	plicants musical plicants musical plicants of includes off isly attended additional plicants of and a 2.75 graduate we courses is relative pathy is the GACE mpt it and courses the graduate was the GACE mpt it and course or the preference of business applicant of and to eas 15 graduate 15 March 15	icial transcripts from all d, completed application program requirements addine. Students will be sted degree from an GPA or higher in their ork (a minimum of 6 credit equired) or qualify for ways (see below). Students E Program Admissions omplete the Georgia est 360) (To register: gister/) rred term, all required the Graduate School no later on the deadline. It is the to allow adequate time for ensure receipt of documents.		
Required Core Co			36	Languages	ne IVI.A.T. If			
EDUC 2999		Teacher	0	Code Prerequisite: SPE	C 3000	Title Hours		
		Education Requirements	2			36		

ESOL 6010	Applied 3 Linguistics for ESOL	EDUC 2999	Teacher Education Requirements	0
ESOL 6020	Teachers  Cultural 3  Perspectives for ESOL	ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6030	Teachers  Methods and 3  Materials for  Teaching	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6040	ESOL  Assessing 3  English  Language	ESOL 6030	Methods and Materials for Teaching ESOL	3
ESOL 6050	Teaching 3 English Grammar for	ESOL 6040	Assessing English Language Learners (Ells)	3
FLED 6000	World 2 Languages and TESOL	ESOL 6050	Teaching English Grammar for ESOL	3
FLED 6010	P-8 1 Classroom Laboratory	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 7000	Curriculum 2 and Instruction of	FLED 6010	P-8 Classroom Laboratory	1
	World Languages & TESOL	FLED 7000	Curriculum and Instruction of	2
FLED 7010	6-12 1 Classroom Laboratory		World Languages & TESOL	
FLED 7500	Theory and 3 Practice in Second	FLED 7010	6-12 Classroom Laboratory	1
ESOL 6780	Language Acquisition Supervised 9	FLED 7500	Theory and Practice in Second	3
	Internship — Clinical Practice	ESOL 6780	Language Acquisition Supervised	9
or ESOL 6790	Student Teaching - Clinical Practice	E30L 0/8U	Internship — Clinical Practice	3

3

Clinical Practice Seminar	3	
or the Degree	36	
	Practice Seminar	Practice Seminar

1 ESOL 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred into the degree. To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

To obtain the P-12 certification, the student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments.

Requirements for the M.A.T. in ESOL

Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate Track in ESOL interested in continuing their graduate education may apply for the Master of Arts in Teaching in ESOL program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- ESOL of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching -- ESOL Special Retention Policy.

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
Select two of the follow as an undergraduate: 2		6
ESOL 6020	Cultural	
	Perspectives for ESOL	
	Teachers	
ESOL 6030	Methods and	
	Materials for	
	Teaching	
	ESOL	

or ESOL 6790	Student Teaching - Clinical Practice		
ESOL 6800	Clinical Practice Seminar	3	
Total Hours Required for the Degree Course List		36	

1 ESOL EDUC 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred into the degree. To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

To obtain the P-12 certification, the student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments.

Requirements for the M.A.T. in ESOL

Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate Track in ESOL interested in continuing their graduate education may apply for the Master of Arts in Teaching in ESOL program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- ESOL of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching -- ESOL Special Retention Policy.

Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0
Select two of the fol as an undergraduate	lowing not completed e: 2	6
ESOL 6020	Cultural Perspectives for ESOL Teachers	
ESOL 6030	Methods and Materials for Teaching ESOL	

ESOL 6040	Assessing English Language Learners (Ells)		ESOL 6040	Assessing English Language Learners (Ells)	
ESOL 6050	Teaching English Grammar for ESOL		ESOL 6050	Teaching English Grammar for ESOL	
FLED 6000	World Languages and TESOL Methods P-8	2	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1	FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6780	Supervised Internship – Clinical Practice	9	ESOL 6780	Supervised Internship – Clinical Practice	9
ESOL 6800	Clinical Practice Seminar	3	ESOL 6800	Clinical Practice Seminar	3
Total hours required for th	e degree	27	Total hours required f	or the degree	27
Course List			Course List		

- 1 ESOL 2999 must be completed successfully in the first semester of the degree program.
- 2 Students must complete all required core courses that they did not complete as undergraduates in the Accelerated Undergraduate-to-Graduate Track.
- 1 **ESOL** EDUC 2999 must be completed successfully in the first semester of the degree program.
- 2 Students must complete all required core courses that they did not complete as undergraduates in the Accelerated Undergraduate-to-Graduate Track.

Sign Envelope ID: 0E58EE71-2ED0-40I	F4-80F4-F51688C08456			
Justification: (select one or mo	ore of the following and pro	ovide appropri	ate narrative below:)	
☐ Improving student learning	ng outcomes	⊠ Man	date of State/Federal/Accrediting	g Agency
☐ Adopting current best pra		☐ Othe		
Source of Data to Support Cha	ange (select one or more o	f the following	):	
☐ Indirect Measures; SOIs, s	tudent/employer/alumni	surveys, etc.		
	Al		sment (tests/portfolios/assignm	ents, etc.)
Plans for assessing course effe		M 1880		
(select one or more of the follo				
☐ Indirect Measures; SOIs, s	tudent/employer/alumni	surveys, etc.		
☐ Direct Measures; Materia	Is collected/evaluated for	program asses	sment (tests/portfolios/assignm	ents, etc.)
Other Data Source Descrip	ptions –			
	e University – Curr		ange or Revised Catalog	Copy Form
Approvals:	Print:		Signature:	Date:
	Ofelia Nikolova		DocuSigned by:	

Approvals:	Print:	Signature:	Date:
Department Head	Ofelia Nikolova	Ofilia Mkolova	
College/Division Executive Committee	James LaPlant	James Laplant	
Dean/Director	James LaPlant	Docusigned by:  James Laplant	
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz Becky K. da Cruz	1/20/2022
Academic Committee	28		

DocuSign Envelope ID: 0E58EE71-2ED0-40F4-80F4-F51688C08456

*Will this ch	nange impact another college/department?	□ No □ Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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	ALDOSIA

## Valdosta State University Curriculum Form

Date of

11-16-2021

**CURRICULUM CHANGE OR REVISED CATALOG COPY** Submission: \*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. College of Humanities and Social Dept. Initiating MCL College: Request: Sciences Requestor's Requestor's Ofelia R. Nikolova Department Head Role: Name: Revised Catalog Copy Curriculum Change **Check One Option:** (Changes to Program/Degree) (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) **Course Classification:** Semester to be Effective: Year to be Effective: **Program Level:** ☐ Core (Area A-E) ☐ Undergraduate □ Spring 2022 □ Graduate ☐ Elective ☐ Summer Degree/Program MAT in ESOL Name: https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-teaching-**Current Catalog** in-english-to-speakers-of-other-languages-esol.php **URL:** Proposed Requirements: (hover over for instructions) **Present Requirements:** ADMISSION DEADLINES ADMISSION DEADLINES Fall Semester: July 15 Fall Semester: July 15 Spring Semester: November 15 Spring Semester: November 15 Summer Semester: March 15 Summer Semester: March 15 ADMISSION REQUIREMENTS ADMISSION REQUIREMENTS ONLINE GRADUATE APPLICATION ONLINE GRADUATE APPLICATION Application Fee (credit or debit card and e-checks accepted) Application Fee (credit or debit card and e-checks Apply Online accepted) OFFICIAL TRANSCRIPT FROM YOUR BACHELOR'S DEGREE-Apply Online GRANTING SCHOOL AND FROM ANY GRADUATE OFFICIAL TRANSCRIPT FROM YOUR BACHELOR'S DEGREE-GRANTING SCHOOL AND FROM ANY GRADUATE COURSEWORK. Transcripts of coursework completed in-residence at VSU COURSEWORK. will be obtained by the Graduate School Transcripts of coursework completed in-residence at VSU Must have fulfilled the specified prerequisites (see below) will be obtained by the Graduate School Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Minimum undergraduate for acceptance into the program. Minimum GPA of 2.75 on a 4.0 scale. GPA will be calculated on all undergraduate GPA of 2.75 on a 4.0 scale. GPA will be attempted undergraduate coursework in which a letter grade was awarded. calculated on all attempted undergraduate coursework in PASSING SCORES ON THE GACE PROGRAM ADMISSION which a letter grade was awarded. ASSESSMENT OR EVIDENCE OF EXEMPTION ELIGIBILITY PASSING SCORES ON THE GACE PROGRAM ADMISSION ASSESSMENT OR EVIDENCE OF EXEMPTION ELIGIBILITY USING OFFICIAL SAT/GRE/ACT SCORES USING OFFICIAL SAT/GRE/ACT SCORES You may be eligible to exempt the GACE Basic Skills Exam You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program Program Admission Assessment requirement (250) using Admission Assessment exemption for state certification SAT, GRE, or ACT scores. To document a GACE Program requirements, applicants may submit official scores upon Admission Assessment exemption for state certification application that meet the following thresholds on the requirements, applicants may submit official scores upon application that meet the following thresholds on the following exams: GRE taken before August 2011: 1030 (Verbal + following exams: GRE taken before August 2011: 1030 (Verbal + Quantitative). Quantitative). GRE taken August 2011 or later: 297 (Verbal + իQuantitative).

GRE taken August 2011 or later: 297 (Verbal + Quantitative).

Visit the GRE Test website for more information.

SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT.

ACT: 43 (English + Math). Visit the ACT website for more information.

SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service. If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.

## VSU MEDICAL FORM

The form must be completed and signed by the student/applicant.

This form must be received prior to enrollment, NOT prior to admission.

Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

## **VERIFICATION OF LAWFUL PRESENCE**

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

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

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

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

Complete list of accepted documents and information on residency.

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

IMPORTANT PROGRAM INFORMATION
SPEC 3000 (or an equivalent course at another college/university) is a prerequisite for the program. Please contact the MCL department for more information on this requirement. This is a GAPSC requirement for certification.

ESOL 2999 must be taken in the first semester of the degree program.

## ADMISSION BY EXCEPTION

Admission by Exception 1: Have a minimum of 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted in upper division content courses as an undergraduate student working towards a bachelor's

Visit the GRE Test website for more information.

SAT: 1000 (Verbal + Quantitative). For SAT taken on or after July 1, 2019: 1080 (Evidence-Based Reading/Writing + Math).

Visit the College Board website for more information about the SAT.

ACT: 43 (English + Math). Visit the ACT website for more information.

SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service. If you do not qualify for a GACE exemption, you must pass the GACE *Basic Skills Exam* <u>Program Admission Assessment</u> for admission to the program. Information on how to access and complete the exam can be found <u>on</u> the Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.

COMPLETE THE GEORGIA EDUCATORS ETHICS
ASSESSMENT (Test 360) (To register:
https://gace.ets.org/ethics/register/)

### VSU MEDICAL FORM

The form must be completed and signed by the student/applicant.

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Complete list of accepted documents and information on residency.

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## IMPORTANT PROGRAM INFORMATION

SPEC 3000 (or an equivalent course at another college/university) is a prerequisite for the program. Please contact the MCL department for more information on this requirement. This is a GAPSC requirement for certification. *ESOL* EDUC 2999 must be taken in the first semester of the degree program.

ADMISSION BY EXCEPTION

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**ADMISSION CLASSIFICATIONS** 

**Regular Status** 

**Probationary Status** 

**HAVE QUESTIONS?** 

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

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

Us: gradschool@valdosta.edu or rlwaters@valdosta.edu Visit Us: Converse Hall (Main Campus), Third Floor, Suite 3100

For additional program details contact the Program Coordinator: Dr. Ransom Gladwin,

email: rgladwin@valdosta.edu, phone: 229-333-5948.

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College:

Select One.

Department(s):

## Valdosta State University Curriculum Form

VALDOSTA STATE STATE Publica pt Circ Not 1 sure Publica pt Circ Not 1 sure Publica pt Circ Not 2 sure	RRIC	ULUM CHANGE OR REVISED CATALOG	COPY	ubmission:	11-16-2021
*Course/curriculu	ım c	hange or addition originates with a facult	y member or curricului	m committee	in the Academic Program.
College:		llege of Humanities and Social ences	Dept. Initiating Request:	MCL	
Requestor's Name:	Of	elia R. Nikolova	Requestor's Role:	Departm	ent Head
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	Revised Catal		ions/Program Policies, Narrative, etc.)
Program Level:		Course Classification:	Semester to be Ef	fective:	Year to be Effective:
□ Undergraduat ⊠ Graduate	e	<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>□ Elective</li></ul>	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022
Degree/Progra		MAT in FLED			
Current Catal		http://catalog.valdosta.edu/graduate sciences/modern-classical-languages		orograms/h	umanities-social-
Present Requireme	ents		Proposed Requirer	nents: (hov	ver over for instructions)
State University, apapplication to the Capplication packet institutions previous form, fee, and any submitted by the a eligible to enroll with Spanish from an achigher in their under minimum of 6 cred or qualify for admit below). Students was accredited program take the ACTFL Orange Proficiency Test (he Advanced range. To all required materi School no later that it is the responsibil time for documents. Admission Deadline: Admission Deadline: No Summer Deadline: No Summer Deadline: Requirements for the Education	to a copilic Grace inclusity add dmi ith a corece ergrith he ssion with a large transfer or be als range transfer or the corece als range transfer over the cover of the cover	ants must first submit a completed duate School. A completed dudes official transcripts from all attended, completed application itional program requirements ssion deadline. Students will be completed degree in French or dited program and a 2.75 GPA or aduate or graduate work (a purs of graduate courses is required) in by alternative pathways (see a completed degree from an act is not in French or Spanish must officiency Interview and the Writing at its not in French or Spanish must officiency Interview and score in the econsidered for the preferred term, must be received by the Graduate of the applicant to allow adequate of the applicant to allow adequate of the applicant to allow adequate of the spanish must officiency Interview and the deadline. The applicant to allow adequate of the applicant to allow adeq	State University, ap application to the Capplication packet institutions previous form, fee, and any submitted by the a eligible to enroll wis Spanish from an achigher in their under minimum of 6 cred or qualify for admissions Assessing Georgia Educator Entity://gace.ets.or/ Students with a comprogram that is not ACTFL Oral Proficie Proficiency Test (ht Advanced range. To all required materic School no later tha It is the responsibility.)	to any grad oplicants meraduate So includes of isly attended additional definitional definition of the acomple credited preservation by alta will also have ment or execution of the consideration of the consideration of the close ity of the assubmission estable.	gree from an accredited or Spanish must take the ew and the Writing v.actfl.org) and score in the lered for the preferred term, e received by the Graduate of business on the deadline. pplicant to allow adequate and to ensure receipt of
Code		Title Hours	Spring Deadline: No Summer Deadline:		5
Prerequisite: SPE	C 30	000 3.			n Foreign Language Education

Required Core Courses		27	Code	Title	Hours
EDUC 2999	Teacher Education Requirements	0	Prerequisite: SPEC 3000  Required Core Courses		27
FLED 6000	World Languages and TESOL	2	EDUC 2999	Teacher Education Requirements	0
FLED 6010	Methods P-8 P-8 Classroom Laboratory	1	FLED 6000	World Languages and TESOL Methods P-8	2
FLED 7000	Curriculum and Instruction of	2	FLED 6010	P-8 Classroom Laboratory	1
	World Languages & TESOL		FLED 7000	Curriculum and Instruction of World	2
FLED 7010	6-12 Classroom Laboratory	1		Languages & TESOL	
FLED 7500	Theory and Practice in Second	3	FLED 7010	6-12 Classroom Laboratory	1
	Language Acquisition	2	FLED 7500	Theory and Practice in Second	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3		Language Acquisition	
ESOL 6020	Cultural Perspectives for ESOL	3	ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6030	Teachers  Methods and  Materials for	3	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
	Teaching ESOL		ESOL 6030	Methods and Materials for	3
FLED 6780	Supervised Internship - Clinical	6		Teaching ESOL	
or FLED 6790	Practice Student Teaching Practice	g - Clinical	FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3	or FLED 6790	Student Teachin Practice	g - Clinic

French: Guided Electives (FREN courses at the 5000 level or above)	9
Spanish: Guided Electives (SPAN courses at the 5000 level or above)	9
Total Hours Required for the Degree	36
Course List	

1 FLED 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

To obtain the P-12 certification, the student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments. Requirements for the M.A.T. -- FLED Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate

Track in FLED interested in continuing their graduate education may apply for the Master of Arts in Teaching --FLED program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in FLED will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in FLED will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- FLED of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching-- FLED Special Retention Policy.

Code	Title	Hours
Required Core Course	es 1	
EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and	2

FLED 6800	Clinical Practice Seminar	3
Select one of the follo	wing tracks:	
French: Guided Elective the 5000 level or above	850	9
Spanish: Guided Electi the 5000 level or abov		9
Total Hours Required	for the Degree	36
Course List		

1 FLED EDUC 2999 must be successfully completed the first semester of the degree program.

Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments.

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Code	Title	Hours
Required Core Courses 1		
EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2
3		

	Instruction of World Languages & TESOL	
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
or ESOL 6030	Methods and N for Teaching ES	
FLED 6780	Supervised Internship - Clinical Practice	6
FLED 6800	Clinical Practice Seminar	3
Select one of the follow	ving tracks:	6
French: Guided Elective the 5000 level or above		
Spanish: Guided Electivat the 5000 level or abo		
Total hours required fo	r the degree	27

- Students must complete all core courses and all guided electives that they have not completed as undergraduates in the FLED Accelerated Undergraduateto-Graduate track.
- 2 FLED 2999 must be completed successfully in the first semester of the degree program.

FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
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FLED 6800	Clinical Practice Seminar	3
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French: Guided Elective the 5000 level or above		
Spanish: Guided Elective the 5000 level or above		
Total hours required fo	r the degree	27
Course List		

- 1 Students must complete all core courses and all guided electives that they have not completed as undergraduates in the FLED Accelerated Undergraduate-to-Graduate track.
- 2 FLED EDUC 2999 must be completed successfully in the first semester of the degree program.

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_ *		ide appropriate narrative below:)	<b>A</b>
☐ Improving student lear ☐ Adopting current best p	•	<ul><li>✓ Mandate of State/Federal/Accrediting A</li><li>✓ Other –</li></ul>	Agency
Indirect Measures; SOIs	Change (select one or more of to s, student/employer/alumni su rials collected/evaluated for pr		nts, etc.)
(select one or more of the fo	ffectiveness/meeting progran llowing and provide appropria s, student/employer/alumni su	te narrative below):	
	rials collected/evaluated for pr	ogram assessment (tests/portfolios/assignment)	nts, etc.)
	ate University – Curric M CHANGE OR REVISED CATAL	culum Change or Revised Catalog	Copy Form
Approvals:	Print:	Signatura by:	Date:
Department Head	Ofelia Nikolova	Ofilia Mkolova 2035A37B9E82492	

Approvals:	Print:	Signatyra:by:	Date:
Department Head	Ofelia Nikolova	Ofilia Mkolova 2035A37B9E82492 DocuSigned by:	
College/Division Executive Committee	James LaPlant	James Laplant CFD1633B1A51412 Docusigned by:	
Dean/Director	James LaPlant	James Laflant CFD1633B1A51412	
Graduate Executive Committee (for graduate course)	веску к. da Cruz 38	Becky K. da Cruz	1/20/2022

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	duate Dean raduate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
Academic	Committee			
*Will this o	change impa	ct another college/department?	☐ No ☐ Yes [select college & indic	rate department(s)]
College:	Select One	2.	Department(s):	

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## Valdosta State University Curriculum Form

Date of

11-16-2021

**CURRICULUM CHANGE OR REVISED CATALOG COPY** Submission: \*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. College of Humanities and Social Dept. Initiating College: MCL Request: Sciences Requestor's Requestor's Ofelia R. Nikolova Department Head Name: Role: **Revised Catalog Copy** Curriculum Change **Check One Option:** (Changes to Program/Degree) (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) Course Classification: Semester to be Effective: Program Level: Year to be Effective: ☐ Core (Area A-E) ⊠ Fall ☐ Undergraduate ☐ Spring 2022 ☐ Elective ☐ Summer Degree/Program MAT in FLED Name: https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-teaching-**Current Catalog** URL: in-foreign-language-education.php Proposed Requirements: (hover over for instructions) **Present Requirements:** Master of Arts in Teaching (M.A.T.) Foreign Language Master of Arts in Teaching (M.A.T.) Foreign Language Education (French or Spanish) Education (French or Spanish) Overview Overview Admission Admission Graduation & Retention Graduation & Retention **ADMISSION DEADLINES** ADMISSION DEADLINES Fall Semester: July 15 Fall Semester: July 15 Spring Semester: November 15 Spring Semester: November 15 Summer Semester: March 15 Summer Semester: March 15 ADMISSION REQUIREMENTS ADMISSION REQUIREMENTS **ONLINE GRADUATE APPLICATION** ONLINE GRADUATE APPLICATION Application Fee (credit or debit card and e-checks Application Fee (credit or debit card and e-checks accepted) accepted) Apply Online Apply Online OFFICIAL TRANSCRIPT FROM YOUR BACHELOR'S DEGREE-OFFICIAL TRANSCRIPT FROM YOUR BACHELOR'S DEGREE-GRANTING SCHOOL AND FROM ANY GRADUATE GRANTING SCHOOL AND FROM ANY GRADUATE COURSEWORK. COURSEWORK. Transcripts of coursework completed in-residence at VSU Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School will be obtained by the Graduate School Must hold a bachelor's degree in French or Spanish from a regionally- accredited institution. Must hold a bachelor's degree in French or Spanish from a regionally- accredited institution. Students with a bachelor's degree from a regionally accredited program that is not in French or Spanish must Students with a bachelor's degree from a regionally accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (www.actfl.org) and score in the Advanced Proficiency Test (www.actfl.org) and score in the Advanced range. range. Must have fulfilled the specified prerequisites (see below) Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Minimum undergraduate for acceptance into the program. Minimum undergraduate GPA of 2.75 on a 4.0 scale. GPA will be calculated on all GPA of 2.75 on a 4.0 scale. GPA will be calculated on all attempted undergraduate coursework in which a letter bgrade was awarded.

attempted undergraduate coursework in which a letter grade was awarded.

PASSING SCORES ON THE GACE PROGRAM ADMISSION ASSESSMENT OR EVIDENCE OF EXEMPTION ELIGIBILITY USING OFFICIAL SAT/GRE/ACT SCORES

You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores upon application that meet the following thresholds on the following exams:

GRE taken before August 2011: 1030 (Verbal + Quantitative).

GRE taken August 2011 or later: 297 (Verbal + Quantitative).

Visit the GRE Test website for more information.

SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT.

ACT: 43 (English + Math). Visit the ACT website for more information.

SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service. If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.

VSU MEDICAL FORM

The form must be completed and signed by the student/applicant.

This form must be received prior to enrollment, NOT prior to admission.

Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

VERIFICATION OF LAWFUL PRESENCE

(For applicants who believe they qualify for in-state tuition or a residency waiver)

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COMPLETE THE GEORGIA EDUCATORS ETHICS ASSESSMENT (Test 360) (To register: https://gace.ets.org/ethics/register/)

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DocuSign Envelope ID: 27784B0A-DA96-42CA-8007-A252F89C8E0F For admission questions about this program, please ADMISSION CLASSIFICATIONS contact the Graduate School by phone, email, or stop by **Regular Status** our office. **Probationary Status** Call Us: 229-333-5694 or toll free 800-618-1878, Option #5 **HAVE QUESTIONS? Email** For admission questions about this program, please contact Us:gradschool@valdosta.edu or rlwaters@valdosta.edu the Graduate School by phone, email, or stop by our office. Visit Us: Converse Hall (Main Campus), Third Floor, Suite Call Us: 229-333-5694 or toll free 800-618-1878, Option #5 3100 Email For additional program details contact the Program Us:gradschool@valdosta.edu or rlwaters@valdosta.edu Coordinator: Dr. Ransom Gladwin, Visit Us: Converse Hall (Main Campus), Third Floor, Suite email: rgladwin@valdosta.edu, phone: 229-333-5948. For additional program details contact the Program Coordinator: Dr. Ransom Gladwin, email: rgladwin@valdosta.edu, phone: 229-333-5948.

Justification: (select one or more of the following and provide	de appropriate narrative below:)
☐ Improving student learning outcomes	
☐ Adopting current best practice(s) in field	☐ Other –
Source of Data to Support Change (select one or more of the	e following):
☐ Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.
☐ Direct Measures; Materials collected/evaluated for pro	gram assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program	learning outcomes
(select one or more of the following and provide appropriate	e narrative below):
☐ Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.
☐ Direct Measures; Materials collected/evaluated for pro	gram assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –	

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## Valdosta State University - Curriculum Change or Revised Catalog Copy Form

**CURRICULUM CHANGE OR REVISED CATALOG COPY** 

Approvals:	Print:	Signature: by:	Date:
Department Head	Ofelia Nikolova	Ofilia Mkolova 2035A37B9E82492  DocuSigned by:	
College/Division Executive Committee	James LaPlant	James Laplant CFD1633B1A51412	
Dean/Director	James LaPlant	James Laplant	

DocuSign Envelope ID: 27784B0A-DA96-42CA-8007-A252F89C8E0F

100000000000000000000000000000000000000	e Executive Committee raduate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
	duate Dean raduate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
Academic	Committee			
*Will this c	hange impa	ct another college/department?	☐ No ☐ Yes [select college & indic	cate department(s)]
College:	Select On	e.	Department(s):	

 $oxed{\boxtimes}$  Adopting current best practice(s) in field

uSign Envelope ID: 2A704	4ED1-1B6C-4EBB-B644-DC0814AA9DB2							
Valdosta State University Curriculum Form  • Request for a REVISED COURSE				S	Date of ubmission:	09/14/2021		
*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.								
College:	College of Humanities and Social S	Science	S	Dep	t. Initiating Request:	MCL		
Requestor's Name:	Ofélia R. Nikolova			F	Requestor's Role:	Department Head		
CURRENT:			REQUESTED	: (list c	only items to	be changed)		
Course Prefix and Number:	ESOL 4020		Course and Nu	FSOI 4020		ESOL 4021		
Course Title:	Cultural Perspectives for ESOL Teachers		Course little:		Cultural Th Teachers	eories and Practices for ESOL		
Lecture Hours:	3		Lecture	Hours:	3			
Lab/Contact Hours:			Lab/Contact	Hours:				
Credit Hours:	3		Credit	Hours:	3			
Pre-requisites:			Pre-requ	isites:				
CURRENT Course D	escription:		NEW Course	e Descr	ription: (hove	er over for instructions)		
A study of culture and its relationship with language and education. Prospective teachers will investigate theories related to the nature and role of culture and cultural programs in the construction of learning environments and support linguistically diverse learners.  A study of the impact of culture on the learning of a second language and its pedagogical implications. Prospective teachers will study sociolinguistic theories related to the acquisition of communicative competence and multiculturalism and research the role of socio-cultural variables affecting language development and academic achievement.					nplications. Prospective tic theories related to the ompetence and the role of socio-cultural			
Program Level:	Course Classification:	Seme Effect	ester to be tive:	Year Effec	to be tive:	Estimated Frequency of Course Offering:		
☐ Undergraduat☐ Graduate	e Core (Area A-E)  Major Requirement  Elective		Fall Spring Summer			Select One.		
Justification: (selec	t one or more of the following and	provide	appropriate	narrati	ive below:)			
☐ Improving stud	dent learning outcomes		☐ Mandat	te of St	ate/Federal/	Accrediting Agency		

⊠ Other –

This is a long overdue change that reflects the growing difference between the graduate and undergraduate sections of ESOL 4020/6020 taught as a crosslisted course in the past. Since the creation of the MAT programs in ESOL and FLED in 2017, the graduate sections content has grown in depth and scope to support the mission of the graduate programs. The undergraduate sections are, on the other hand, primarily taught as a part of the TESOL Certificate and the ESOL Endorsement. They will further differentiate themselves from the initial combined course with their upcoming participation in the TESOL Concentration of the INDS e-Degree.

College:

Select One.

Source of Data to Support Cha	inge (select one or more of the follo	owing):	
☐ Indirect Measures; SOIs, s	tudent/employer/alumni surveys,	etc.	
□ Direct Measures; Materia	ls collected/evaluated for program	assessment (tests/portfolios/assignme	ents, etc.)
Plans for assessing course effe	ectiveness/meeting program learn	ing outcomes	
(select one or more of the follo	wing and provide appropriate narr	ative below):	
☐ Indirect Measures; SOIs, s	tudent/employer/alumni surveys,	etc.	
_		assessment (tests/portfolios/assignment)	ents, etc.)
Other Data Source Descrip			
→ Valdacta Stat	a University DEVISED CO	NIDCE Form	
Mark to com	e University - REVISED CO REVISED COURSE	JOKSE FOITH	
Approvals:	Print:	Signature: by:	Date:
Department Head	Ofelia Nikolova	Ofilia Mkolova 2035A37B9E82492 DocuSigned by:	
College/Division Executive Committee	James LaPlant	James Laplant CFD1633B1A51412	
Dean/Director	James LaPlant	James Laplant CFD1633B1A51412	
Graduate Executive			
Committee			
(for graduate course)			
Graduate Dean (for graduate course)			
(for graduate course)			
Academic Committee	Karen Shepard		

Department(s):

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Valdosta State University Curriculum Form  VALDOSTA  STATI  Propries in the control of the contr				s	Date of ubmission:	09/14/2021
*Course/o	curriculum revisions originate with a f	aculty me	ember or curric	ulum co	mmittee in th	e Academic Program.
College:	College: College of Humanities and Social Sciences			Dep	ept. Initiating Request:	
Requestor's Name:	Ofélia R. Nikolova			R	equestor's Role:	Department Head
CURRENT:			REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	ESOL 4030		Course and Nu		ESOL 4030	ESOL 4031
Course Title:	Methods and Materials for Te ESOL	aching	Course	Course Title: ESOL Class		nd Materials for Teaching room Methodology and r ESOL Teachers
Lecture Hours:	3		Lecture	Hours:	3	
Lab/Contact Hours:			Lab/Contact	Hours:		
Credit Hours:	3		Credit	Hours:	3	
Pre-requisites:			Pre-requ	isites:		
CURRENT Course I	Description:	7-7	NEW Cours	e Descr	iption: (hove	er over for instructions)
language is not E second language	school levels to students whose nglish. Topics include theories of acquisition, instructional strate ethods of evaluating proficiency riculum-building.	of egies	acquisition, of evaluatin building. An introduction 12 ESOL classinguage acceptance.	instruction to ssroom	tional strate ciency and procurriculum, s. Topics incl n and instru	of second language gies and materials, methods rogress, and curriculum- methods, and materials in P- lude theories of second ction, assessment, oration of ESOL policies and
Program Level:	Course Classification:	Seme Effect	ester to be tive:	Year t		Estimated Frequency of Course Offering:
□ Undergraduat     □ Graduate     ☐     Justification: (select	Core (Area A-E)  Major Requirement  Elective		Spring Summer		2022 ve below:)	Every Semester
		350			853	Accrediting Agency
<ul> <li>☐ Improving student learning outcomes</li> <li>☐ Mandate</li> <li>☐ Adopting current best practice(s) in field</li> <li>☐ Other —</li> </ul>					,	

This is a long overdue change that reflects the growing difference between the graduate and undergraduate sections of ESOL 4020/6020 taught as a crosslisted course in the past. Since the creation of the MAT programs in ESOL and FLED in 2017, the graduate sections content has grown in depth and scope to support the mission of the graduate programs. The undergraduate sections are, on the other hand, primarily taught as a part of the TESOL Certificate and the ESOL Endorsement. They will further differentiate themselves from the initial combined course with their upcoming participation in the TESOL Concentration of the INDS e-Degree.

College:

Select One.

Source of Data to Support	Source of Data to Support Change (select one or more of the following):					
	ls, student/employer/alumni survey	s, etc.				
□ Direct Measures; Materials     □ Direct Measures     □	erials collected/evaluated for progra	m assessment (tests/portfolios/assignme	nts, etc.)			
Plans for assessing course	effectiveness/meeting program lea	rning outcomes				
(select one or more of the f	collowing and provide appropriate no	rrative below):				
	ls, student/employer/alumni survey	s, etc.				
□ Direct Measures; Materials     □ Direct Measures     □	erials collected/evaluated for progra	m assessment (tests/portfolios/assignme	nts, etc.)			
Other Data Source De	scriptions –					
Valdosta State University - REVISED COURSE Form						
Baseling Ser Color Trainers 2 Prins 2020	r a REVISED COURSE	Ci-matuma.	Data:			
Approvals:	Print:	Signaturesy:	Date:			
Department Head	Ofelia Nikolova	Ofilia Mkolova  2035A37B9E82492  Docusigned by:				
College/Division Executive Committee	James LaPlant	James Laflant —CFD1633B1A51412 —Docusigned by:				
Dean/Director	James LaPlant	James Laflant CFD1633B1A51412				
Graduate Executive Committee (for graduate course)						
Graduate Dean (for graduate course)			v			
Academic Committee	Karen Shepard					
*Will this change impac	t another college/department?	☐ No ☐ Yes [select college & indicate	department(s)]			

Department(s):

# Valdosta State University Curriculum Form

Date of

Select Date.

STATE CUP	INIC	ULUM CHANGE OF REVISI	ED CATALOG	COPT	Jubi	mission:		
*Course/curricu	ılum	change or addition originat	es with a fact	ulty member or curric	culum	committee	in the Academic I	Program.
College:	Со	llege of Science and Matl	hematics	Dept. Initiation		Mathematics		
Requestor's Name:	Dr	. Jin Wang		Requestor Rol	1 1	aculty		
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	•	Revised Ca	_	( iii iii ii	ons/Program Policies, N	larrative, etc.)
Program Level:		Course Classification:		Semester to be	Effec	tive:	Year to be Effect	tive:
☑ Undergraduat ☐ Graduate	e	☐ Core (Area A-E)  ☐ Major Requirement ☐ Elective		<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>			2022	
Degree/Progra		Basic Certificate in Data	Science					
Current Cata		http://catalog.valdosta. mathematics/mathema			-	rams/scie	nces-	
Present Requirem	ents			Proposed Requir	reme	nts: <u>(hove</u>	er over for instru	ctions)
Required Course	s			Required Cour	rses			
MATH 1401		Elementary Statistics	3	MATH 1401			Elementary Statistics	3
or MATH 360	ATH 3600 Probability and Statistics		Statistics	or MATH 3600			Probability and Statistics	
CS 1010		Algorithmic Problem Solving	3	CS 1010			Algorithmic Problem Solving	3
or CS 1301		Principles of Programming I		or CS 1301		Principles of Programming I		
or CS 1340		Computing for S	Scientists	or CS 1340			Computing for	Scientists
MATH 3700		Statistical Computing	3	MATH 3700			Statistical Computing	3
MATH 4990		Special Topics in	6	MATH <u>4905</u>			Topics in Data Science	6
		Mathematics		Total Hours				15
Total Hours			15	All courses for th	ne cer	tificate n	ust be complete	d with a
All courses for the grade of "C" or bet		ificate must be complete	d with a	grade of "C" or b	oetter	•		

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## Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

Select Date.

CON CONTRACTOR CONTRAC	TRICOLON CHANGE OF REVISED CATALOG COFT Submission.							
*Course/curriculum change or addition originates with a facu				ty member or curr	icului	m committe	ee in the Academic F	Program.
College:	Со	llege of Science and Mat	hematics	Dept. Initiat Requ		IVIATRAMATICS		
Requestor's Name:	Dr.	. Jin Wang		Requesto Re	or's ole:	Faculty		
				15				
Check One Optic	on:	Curriculum Change (Changes to Program/Degree)	e 	Revised C			ions/Program Policies, N	arrative, etc.)
Program Level:		Course Classification:		Semester to b	e Eff	ective:	Year to be Effect	ive:
☑ Hadararaduat	_	☐ Core (Area A-E)						
□ Undergraduate     □    □    □    □    □    □    □	е	☑ Major Requirement		☑ Spring			2022	
☐ Graduate		☐ Elective		☐ Summer				
Degree/Progra		Basic Certificate in Data	Science	1,				
Current Catal		http://catalog.valdosta	.edu/undergra	duate/academic	c-pro	grams/sci	ences-	
	RL:	mathematics/mathema		(A)	10.50	- S		
		matricinotics) matricino	reres, cer em core					
Present Requireme	ents	:		Proposed Requ	irem	ents: (ho	ver over for instruc	tions)
Required Courses	5			Required Cou	ırses			
MATH 1401		Elementary Statistics	3	MATH 1401			Elementary Statistics	3
or MATH 3600	0	Probability and	Statistics	istics or MATH 3600 Probability and		Statistics		
CS 1010		Algorithmic Problem Solving	3	CS 1010			Algorithmic Problem Solving	3
or CS 1301		Principles of Programming I		or CS 130:	1		Principles of Programming I	
or CS 1340		Computing for S	Scientists	or CS 1340		Computing for Scientists		
MATH 3700		Statistical Computing	3	MATH 3700			Statistical Computing	3
MATH 4990		Special Topics in	6	MATH <u>4905</u>			Topics in Data Science	6
		Mathematics		<b>Total Hours</b>				15
<b>Total Hours</b>			15	All courses for t	he c	ertificate i	must be complete	d with a
All courses for the ograde of "C" or bet		ificate must be complete	ed with a	grade of "C" or			nast se complete	a waa a

Justification: (56	elect one or	more of the following and provide ap	propriate narrativ	ve below:)	
☐ Improving	student lea	rning outcomes	Mandate of State	e/Federal/Accrediting	Agency
Adopting c	urrent best	practice(s) in field	Other –		
MATH 4990 cou	rse to be re	enumbered at MATH 4905, to give it a	unique course nu	ımber.	
Causes of Date	h. C	Change (colors and or more of the fol	lowing):		
		Change (select one or more of the fol			
		ils, student/employer/alumni surveys		te/portfolios/accignme	ants atc l
		erials collected/evaluated for prograr effectiveness/meeting program lear		rs/ bor riollos/ assignme	ents, etc.)
A PERSONAL VIEW CONTROL OF THE PROPERTY OF THE	The state of the s	following and provide appropriate na			
☐ Indirect Me	easures; SO	ls, student/employer/alumni surveys	, etc.		
☐ Direct Mea	sures; Mat	erials collected/evaluated for progran	n assessment (tes	ts/portfolios/assignme	ents, etc.)
		scriptions –			
The department	will assess	the certificate program periodically	to ensure it meets	quality standards.	
L					
1,000		tate University — Curriculur UM CHANGE OR REVISED CATALOG CO	_	Revised Catalog	Copy Form
Approva	ls:	Print:	Signature:		Date:
Departn	nent Head	Dr. Shaun Ault	Se	Clo	1/18/22
	e/Division				,
Executive C	ommittee				
Dear	n/Director	Kerre-Richard Cornely	Vierre-Ric	hard Cornely	1/18/22
Graduate					
	ommittee duate course)				
	uate Dean				
(for grad	duate course)				
Academic C	ommittee				
*Will this ch	ange impa	ct another college/department?	⊠ No □ Yes	(select college & indicate	e department(s)]
College:	Select On	ρ.	Department(s):		

A fact to the count of	sta State Un uest for a NEW C	iversity Curricu OURSE	llum Form	Date of Submission:	Selec	t Date.
*Course/curriculum	change or additio	n originates with a fac	ulty member or cu	rriculum committee in	the Acc	a <b>dem</b> ic Program.
College:	College of Scien	nce and Mathematic	S	Dept. Initiating Request:	Math	ematics
Requestor's Name:	Dr. Jin Wang			Requestor's Role:	Facul	ty
The second secon	V Course Prefix: ions in the catalog)	МАТН	100,404,000	W Course Number: onsult #s in the catalog)	4905	
Proposed NE	W Course Title:	Topics in Data Scien	nce			
NEW Course Title (Limit to 3	e Abbreviation: O character spaces)					
	Prerequisite(s):	MATH 3700, or MA	TH 4901			
Lecture Hours:	3	Lab/Contact Hour	rs:	Credit I	Credit Hours: 3	
Proposed NEW Course	Description: (Lim	it to 50 words. Include re	quisites, cross listing	s, special requirements,	etc.)*	
Pre-requisite: MATH 37  Capstone project class to data analysis to comple modeling, data organizathat can be used to sho repeated up to twice for the state of th	for the Basic Data te course project ation, regression, wcase their skills	a Science Certificate ts that will test esser , Monte Carlo simula	program. Stude Itial skills in data tion and machin	visualization, proba e learning. Students	bility, s will cr	statistical inference eate data products
Program Level:	Course Cl	accitication	Semester to be Effective:	Year to be Effective:	11.00	ated Frequency of e Offering:
☑ Undergraduate ☐ Graduate		(Area A-E) or Requirement		2022	Eve	ery Semester

Adopting current best practice(s) in field Other − The certificate in Data science program requires students to take two semesters of the MATH 4905 (6-credit hours) -formerly MATH 4990 - Topics in Data Science. This is simply a request for a unique course number for a course that has already successfully run starting in Fall 2020.

Summer

☐ Mandate of State/Federal/Accrediting Agency

☐ Elective

☐ Improving student learning outcomes

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

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

Valdosta State University – NEW COURSE Form  • Request for a NEW COURSE						
Approvals	i:	Print:	Sig	nature:	Date:	
Departmo	ent Head	Dr. Shaun Ault	K	66	1/18/22	
College/Division E Co	xecutive mmittee					
Dean	/Director	Pierre-Richard Cornery	Piewe-Ri	chard Gruely	1/18/22	
	mmittee					
	ate Dean uate course)					
Academic Co	mmittee					
*Will this change impact another college/department?		□ No □ Yes	select college & indicate	department(s)]		
College: Select One.		Department(s):				

## Math 4905— Topics in Data Science

Last update: March 9, 2021

Fall 2021 2:00 pm - 3:15 pm, TR, NH 1109, 3-Credit Hours

Instructor: Dr. Jin Wang, Math, Valdosta State University

Office: NH 1114 Phone: 333-5779 E-mail: jwang@valdosta.edu

Office Hours: MWF: 10:00 am - 10:50 am; or by appointment

10 hours for online office hours weekly

Prerequisites: Math 3700, or Math 4901, or permission of instructor

**Textbook:** No textbook is required, and all reading materials will be posted on BlazeView.

## **Course Description:**

Throughout this capstone project class, you will have the opportunity to apply the knowledge and skills of R data analysis acquired from the Basic Data Science Certificate program. The course projects will test your skills in data visualization, probability, statistical inference, modeling, data organization, regression, Monte Carlo simulation and machine learning. You will create data products that can be used to showcase your skills to potential employers. All projects will come from real world problems.

Computing: Students will be required to use R and R Markdown in this course.

## Learning Objectives:

- To learn how to apply the knowledge base and skills learned throughout the Basic Data Science Certificate program to real-world problems.
- To learn how to examine the relationships between variables by implementing multi-variable linear regression in R.
- To learn how to work on data analysis projects independently.

Evaluation: Midterm Project 40% Due Tuesday, October 5th, 2021

Final Project 60% Due Thursday, 9th, 2021

Grades: The approximate conversion scale follows, although the instructor reserves the

right to make some small final adjustments.

A: 90 -- 100%, B: 80 -- 89%, C: 70 -- 79%, D: 60 - 69%, F: 0 -- 59%

## **Student Responsibilities**

This is an online class. It is your responsibilities to check emails, course updates, and announcements on BlazeVIEW daily and to follow course schedules for schoolwork closely.

## **Academic Integrity:**

All students are expected to do their own work and to uphold a high standard of academic ethics. If you are found cheating, you will receive a "0" for that test. Cheating on project assignments will result in an "F" for the course. All instances of cheating may result in total dismissal from VSU.

## Withdrawal from Classes:

Undergraduate students are limited to 5 course withdrawals during their enrollment at VSU and may web withdraw "passing" by **Thursday, October 7th, 2021**. Students must initiate the withdrawal using Banner. 6 or more withdrawals will be changed to WF - withdraw failing and is calculated in the student's GPA as an "F." Students cannot withdraw after Midterm unless the student is leaving school entirely, which is referred to as a "hardship withdrawal." The student needs to see the Dean of Students to initiate a hardship withdrawal.

## Title IX Statement:

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

## **Access Statement:**

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

Valdosta State University Curriculum Form  Request for a REVISED COURSE				S	Date of ubmission:	01/10/2022
*Course/o	curriculum revisions originate with	a faculty me	ember or curric	ulum co	mmittee in th	e Academic Program.
College:	College of Science and Mathe	ematics	***************************************	Dep	t. Initiating Request:	Biology
Requestor's Name:	Robert Gannon		~~~	R	lequestor's Role:	Department Head
CURRENT:			REQUESTE	D: (list o	nly items to	be changed)
Course Prefix and Number:	BIOL 2651		Course and Nu		BIOL 2251	.K
Course Title:			Course	e Title:		
Lecture Hours:			Lecture	Hours:		
Lab/Contact Hours:			Lab/Contact	Hours:		
Credit Hours:			Credit	Hours:		
Pre-requisites:			Pre-requ	isites:		
CURRENT Course	Description:		NEW Cours	e Descr	iption: (hove	er over for instructions)
Introduction to human anatomy and general physiological principles with emphasis on the following: cell and tissue organization, plus skeletal, muscular, nervous, and endocrine systems.		course in a biological a and functio organ, and but are not structure a skeletal, mincludes lab covered in non-biology	two-ser nd chen n of the whole-b limited nd funct uscular, poratory lectures majors	mester sequencical process human bod body level. To to, biologication; tissues; and nervous exercises the	ence designed to explore the ses underlying the structure y at the cellular, tissue, opics to be covered include all chemistry; cellular and the integumentary, is systems. This course nat supplement the material is designed primarily for those pursuing majors in ofessions.	
Program Level:	Course Classification:	Seme	ester to be tive:	Year t		Estimated Frequency of Course Offering:
☑ Undergraduat	e	nt 🗆 :	□ Spring     □ Summer		2022	Every Semester

USG requested that all institutions adopt the same course number and catalog description. The Biology RAC approved this course number and catalog description in fall 2021.

Adopting current best practice(s) in field

☑ Other –

Source of Data	to Support	Change (select one or more of the fo	ollowing):		
☐ Indirect M	easures; SC	ls, student/employer/alumni survey	s, etc.		
☐ Direct Mea	asures; Mat	erials collected/evaluated for progra	m assessment (test	s/portfolios/assignme	ents, etc.)
Plans for asses	sing course	effectiveness/meeting program lea	rning outcomes		
(select one or n	nore of the j	following and provide appropriate no	arrative below):		
☐ Indirect M	easures; SC	ols, student/employer/alumni survey	s, etc.		
☐ Direct Mea	asures; Mat	erials collected/evaluated for progra	m assessment (test	s/portfolios/assignme	ents, etc.)
☐ Other Data	a Source De	scriptions –			
VALINISTA VA		tate University - REVISED ( or a REVISED COURSE	COURSE Form		
Approva	als:	Print:	Sign	ature:	Date:
Departn	nent Head	Robert Gannon	Polo (		1-18-22
Colleg Executive C	e/Division Committee		,		
Dea	n/Director	Pièrre-Richard Cornely	Pierre-Rich	eard Cornely	1-18-22
c	Executive Committee duate course)			,	
Grad	uate Dean duate course)			4.0-11-71	
Academic C	ommittee				
*Will this cha	nge impad	t another college/department?	⊠ No □ Yes [	select college & indicate	e department(s)]

## Valdosta State University Curriculum Form Date of 01/10/2022 Request for a REVISED COURSE Submission: \*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program. Dept. Initiating College: College of Science and Mathematics Biology Request: Requestor's Requestor's Robert Gannon Department Head Name: Role: CURRENT: REQUESTED: (list only items to be changed) Course Prefix Course Prefix **BIOL 2652 BIOL 2252K** and Number: and Number: Course Title: Course Title: Lecture Hours: Lecture Hours: Lab/Contact Hours: Lab/Contact Hours: Credit Hours: Credit Hours: Pre-requisites: Pre-requisites: **CURRENT Course Description:** NEW Course Description: (hover over for instructions) This lecture course is the second course in a two-semester A continuation of human anatomy and general physiological principles with emphasis on endocrine, cardiovascular, lymphatic, respiratory, digestive excretory, and reproductive systems; and development. nursing and the allied health professions.

sequence designed to explore the biological and chemical processes underlying the structure and function of the human body at the cellular, tissue, organ, and whole-body level. Topics to be covered include, but are not limited to, the cardiovascular, endocrine, lymphatic and immune. respiratory, digestive, urinary, and reproductive systems. Metabolism and fluid, electrolyte, and acid-base balance will also be covered. This course is designed primarily for non-biology majors, especially those pursuing majors in

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
M I Indongraduata	☐ Core (Area A-E)	⊠ Fall	2022	
□ Undergraduate     □ Graduate	Major Requirement	☐ Spring		Every Semester
Graduate	☑ Elective	☐ Summer		
Justification: (select of	ne or more of the following and	provide appropriate	narrative below:	
☐ Improving studen	t learning outcomes	☐ Mandate of State/Federal/Accrediting Agency		
☐ Adopting current	best practice(s) in field		=	

Source of Data	to Support	Change (select one or more of the fo	ollowing):		
☐ Indirect M	easures; SC	Ols, student/employer/alumni survey	s, etc.		
☐ Direct Mea	asures; Mat	erials collected/evaluated for progra	m assessment (test	s/portfolios/assignme	ents, etc.)
Plans for asses	sing course	effectiveness/meeting program lea	rning outcomes		
(select one or n	nore of the	following and provide appropriate no	arrative below):		
☐ Indirect M	easures; SC	Dis, student/employer/alumni survey	s, etc.		
☐ Direct Mea	asures; Mat	erials collected/evaluated for progra	m assessment (test	s/portfolios/assignme	ents, etc.)
Other Data	Source De	scriptions <del>-</del>			
		· · · · · · · · · · · · · · · · · · ·		- <del> </del>	
🚖 Va	ldosta S	tate University - REVISED	COURSE Form		
VALDOSTA STATE		or a REVISED COURSE			
Approva	als:	Print:	Sign	ature:	Date:
Departn	nent Head	Robert Gannon	Tels C	Jan D	1-13-22
Colleg	e/Division				
Executive C	ommittee				
Dear	n/Director	Pierre-Richard Cornely	Pième-Rich	ard Cornely	1-18-22
100000000000000000000000000000000000000	Executive				
No. 100	ommittee duate course)				
	uate Dean			-	
	duate course)				
Academic C	Academic Committee				
*Will this cha	nge impac	t another college/department?	⊠ No ☐ Yes [	select college & indicate	e department(s)]
College:	Select On	e.	Department(s):		

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## Valdosta State University Curriculum Form

Date	0
Submission	r

VALDOSTA  VALDOSTA  Request for a REVISED COURSE				S	Date of Submission: 01/10/2022		
*Course/c	urriculum revisions originate with a	faculty m	ember or curri	ulum co	mmittee in the	e Academic Program.	
College:	College of Science and Mathematics			Dept	t. Initiating Request:	Biology	
Requestor's Name:	KODET Gannon				Requestor's Role: Department Head		
CURRENT:			REQUESTE	D: (list o	nly items to	be changed)	
Course Prefix and Number:	BIOL 2900		Course Pr		BIOL 2260	К	
Course Title:	Microbiology in Health and Di	isease	Course Title:		Foundations of Microbiology		
Lecture Hours:			Lecture	Hours:			
Lab/Contact Hours:			Lab/Contact Hour				
Credit Hours:			Credit	Hours:			
Pre-requisites:			Pre-requ	isites:	<del>50</del>		
CURRENT Course D	escription:		NEW Course Description: (hover over for instructions)				
An introductory microbiology course with emphasis upon the role played by microorganisms in health and disease. Open to students who plan to enter the health or allied health fields without a major in biology. Two 1.5 hour laboratory periods per week.			This integrated lecture and laboratory course provides an introduction to microbiology. This course introduces the student to the diversity and classification of medically significant microorganisms, their modes of pathogenesis and transmission, and the infectious diseases they cause. Topics to be covered include, but are not limited to, microbial cell biology and genetics; major classes of disease-causing microorganisms; host immune response; microbial control; aseptic technique; disinfection; and isolation, culture, staining, and identification of microorganisms. Select laboratory exercises will provide training in the basic laboratory techniques for culture and identification of microbes. This course is designed primarily for non-biology majors, especially those pursuing majors in nursing and the allied health professions.				
Program Level:	Course Classification:	Semester to be Effective:		Year to		Estimated Frequency of Course Offering:	
☑ Undergraduate ☐ Graduate	☐ Core (Area A-E)  ☐ Major Requirement ☐ Elective	☐ Spring ☐ Summer		2	022	Every Semester	

			The state of the s	795.5-1					
Source of Data	to Support	Change (select one or more of the fo	ollowing):						
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 Me	☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.								
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)									
Other Data	Source De	scriptions –	***************************************						
Valdosta State University - REVISED COURSE Form									
VALDOSTA		or a REVISED COURSE	COOKSE FOITH						
Budding in the Year's deposit		Print:	e:	-4	Date:				
Approvals:		Print:	Sign	Signature:					
Departm	ent Head	Robert Gannon	The Am		1-18-22				
College	e/Division		Con Con	, , , , ,	**************************************				
Executive C	ommittee								
Dear	/Director	Pierra-Richard Cornely	Vierre-Ric	navd Gornely	1-18-22				
Graduate	MANAGES NO. 12								
	ommittee duate course)								
Gradu	iate Dean								
(for grad	duate course)								
Academic Co	ommittee								
		CONTRACTOR OF THE CONTRACTOR O							
*Will this change impact another college/department?		⊠ No □ Yes [	select college & indicate	department(s)]					
College:	Select Or	ne.	Department(s):						

### VALDOSTA STATE

## Valdosta State University Curriculum Form

Date of Submission:

01/25/202

VALDOSTA S T A T E INSTANCES TO THE STATE OF CURF	RIC	ULUM CHANGE OR REVISED CATALOG	COPY	Su	bmission:	01/25/2022
*Course/curricul	um	change or addition originates with a facul	ty member or curri	cului	m committe	e in the Academic Program.
College:	Col	lege of Science and Mathematics	Dept. Initiati Reque	10000	PAGET	
Requestor's Name:		reth Drake	Requesto Ro		Faculty	
Check One Option	n:	Curriculum Change (Changes to Program/Degree)	Revised Ca		-	ons/Program Policies, Narrative, etc.)
Program Level:		Course Classification:	Semester to be	Eff	ective:	Year to be Effective:
□ Undergraduate     □ Graduate		<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>□ Elective</li></ul>	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>			2022
Degree/Program	100	B.S in Astronomy				
Current Catalo UR	og	http://catalog.valdosta.edu/undergrastronomy-geosciences-engineering-				ences-mathematics/physics-
Present Requireme	nts	:	Proposed Requi	rem	nents: (how	er over for instructions)
to enter graduate per related disciplines, of laboratories and obs	rog or t ser	omy is designed to prepare students rams in astronomy, physics, or o embark upon careers in research vatories, government, industry, or icational outcomes include the	enter graduate   disciplines, or to laboratories and	orog em l ob	grams in as bark upon servatorie:	ned to prepare students to stronomy, physics, or related careers in research s, government, industry, or al outcomes include the
fundamental branch system astronomy, astronomy; 2. students will dem fundamental suppo mechanics, electron 3. students will part 4. students will appl analysis to physical problem-solving skill examples of Outcon Assessment of the eastronomy major is departmental Astrofaculty with experting disciplines. This assessment of the second statemental extraordisciplines. This assessment of the eastronomy major is departmental extraordisciplines. This assessment of the examples of Outcon Assessment of the eastronomy major is departmental extraordisciplines. This assessment of the examples of Outcon Assessment of the eastronomy major is departmental extraordisciplines. This assessment of the examples of Outcon Assessment of the eastronomy major is departmental extraordisciplines. This assessment of the examples of Outcon Assessment of Outcon	non hes ast non rtir mag ticip ly t pro lls. me , edu pri enon se i	strate knowledge in the of astronomy, including solar rophysics, and observational strate knowledge in the ing branches of physics, including gnetism, and quantum mechanics; pate in and conduct research; the techniques of mathematical oblems, thereby enhancing their scational outcomes for the marily the responsibility of the my Area Committee, comprised of a stronomy and cognate ment is conducted through	context from whe developments of Renaissance; 2. Students will planets and other scientific branch biology; 3. Students will evolution, and cobservational, and students will techniques used operations, and 5. Students will research into as 6. Students will analysis to compare the students will be students will be students will be students with the students will be students will be students with the students will be students will be students with the students will be students will be students will be students with the s	demich of an dever somes con buildeat the con tror appolex	astronomicient civiliant cient civiliant cient civiliant cient civiliant cient civiliant cient cient civiliant cient cie	knowledge in the historical y has arisen from the zations through the zations through the disciplinary skills for studying so using the supporting chemistry, geology, and ge regarding the birth, using theoretical, methods; rking knowledge of y applications, telescope um; rvational and/or theoretical stems; uniques of mathematical
to astronomy progr (particularly the me Committee assesses	am emb	r educational outcomes in relation s at comparable institutions per institutions of SARA). The see extent to which the program he desired outcomes by using a	interdisciplinary prospective.  Examples of Outcome Assessments Assessment of the educational outcomes for the astronomy major is primarily the responsibility of the departmental			

variety of techniques. Examples of these assessments	Astronomy Area Committee, comprised of faculty with
include the following:	expertise in astronomy and cognate disciplines. The
	Committee assesses the extent to which the program
1. All student majors must make oral presentations of their	requirements create the desired outcomes by using a
research results to the departmental faculty and submit	variety of techniques. Examples of these assessments
written copies of their research papers to the	include the following:
departmental office as part of the required Capstone	1 All student majors will complete a research project with a
Seminar (PHYS 4501).	1. All student majors will complete a research project with a faculty mentor demonstrating a proficiency in either
2. Students must submit a departmental copy of their	observational or computational techniques.
portfolios of undergraduate coursework, research projects, and professional activity at the end of their last semester	All student majors will make presentations of their
of residence.	research results at the Annual VSU Undergraduate
3. At the time of major coursework completion, students	Research Symposium, the Annual Meeting of the Georgia
must complete an exit questionnaire to determine the	Academy of Science, and/or an equivalent professional
students' perception of achievement of the major's	meeting.
educational outcomes.	3. Students will submit a departmental copy of their
4. Periodic surveys of alumni who have completed the	portfolios of undergraduate coursework, research projects,
astronomy program will be conducted. These surveys will	and professional activity at the end of their last semester of
evaluate the relevancy of the major program to graduates'	residence.
present employment, their perception of success, and their	4. At the time of major coursework completion, students
personal satisfaction with the program. The surveys will	will complete an exit questionnaire to determine the
also solicit suggestions for improvement of the astronomy	students' perceptions of achievement of the major's
major program.	educational outcomes.
<b>Justification:</b> (select one or more of the following and provid	e appropriate narrative below:)
	☐ 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 fol	lowing):					
Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
☐ Direct Measures; Mate	erials collected/evaluated for progran	n assessment (tests/portfolios/assignme	nts, etc.)				
	effectiveness/meeting program lear following and provide appropriate nat						
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)							
Other Data Source Descriptions –							
	tate University – Curriculur JM CHANGE OR REVISED CATALOG CO	n Change or Revised Catalog  DPY	Copy Form				
Approvals:	Print:	Signature:	Date:				
Department Head	Faul C Vincent	Faul C Vincint	2/1/22				
College/Division Executive Committee			, ,				
Dean/Director	Pierre-Richard Cornely	Frenze-Richard Cornely	2/4/22				
Graduate Executive Committee (for graduate course)							
Graduate Dean (for graduate course)							
Academic Committee							
*Will this change impa	ct another college/department?	☑ No ☐ Yes [select college & indicate	e department(s)]				

Department(s):

College:

Select One.

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*Course/curricu	ılum	change or addition of	riginates with a facult	y member or curr	icului	m committe	e in the Ac	cademic Program.	
College:	Со	llege of Science and	l Mathematics	Dept. Initiat Reque		PAGET			
Requestor's Name:	Pa	ul Vincent		Requesto Ro	or's ole:	Department Head			
Check One Option: Curriculum Change (Changes to Program/Degree)				Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)					
Program Level:		Course Classificati		Semester to be	e Eff	ective:	Year to b	e Effective:	
☑ Undergraduat ☐ Graduate	e	<ul><li>☑ Core (Area A-E)</li><li>☐ Major Requirer</li><li>☐ Elective</li></ul>		<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>					
Degree/Progra Nan		Geoscience/Geogr	raphy Track	S-Envi	Tor	nmen	tal (	s edsciences	
Current Catal UI	log RL:	I I I I I I I I I I I I I I I I I I I	dosta.edu/undergra ences-engineering-t						
Present Requireme	ents	:		Proposed Requ	irem	ents: (hou	ver over fo	or instructions)	
Core Curriculum			60	Core Curricul	um			60	
Core Curriculum Areas A-E (See VSU 42 Core Curriculum) 1		42	Core Curriculum Areas A-E (See VSU 42 Core Curriculum) 1						
			Environmenta are required to Area A and M Environmenta Geography Tr to take 3 hou in Area C. The BIOL 1107K, E and CHEM 12 Area D2 and a take GEOG 11	ATH al Ge rack I rs of ey are BIOL 11, a	ke MATH 2261 in A osciences majors are a Foreign e advised 1107L and CHEM eed to	1113 in rea D2. advised Language to take			
Justification: (selec	t or	ne or more of the fo	llowing and provide	appropriate nar	rativ	ve below:)			
☐ Improving stu	den	t learning outcomes	; [	☐ Mandate of	State	e/Federal/	'Accreditir	ng Agency	
		best practice(s) in fi		Other –	1 5				
Clarify and update	wor	ding to reflect chan	ges in course offering	ngs in Biology ar	nd Ch	nemistry.			

Source of Data	to Support	Change (select one or more of the fo	llowing):				
☐ Indirect Me	asures; SO	ls, 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 Me	☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.						
☐ Direct Mea	☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)						
Other Data Source Descriptions –							
		***************************************					
Little Committee		tate University – Curricului		Revised Catalog	Copy Form		
YTATE	CURRICULI	JM CHANGE OR REVISED CATALOG CO	OPY		,		
Approva	ls:	Print:	Sign	nature:	Date:		
Departm	ent Head	Paul C. Vincent	Hand CY	inent	1/4/22		
A 1 - 30 - 300 - 3	e/Division				,		
Executive C							
Dear	/Director	Pierre-Richard Covady	Pierre-Rich	and Cornely	1/5/22		
Graduate	Executive			1			
	ommittee luate course)						
	iate Dean luate course)						
Academic Co	Academic Committee						
*Will this ch	ange impa	ct another college/department?	□ No □ Yes [select college & indicate department(s)]				
Calle	Salact O-		Domartmant/s				
College:	Select One	ž.	Department(s):				

# VALDOSTA

## Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

11/23/2021

The state of the s	-						
*Course/curricu	ılum	change or addition originates with a facu	lty member or curriculu	m committ	ee in the Academic	Program.	
College:	Со	llege of Science and Mathematics	Dept. Initiating Request:	PAGET			
Requestor's Name:	Pa	ul Vincent	Requestor's Role:	Departn	nent Head		
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	Revised Catalo		sions/Program Policies, N	Varrative, etc.)	
Program Level:		Course Classification:	Semester to be Eff		Year to be Effect		
☑ Undergraduate	e	☑ Core (Area A-E) ☐ Major Requirement ☐ Elective	<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>		2022		
Degree/Progra		Geoscience/Geology Track	BS - Enviro	nmen-	tal Geosc	iences	
Current Catal	_	http://catalog.valdosta.edu/undergrastronomy-geosciences-engineering		-		ics/physics-	
Present Requireme	ents	:	Proposed Requirem	ents: <u>(ho</u>	ver over for instru	ctions)	
Core Curriculum		60	Core Curriculum			60	
Core Curriculum . Curriculum) 1	Area	as A-E (See VSU Core	Core Curriculum A Curriculum) 1	reas A-E	(See VSU Core	42	
required to take I and MATH 2261 i advised to take 3 Language in Area take BIOL 1107K	MAT in Ai hou C. T	WW.	Environmental Geosciences majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. Environmental Geosciences Geology Track majors are advised to take 3 hours of a Foreign Language in Area C. They are advised to take BIOL 1107 and CHEM 1211, CHEM 1211L, CHEM 1212, and CHEM 1212L in				
Core Curriculum /	Area	a F – Geology	Area D2 and advis Area E.	ed to take	e GEOG 1100 in		
GEOL 1121K		Principles of	Core Curriculum A	rea F – G	eology Track 3,4		
		Physical Geology	GEOL 1121K		Principles of Physical Geology		
GEOL 1122K		Principles of Historical Geology	GEOL 1122K		Principles of Historical		
GEOG 2010		Tools of Environmental Geoscience	GEOG 2010		Tools of Environmental Geoscience		
CHEM 1211 & 1211L		Principles of Chemistry I and Principles of Chemistry	CHEM 1211 & 1211L		Principles of Chemistry I and Principles		

	Laboratory I (if not taken in Area D2)			of Chemistry Laboratory I (if not taken	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II (if not taken in Area D2)		CHEM 1212 & 1212L	in Area D2) Principles of Chemistry II and Principles of Chemistry Laboratory II (if not taken	• ~ · ·
MATH 2261	Analytic Geometry and Calculus I (1 hour left over from Area D)		MATH 2261	in Area D2)  Analytic Geometry and Calculus I (1 hour left over	
MATH 1401	Elementary Statistics		MATH 1401	from Area D)  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)	
	iculum-Geology Track	60	Senior College Curri	culum-Geology Track	60
Required Departme			Required Departme	ntal Courses	
GEOL 3101	Mineralogy	3	GEOL 3101	Mineralogy	3
SEOL 3102	Petrology	<b>3</b>	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	Senior Thesis I	1	CEO! 49C0	Senior Thesis I	
GEOL 4861	Senior Thesis	3	GEOL 4860		1
			GEOL 4861	Senior Thesis II	3
GEOL 4862	Thesis Presentation	2	GEOL 4862	Thesis	 2
Upper-level Elective	es in a Single Discipline	6	0101 4001	Presentation	_

Additional Geoscience Electives above 3000		6	Upper-level Elections outside of GEOL	6			
Other Supporting Co	ourses			cience Electives above	6		
GEOG 1113K	Introduction to Land Forms	0-4	3000 Other Supportin	og Courses			
	(if not taken in Area D.2)		GEOG 1113K	Introduction	0-4		
GEOG 2011	Introduction to Geographic	3		to Land Forms (if not taken in Area D.2)			
	Information Science		GEOG 2011	Introduction to Geographic	3		
MATH 2262	Analytic Geometry and Calculus II	4		Information Science			
Foreign Language (3 in Area C)		3-6	MATH 2262	Analytic Geometry and Calculus II	4		
Other Guided Electiv		4-11	Foreign Languag Area C)	ge (3 hours may be taken in	3-6		
Total hours required	for the degree	120	Other Guided El which carry ove	4-11			
	prefixes GEOG and GEO ade of "C" or better.	L must be	Total hours requ	uired for the degree	120		
Hours in excess of 1 curriculum.	18 will carry over to the s	senior		with prefixes GEOG and GEO a grade of "C" or better.	L must be		
to take BIOL 3300 or	concentrate in Biology a		4 Hours in excess of 18 will carry over to the senior curriculum.				
Students wishing to concentrate in Chemistry are advised to take CHEM 1212, CHEM 1212L, CHEM 340 and CHEM 2310.			5 Students wishing to concentrate in Biology are advise take BIOL 3300 or any taxonomy course. Students wishing to concentrate in Chemistry are adv to take CHEM 1212, CHEM 1212L, CHEM 3401, and CHEM 2310.				

Justification: (select one or more of the following and provi	de appropriate narrative below:)
☐ Improving student learning outcomes	☐ Mandate of State/Federal/Accrediting Agency
Adopting current best practice(s) in field	☑ Other –
Clarify and update wording to reflect changes in course offer	erings in Biology and Chemistry.

Source of Data	to Support	Change (select one or more of the fo	llowing):					
☐ Indirect Me	easures; SO	ls, 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 Me	easures; SO	ls, student/employer/alumni surveys	, etc.					
☐ Direct Mea	sures; Mat	erials collected/evaluated for program	m assessment (tests/portfolios/assignm	ents, etc.)				
☐ Other Data	Source De	scriptions –						
Valdosta State University – Curriculum Change or Revised Catalog Copy Form  • CURRICULUM CHANGE OR REVISED CATALOG COPY								
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Approva		Print:	Signature:	Date:				
V-0				Date:				
Departm	nent Head			Date:				
Departm College Executive C	nent Head e/Division ommittee	Print:  Paul C Vincent		Date:  1/4/22  1/5/22				
Departm College Executive C Dear Graduate	e/Division ommittee n/Director Executive ommittee	Print:  Paul C Vincent	Signature: Paul C Vincint	Date:  1/4/22  1/5/22				
Departm College Executive C Dear Graduate C (for grad	nent Head e/Division ommittee n/Director Executive	Print:  Paul C Vincent	Signature: Paul C Vincint	Date:  1/4/2 2  1/5/22				
Departm College Executive C Dear Graduate C (for grad	e/Division ommittee n/Director Executive ommittee duate course)	Print:  Paul C Vincent	Signature: Paul C Vincint	Date:  1/4/22  1/5/22				
Departm College Executive C Dear Graduate C (for graduate (for graduate) Academic College	e/Division ommittee n/Director Executive ommittee duate course) uate Dean duate course)	Print:  Paul C Vincent	Signature: Paul C Vincint	1/4/22				

### VALDOSTA STATE

### Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

01/25/2022

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*Course/curricu	ılum	change or addition originates with	a facult	ty member or curri	iculuı	n committ	ee in the Academic	Program.
College:	Со	llege of Science and Mathematic	cs	Dept. Initiat Reque		PAGET		
Requestor's Name:	De	reth Drake		Requesto Ro	or's ole:	Faculty		
Check One Option	on:	Curriculum Change (Changes to Program/Degree)		Revised Co		0.000	sions/Program Policies, I	Narrative, etc.)
Program Level:		Course Classification:		Semester to be	e Eff	ective:	Year to be Effec	tive:
□ Undergraduat     □ Graduate	e	<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>⋈ Elective</li></ul>		<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>	2022			
Degree/Progra		B.S in Physics						
Current Cata		http://catalog.valdosta.edu/un astronomy-geosciences-engine	_				iences-mathemat	ics/physics-
Present Requirem	ents	:		Proposed Requi	irem	ents: (ho	ver over for instru	ctions)
Code		Title Hours		Code		Ti	tle	Hours
Core Curriculum		60		Core Curriculu	um			60
Core Curriculum Curriculum)	Are	as A-E (See VSU Core 42		Core Curriculu Curriculum)	um A	reas A-E	(See VSU Core	42
Physics majors a take MATH 1113 and MATH 2261 advised to take PHYS 2211k	in A	Area A		Physics major take MATH 11 and MATH 22 advised to tak Area D2.	113 i 61 ir	n Area A n Area D2		
Core Curriculum	Are	a F		Core Curriculu	um A	rea F		
MATH 2261		Analytic Geometry and Calculus I (1 hour left over from Area D)		MATH 2261		Ge Ca le	nalytic eometry and alculus I (1 hour ft over from rea D)	
MATH 2262 & MATH 2263		Analytic Geometry and Calculus II and Analytic Geometry and Calculus III		MATH 2262 & MATH 2263	3	G Ca ar G	nalytic eometry and alculus II nd Analytic eometry and alculus III	
PHYS 2700		Modern Physics		PHYS 2700		М	odern Physics	
PHYS 2211K & PHYS 2212K		Principles of Physics I and Principles of Physics II (if not taken in Area D2)		PHYS 2211K & PHYS 2212k	<	Ph ar Ph	rinciples of nysics I nd Principles of nysics II (if not ken in Area D2)	

if PHYS 2211K, PHYS 2 Area D2	2212K are taken in		if PHYS 2211K, PHYS 2 Area D2	2212K are taken in	
Senior College Curric	ulum	60	Senior College Curriculum		60
Upper-Level Courses	in Physics		Upper-Level Courses i	in Physics	
PHYS 3810	Mathematical Methods of Physics	3	PHYS 3810	Mathematical Methods of Physics	3
PHYS 3820	Computational Physics I	4	PHYS 3820	Computational Physics I	4
PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6	PHYS 4111 & PHYS 4112	Theoretical Mechanics I and Theoretical Mechanics II	6
PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6	PHYS 4211 & PHYS 4212	Electromagnetism I and Electromagnetism II	6
PHYS 4310	Thermodynamics	3	PHYS 4310	Thermodynamics	3
PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6	PHYS 4411 & PHYS 4412	Quantum Mechanics I and Quantum Mechanics II	6
MATH 3340	Ordinary Differential Equations	3	MATH 3340	Ordinary Differential Equations	3
or PHYS 3800	Differential Equation Physical Systems	ns in	or PHYS 3800	Differential Equation Physical Systems	ns in
Select two courses fr	om the following:	8	Select two courses fro	om the following:	8
PHYS 3040	Electronics		PHYS 3040	Electronics	
PHYS 3100	Optics		PHYS 3100	Optics	
PHYS 4040	Experimental Physics		PHYS 4040	Experimental Physics	
Other Supporting Co	urses	6-9	Other Supporting Cou	ırses	6-9
MATH 2150	Introduction to Linear Algebra	3	MATH 2150	Introduction to Linear Algebra	3
Language Requirement choose to take CS 13 satisfy the language additional 2 hours from CS 1301 and CS part of the guided electric characteristics.	01 and CS 1302 to requirement. The 1302 can count as	3-6	Language Requirement choose to take CS 130 satisfy the language radditional 2 hours from CS 1301 and CS part of the guided ele	O1 and CS 1302 to equirement. The 1302 can count as	3-6



Guided Electives (must include at least one MATH course) 1	Guided Electives (recommended that at least one be a MATH course) 1
	Total hours required for the degree 120
Total hours required for the degree 120 Course List	Total hours required for the degree 120 Course List
Justification: (select one or more of the following and provide	
<ul><li>✓ Improving student learning outcomes</li><li>✓ Adopting current best practice(s) in field</li></ul>	<ul><li>✓ Mandate of State/Federal/Accrediting Agency</li><li>✓ Other –</li></ul>
Adopting current best practice(s) in field	- Other -
Source of Data to Support Change (select one or more of the	e following):
Indirect Measures; SOIs, student/employer/alumni surv	
Direct Measures; Materials collected/evaluated for prog	
Plans for assessing course effectiveness/meeting program I (select one or more of the following and provide appropriate	
Indirect Measures; SOIs, student/employer/alumni surv	eys, etc.

☐ Direct Meas		erials collected/evaluated for progran	n assessment (test	s/portfolios/assignme	ents, etc.)
			Change on F	Davis and Catalan	Comy Forms
		tate University – Curriculur UM CHANGE OR REVISED CATALOG CO		Revised Catalog	Copy Form
Approva	ls:	Print:	Sigr	nature:	Date:
Departm	ent Head	Paul C. Vincent	faul C	Vincint	2/1/22
College Executive Co	e/Division ommittee				,
Dean	/Director	Pierre-Richard Grady	Piène-Riz	hard Graely	2/4/22
	Executive ommittee				
Gradu	late Dean				
Academic Co	ommittee				
*Will this ch	ange impa	ct another college/department?	⊠ No □ Yes [	select college & indicate	e department(s)]
College:	Select On	е.	Department(s):		



**CURRICULUM CHANGE OR REVISED CATALOG** 

Date of Submission: 10/26/2021

COPY					
*Course/curricul	um change or addition orig	inates with a faculty member or curricu	ulum committee	in the Academic Program.	
College:	College of Science and Mathematics	Dept. Initiating Request:	PAGET		
Requestor's Name	Dereth Drake	Requestor's Role:	e: Faculty		
Check One Option:	Curriculum Change (Changes to Program/Degree)	Revised Catalog Copy (New Learning Outcomes, Admissions/Po	rogram Policies, Narı	rative, etc.)	
Program Level:	Course Classification:	urse Classification: Semester to be Effective:			
⊠ Undergraduate □ Graduate	<ul><li>☑ Core (Area A-E)</li><li>☑ Major</li><li>Requirement</li><li>☑ Elective</li></ul>	☑ Fall ☐ Spring ☐ Summer		2022	
Degree/Progra m Name:	Physics, Applied Physic	s track			
Current Catalog URL:	This is a new track.		100	- Walter	
Present Requirements:		ents: (hover over for instructions)  Bachelor of Science Degree with a	Major in Dhusi	in Applied Dhysics Tro	al.
	Physics majors are re MATH 2261 in Area D PHYS 2212K in Area D	Principles of Programming I  Analytic Geometry and Calculus  Ieft over from Area D)	42 A and 211K and e 1 below)  1 4 s III 4 s III 4 inciples of 4 iples of	ours D	
					2

Senior College Curriculum Applied Physics Track	<u>60</u>	
Required courses (see N	lote 2 below)	<u>33</u>
<u>CS 1302</u>	Principles of Programming II	<u>4</u>
CHEM 1212 & 1212L OR BIOL 1108 & BIOL 1108L	Principles of Chemistry II and Principles of Chemistry Laboratory II or Principles of Biology II and Principles of Biology Laboratory II	<u>4</u>
PHYS 3040	Electronics	<u>4</u>
PHYS 3100	<u>Optics</u>	4
PHYS 3820	Computational Physics	4
PHYS 4040	Experimental Physics	<u>4</u>
PHYS 4111	Electromagnetics I	<u>3</u>
PHYS 4211	Theoretical Mechanics I	<u>3</u>
PHYS 4411	Quantum mechanics I	3
Supporting Courses and electives		<u>27</u>
Math Electives	wing courses: MATH 2150, 3040, 3340, 4540	<u>6</u>
Modern Foreign Langu	age (3 hours may be taken in Area C)	<u>3-6</u>
3450, 3460, 3610, 3650 4250, 4850, 4950; CHE 3601, 3602, 3801, 3802	ving courses: BIOL 3200, 3250, 3350, 0, 3680, 3700, 3810, 3960, 4100, 4450, M 2210, 2310, 3320, 3401, 3402, 3510, 2, 4210, 4310, 4420, 4810, 4920; C5 1010, 5, 3340, 3410, 3520, 4121, 4122, 4321,	<u>15-18</u>
Total hours required fo	r the degree	<u>120</u>
	and math classes must be completed with omplete at least 39 credit hours of upper-l	

Just	ification: (select one or more of the following and provide	de ap	propriate narrative below:)
	Improving student learning outcomes		Mandate of State/Federal/Accrediting Agency
$\boxtimes$	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 Mea	sures; Mat	erials collected/evaluated for program	n assessment (tests/port	folios/assignments, etc.)		
Other Data	Source De	scriptions –				
VALIBUSTA Va	Valdosta State University – Curriculum Change or Revised Catalog Copy Form  CURRICULUM CHANGE OR REVISED CATALOG COPY					
Approva	ıls:	Print:	Signature	: Date:		
Departn	nent Head	Faul C Vincent	Harl C Vin	unt 1/4/22		
•	e/Division	Faul C Vincent	Harl C Vin	ent 1/4/22		
Colleg Executive C	e/Division ommittee	Fierre-Richard Cornely	Flerre-Richard	cornely 11/5/22		
College Executive C Dear Graduate	e/Division ommittee n/Director Executive ommittee	Time!	Harl C Kin	cont 1/4/22 Coordy 11/5/22		
College Executive C Dear Graduate Control	e/Division ommittee n/Director Executive	Time!	Harl C Vin	cornely 11/5/22		
College Executive C Dear Graduate Control	e/Division ommittee n/Director Executive ommittee duate course) uate Dean duate course)	Time!	Harl C Kin	cont 1/4/22 Coordy 11/5/22		
College Executive C Dear Graduate C (for grad (for grad	e/Division ommittee n/Director Executive ommittee duate course) uate Dean duate course)	Time!		Corvely 1/5/22		

**CURRICULUM CHANGE OR REVISED CATALOG** 

Date of Submission:

10/26/2021

\*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. College of Science and College: Dept. Initiating Request: **PAGET** Mathematics Requestor's Dereth Drake Requestor's Role: Faculty Name: □ Curriculum **Revised Catalog Copy** Check One Option: Change (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) (Changes to Program/Degree) Course **Program Level:** Semester to be Effective: Year to be Effective: Classification: □ Core (Area  $\boxtimes$ A-E) Undergraduate Major □ Spring 2022 Requirement ☐ Graduate ☐ Summer Degree/Progra Physics, Medical Physics track m Name: **Current Catalog** This is a new track. **URL: Present Requirements:** Proposed Requirements: (hover over for instructions) Requirements for the Bachelor of Science Degree with a Major in Physics - Medical **Physics Track** Code Title Hours Core Curriculum 60 Core Curriculum Areas A-E (See VSU Core Curriculum) 42 Physics majors are required to take MATH 1113 in Area A and MATH 2261 in Area D2. They are advised to take PHYS 2211K and PHYS 2212K in Area D2. Core Curriculum Area F - Medical Physics Track (see note 1 below) **PHYS 2700** Modern Physics 1 CHEM 1211 & 1211L Principles of Chemistry I and Principles of 4 Chemistry Laboratory 1 Principles of Chemistry II and Principles of CHEM 1212 & 1212L 4 Chemistry Laboratory II Analytic Geometry and Calculus II **MATH 2262** 4 **MATH 2263** Analytic Geometry and Calculus III **MATH 2261** Analytic Geometry and Calculus I (1 hour left 1 over from Area D) Senior College Curriculum Medical Physics Track 60 Required upper-level courses (see Note 2 below) 33

BIOL 1107 & BIOL Principles of Biology I & Prin	ciples of Biology 4
1107L Laboratory I BIOL 1108 & BIOL Principles of Biology II & Principles	
1108L II and Principles of Biology Li	
BIO 2651 Human Anatomy and Physio	logy I 4
BIOL 2652 Human Anatomy and Physio	logy II 4
BIOL 3200 Introduction to Genetics	<u>3</u>
BIOL 3700 Neuroscience	<u>4</u>
PHYS 3100 Optics	<u>4</u>
PHYS 3810 Mathematical Methods for F	Physics 3
PHYS 4310 Thermodynamics	<u>3</u>
Must complete at least two class from list below	
PHYS 4111 Electromagnetics I	<u>3</u>
PHYS 4211 Theoretical Mechanics I	<u>3</u>
PHYS 4411 Quantum mechanics I	<u>3</u>
Supporting Courses	<u>27</u>
and electives	
MATH 3340 <u>Differential Equations</u>	<u>3</u>
Modern Foreign Language (3 hours may be taken in Ar	ea C) <u>3-6</u>
Other Guided Electives	18-21
Choose from the following courses: BIOL 1200, 3250, 4	500, 4520, 4580,
4800, 4950; CHEM 3401, 3402, 3510, 3601/3601L, 360	
4210, 4920; PHYS 3820, 4040, 4112, 4212, 4412, 4800,	4950; Math
<u>1112, 3040, 3600, 4081, 4260, 4621, 4990</u>	
Total hours required for the degree	<u>120</u>
Note 1: All science and math classes must be completed	
Note 2: Students must complete at least 39 credit hours	of upper-level (3000-4999)
courses.	

Justification: (select one or more of the following and provide appropriate narrative below:)						
	Improving student learning outcomes		Mandate of State/Federal/Accrediting Agency			
$\boxtimes$	Adopting current best practice(s) in field	$\times$	Other –			
Thro	ough discussions with prospective students at Open Hou	ses,	V-State experiences, and Honors Day, we have found that			
mar	many of them are interested in a medical physics for their undergraduate degree. This track has started to spring up					
acro	ss the country as part of the undergraduate curriculum	and	we have also received calls/emails from VSU alumni who			

would like to hire students with this type of background.

95

Source of Data	to Support	Change (select one or more of the fo	llowing):				
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.							
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)							
		effectiveness/meeting program lear					
	-	els, student/employer/alumni surveys					
		erials collected/evaluated for program		ts/nortfolios/assignme	ents etc.)		
		scriptions –	in addeddinent (ted	is, por cionos, assignme	.ms, etc.,		
11							
Valdosta State University – Curriculum Change or Revised Catalog Copy Form  • CURRICULUM CHANGE OR REVISED CATALOG COPY							
Approva	le.	Print:	Sig	nature:			
	113.	FIRE.	516	lature:	Date:		
Departn	nent Head	faul C Vincent	Paul C	Vancint	/ /4/22		
•	nent Head	0/1	Paul C	Vancint	/ /4/22		
Colleg Executive C	nent Head e/Division ommittee	0/1	Paul C	Vancint	1/4/22 1/5/22		
Colleg Executive C Dear Graduate	e/Division ommittee	Faul C Vincent	Paul C	Vancint	1/4/22		
College Executive C Dear Graduate Co (for grad	e/Division ommittee n/Director Executive ommittee	Faul C Vincent	Paul C	Vancint	1/4/22		
College Executive C Dear Graduate Co (for grad	e/Division ommittee n/Director Executive ommittee duate course) uate Dean duate course)	Faul C Vincent	Paul C	Vancint	1/4/22		
College Executive Control  Dear  Graduate  Control  (for graduate)  Academic Control  Academic Control	e/Division ommittee n/Director Executive ommittee duate course) uate Dean duate course)	Faul C Vincent	Panl C	Vancint	1/4/22		

# VALDOSTA

## Valdosta State University Curriculum Form

Date of Submission:

01/13/2022

• Rec	quest for a REVISED COURSE Submission:			01/13/2022
*Course/	curriculum revisions originate with a f	aculty member or curric	ulum committee in th	e Academic Program.
College:	College of Science and Mathema	tics	Dept. Initiating Request:	Chemistry
Requestor's Name:	Kurt Winkelmann		Requestor's Role:	Department Head
CURRENT:		REQUESTE	): (list only items to	be changed)
Course Prefix and Number:	CHEM 1211	Course and Nu		-10,000 80.
Course Title:	Principles of Chemistry I	Course	Title:	
Lecture Hours:	3	Lecture	Hours:	
Lab/Contact Hours:	0	Lab/Contact	Hours:	
Credit Hours:	3	Credit	Hours:	A
Pre-requisites:	Prerequisite: A mathematics S score of 540 or higher, a mathematics ACT score of 23 higher, a passing score on the Chemistry Department placemexam, or CHEM 1200 with a grof "C" or higher.	or nent Pre-requ	score of 54 mathemat higher, VSi or higher, a Chemistry	te: SAT Math Section 40560 or higher, a cics ACT score of 23 or U Math Placement Level of 3 a passing score on the Department placement CHEM 1200 with a grade higher.
CURRENT Course D	Description:	NEW Course	e Description: (hove	er over for instructions)
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☑ Undergraduat	e	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>	2022	Every Semester
Justification: (selec	t one or more of the following and	provide appropriate	narrative below:)	<u> </u>
☐ Improving stud	dent learning outcomes ent best practice(s) in field		e of State/Federal/	Accrediting Agency
	lians the pre-requisite with the			Pannar this shange

The SAT change aligns the pre-requisite with the post 2016 revisions to SAT scoring. In Banner this change means that the student's MATH SECTION SCORE - CODE S12 (new SAT scoring) will be used as the pre-requisite

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 department continuously assesses and updates pre-requisites by monitoring student success (e.g. grades) and through other means like SOIs and feedback from advisors.

VILLENTA	tate University - REVISED ( or a REVISED COURSE	COURSE Form	
Approvals:	Print:	Signature:	Date:
Department Head	Kurt Winkelmann	down	1-18-22
College/Division Executive Committee		·	
Dean/Director	Pizme-Richard Cornely	Pierre-Richard Cornely	1-18-22
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 Or	ne.	Department(s):	

Date of

VALIKISTA Req	Request for a REVISED COURSE				ubmission:	01/13/2022
*Course/c	urriculum revisions originate with a fa	culty me	mber or curric	ulum coi	nmittee in the	e Academic Program.
College:	College of Science and Mathematics			Dept	. Initiating Request:	Chemistry
Requestor's Name:	Kurt Winkelmann			R	equestor's Role:	Department Head
CURRENT:			REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	CHEM 1211H		Course and Nu			
Course Title:	Honors Principles of Chemistry	, 1	Course		<del>de un municipalitation de la concessione de la </del>	7000
Lecture Hours:	3	•	Lecture			
Lab/Contact Hours:	0		Lab/Contact			BAA
Credit Hours:	3		Credit			
Pre-requisites:	Prerequisite: A mathematics SAT score of 540 or higher, a mathematics ACT score of 23 or nigher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher.		Pre-requisites:		Prerequisite: SAT Math Section score of 540560 or higher, a mathematics ACT score of 23 or higher, VSU Math Placement Level of or higher, a passing score on the Chemistry Department placement exam, or CHEM 1200 with a grade of "C" or higher.	
CURRENT Course D	escription:		NEW Course	V Course Description: (hover over for instructions)		
Program Level:	Course Classification:	Seme Effect	ster to be tive:	Year t		Estimated Frequency of Course Offering:
☑ Undergraduat	e		all Spring Summer	2	2022	Every Semester
Justification: (selec	t one or more of the following and	provide	appropriate i	narrativ	e below:)	
	dent learning outcomes ent best practice(s) in field		☐ Mandat ☐ Other —	e of Sta	te/Federal//	Accrediting Agency
	ligns the pre-requisite with the pudent's MATH SECTION SCORE -				_	

instead of SAT Mathematics - Code SO2 (old SAT scoring). This will make the pre-requisite more transparent to students, faculty, and advisors.

Adding the VSU math placement score as a pre-requisite allows one more way that students may qualify for CHEM 1211.

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 department continuously assesses and updates pre-requisites by monitoring student success (e.g. grades) and through other means like SOIs and feedback from advisors.
Valdosta State University - REVISED COURSE Form

Valdosta State University - REVISED COURSE Form  • Request for a REVISED COURSE					
Approva	ls:	Print:	Sign	ature:	Date:
Departm	nent Head	Kurt Winkelmann	Know		1-18-22
College Executive C	e/Division ommittee				
Dear	/Director	Pierre-Richard Cornely	Pierre Ric	had Cornely	1-18-22
	Executive ommittee duate course)				
(000)	uate Dean duate course)				
Academic C	ommittee				
*Will this change impact another college/department?		□ No □ Yes [	select college & indicate	department(s)]	
College:	Select Or	ne.	Department(s):		

# Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

12/16/2021

Strategy in our france same		A CONTRACTOR OF THE CONTRACTOR					•	
*Course/cu	rriculum	change or addition origin	ates with a fac	ulty member or cu	ırricului	m committ	ee in the Academ	ic Program.
College:	Co	llege of Science and Ma	thematics	Dept. Initi Req	ating uest:	( hemistry		
Requesto Nan	I ICI	rt Winkelmann		Reques	stor's Role:	Department Head		
Check One Option: Curriculum Change (Changes to Program/Degree)				Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)				s, Narrative, etc.)
Program Level:		Course Classification:		Semester to			Year to be Effe	
☑ Undergrad ☐ Graduate	uate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	t	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>			2022	
Degree/Pro	ogram Name:	BS Chemistry Degree,	Pre-Optometr	y Option			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
Current C	uRL:	http://catalog.valdosta mathematics/chemistr			nic-pro	grams/sci	ences-	
Present Require	ements	:		Proposed Requ	uireme	nts: (hov	er over for instr	uctions)
Core Curriculun	n		60	Core Curriculu	m			60
Core Area A, B, Curriculum) 1	C, D.2.a	, and E (See VSU Core	42	Core Area A, B, Curriculum) 1,		.a, and E	(See VSU Core	42
	Calculu	c Geometry and is I (Carry-over from		Core Area F 23 MATH 2261	Analy	rtic Geom lus I (Carı	etry and y-over from	
MATH 2262	Area D Analyti Calculu	c Geometry and	4	MATH 2262		D.2.a) rtic Geom lus II	etry and	1
& 1211L	and Pri	les of Chemistry I nciples of Chemistry tory I (unless taken in 2.a)	0-4	CHEM 1211 & 1211L	and P Labor	rinciples	nemistry I of Chemistry nless taken in	0-4
& 1212L	and Pri	les of Chemistry II nciples of Chemistry tory II (unless taken in 2.a)	0-4	CHEM 1212 & 1212L	and P Labor	rinciples	nemistry II of Chemistry Inless taken in	0-4
PHYS 2211K	Principl	tative Analysis es of Physics I (unless n Area D.2.a) 3	4 0-4	CHEM 2310 PHYS 2211K	Princi	titative Ar ples of Ph in Area D	ysics I (unless	4 0-4
or PHYS 1111K	Introdu		0-4	or PHYS 1111K PHYS 2212K	Introd	luctory Pl	The second secon	0.4
	taken ir	n Area D.2.a) 3			taken	in Area D	.2.a) 3 <u>4</u>	0-4
				OF PHYS 1112K CHEM 12	10 F	115+)	ivecis II	1
Senior College Curriculum 60 Select one of the following options: American Chemical Society Certified Degree American Chemical Society Certified Degree Biochemistry				Senior College Curriculum 60 Select one of the following options: American Chemical Society Certified Degree American Chemical Society Certified Degree Biochemistry				
Option	car Juci	cty certified Degree Dit	CHEIMSUY	Ontion	iicai 50	ciety cen	illea Degree Bi	ocnemistry

Pre-professional Option Total hours required for the degree

120

- 1 Chemistry majors must take MATH 1113 in Area A and MATH 2261 in Area D.2.a One hour of MATH 2261 will carry over to Area F. In Area D.2.a, chemistry majors may select eight hours from CHEM 1211/CHEM 1211L, CHEM 1212/CHEM 1212L, PHYS 2211K, PHYS 2212K, or BIOL 1107 and BIOL 1107L.
- 2 Hours in excess of 18 will carry over into the Senior College Curriculum.
- 3 Students in the pre-professional option, the American Chemical Society (ACS) Certified Degree, and the American Chemical Society (ACS) Certified Degree Biochemistry Option may substitute PHYS 1111K for PHYS 2211K and PHYS 1112K for PHYS 2212K; however, students in the ACS Certified Degree and the ACS Certified Degree Biochemistry Option are strongly encouraged to enroll in PHYS 2211K and PHYS 2212K.

Pre-professional Option

Total hours required for the degree

120

- 1 Chemistry majors must take MATH 1113 in Area A and MATH 2261 in Area D.2.a One hour of MATH 2261 will carry over to Area F. In Area D.2.a, chemistry majors may select eight hours from CHEM 1211/CHEM 1211L, CHEM 1212/CHEM 1212L, PHYS 2211K, PHYS 2212K, or BIOL 1107 and BIOL 1107L.
- 2 Students in the pre-optometry option must take PSYC 1101 in Area E.

OK

- 23 Hours in excess of 18 will carry over into the Senior College Curriculum.
- 34 Students in the pre-professional option, the American Chemical Society (ACS) Certified Degree, and the American Chemical Society (ACS) Certified Degree Biochemistry Option may substitute PHYS 1111K for PHYS 2211K and PHYS 1112K for PHYS 2212K; however, students in the ACS Certified Degree and the ACS Certified Degree Biochemistry Option are strongly encouraged to enroll in PHYS 2211K and PHYS 2212K.

Chemistry Major: Pre-	Optometry Option				
<u>Code</u>	<u>Title</u>	<u>Hours</u>			
Of the 60 semester hours, 39 must be in courses numbered 3000 or above.					
- CHEM 1210	First Year Seminar	<u>1</u>			
CHEM 2210	Sophomore Seminar	<u>1</u>			
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4			
BIOL 2900	Microbiology in Health and Disease	4			
CHEM 3401	Organic Chemistry I	<u>4</u>			
CHEM 3402	Organic Chemistry II	<u>4</u>			
CHEM 3510	Inorganic Chemistry	<u>4</u>			
<u>CHEM 3601</u> <u>&amp; 3601L</u>	Biochemistry I and Laboratory Techniques in Biochemistry	<u>5</u>			
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	<u>4</u>			
CHEM 4210	Seminar	<u>1</u>			
MATH 1401	Elementary Statistics	<u>3</u>			

	Upper Division mathematics, computer science, or science electives 10	<u>7-8</u>
	Modern Foreign Language 11	3-6
	Electives 12, 13	11-15
	<ul> <li>Students who wish to emphasize biochemist take CHEM 3602 &amp; CHEM 3802.</li> <li>If three hours of language are taken in Area core, only three will be required in this portional major.</li> <li>Includes hours that carry over from Area F.</li> <li>Students will take an additional three credit general electives if PSYC 1991 credits are apparent.</li> </ul>	ry shall C of the on of the hours of
Justification: (select one or more of the following and provide	de appropriate narrative below:)	
☐ Improving student learning outcomes	☐ Mandate of State/Federal/Accrediting Agend	су
Adopting current best practice(s) in field	☑ Other –	
We offer new degree options in response to requests by cu	rrent and prospective students and in order to ma	tch the
offerings of competing Chemistry programs.		
a de la companya de l		
Source of Data to Support Change (select one or more of th	e followina):	
Indirect Measures; SOIs, student/employer/alumni sur	vevs. etc.	
Direct Measures; Materials collected/evaluated for pro	#0.000 <b>*</b> 0.046, 00000000000000000000000000000000000	tc.)
Plans for assessing course effectiveness/meeting program (select one or more of the following and provide appropriate		
Indirect Measures; SOIs, student/employer/alumni sur	veys, etc.	
☐ Direct Measures; Materials collected/evaluated for pro	gram assessment (tests/portfolios/assignments, e	tc.)
Other Data Source Descriptions –		
We will continue to monitor the opinions of prospective, cu	rrent, and former students through face-to-face d	iscussions
and surveys, and through evaluation of degree options offe	red by other schools.	

	tate University – Curriculu UM CHANGE OR REVISED CATALOG C	m Change or Revised Catalog	Copy Form
Approvals:	Print:	Signature:	Date:
Department Head	Kurt Winkelmann	Hit hol	1-12-22
College/Division Executive Committee			
Dean/Director	Revre-Richard Cornely	Pième-Richard Cornely	1-12-22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impa	ct another college/department?	☐ No ☑ Yes [select college & indicate	e department(s)]

Department(s):

Psychology

College:

College of Humanities and Social Sciences

# Valdosta State University Curriculum Form CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of | 12/16/2021

disable of the first sales	DINNI	Submis			bmission	:		
*Course/curr	iculum	n change or addition origin	nates with a facult	y member or curr	icului	m committ	ee in the Acade	emic Program.
College:	Co	ollege of Science and Ma	athematics	Dept. Initiat	- 1	- I hemistry		-
Requestor' Name	1 10 1	ırt Winkelmann		Requesto Ro	or's ole:	Denartment Head		
Check One Op	tion:	Curriculum Chan	•	Revised C			sions/Program Poli	icies, Narrative, etc.)
Program Level:		Course Classification:		Semester to b			Year to be E	
☑ Undergradua ☐ Graduate	ate	☐ Core (Area A-E)☐ Major Requiremen☐ Elective	t	<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>			2022	
Degree/Prog Na	ram me:	BS Chemistry Degree,	Pre-Pharmacy O	ption			100	****
Current Cat	alog JRL:	http://catalog.valdost mathematics/chemist	a.edu/undergrad ry/bs-chemistry/	duate/academic	-pro	grams/sci	ences-	-
Present								
Requirements:	Pro	posed Requirements: <u>(/</u>	nover over for in	structions)				
	Che	mistry Major: Pre-Pharr	nacy Option					
	Co	<u>ode</u>	Title					Hours
	01	the 60 semester hours	, 39 must be in a	courses number	ed 30	000 or abo	ove.	
		<del>1EM 1210</del> →	- First Year					1
	Ch	IEM 2210	Sophomor	e Seminar				<u>1</u>
	- C-15	<u>OL 1107</u> 1107L		of Biology I ples of Biology L	abor	atory I		<u>4</u>
	BIO	OL 2651	Anatomy a	and Physiology I				<u>4</u>
	BIG	OL 2652	Anatomy a	and Physiology II	1		<u>4</u>	
	CH	IEM 3401	Organic Ch	emistry I				4
	CH	EM 3402	Organic Ch	emistry II				4
	CH	EM 3510	Inorganic C	Chemistry				4
		EM 3601 3601L	Biochemist and Labora	try I story Technique	s in B	iochemis	try	<u>5</u>
	CH	EM 3801	Physical Ch	emistry I				4
		or CHEM 3802	Physical Ch	emistry II				
	CH	EM 4210	Seminar					1
	Up	per Division mathemati	cs, computer sci	ence, or science	elec	tives 10		<u>7-8</u>
	Mo	dern Foreign Language	11					3-6
	Ele	ctives 12						10-14
	10Stu	idents who wish to emp	hasize biochem	istry shall take (	CHEN	1 3602 &	CHEM 3802	

		e major.	_								
	12Inciu	cludes hours that carry over from Area F.									
lundifications (-	-1		-								
Justification: (select one or more of the following and provide appropriate narrative below:)											
Improving student learning outcomes  Mandate of State/Federal/Accrediting Agency											
	Adopting current best practice(s) in field  Other –  We offer new degree options in response to requests by current and prospective students and in order to match the										
	offerings of competing Chemistry programs.										
0	, , , , , , , , , , , , , , , , , , ,	, p. 08, a									
Source of Data	Source of Data to Support Change (select one or more of the following):										
		Dis, student/employer/alumni survey	070								
		erials collected/evaluated for progra		sts/portfolios/assignm	ents. etc.)						
Plans for assess	ing course	effectiveness/meeting program lea	rning outcomes	, , , , , , , , , , , , , , , , , , , ,							
_		following and provide appropriate no	E 2000 1000€X								
		ols, student/employer/alumni survey									
		erials collected/evaluated for progra	m assessment (tes	ts/portfolios/assignm	ents, etc.)						
Other Data	The same of the sa										
		or the opinions of prospective, curren		dents through face-to-	-face discussions						
one surveys, and	a till ough c	evaluation of degree options offered	by other schools.		and surveys, and through evaluation of degree options offered by other schools.						
		The state of the s	,		-						
Val	dosta S	tate University – Curriculu	m Change or	Revised Catalog	Copy Form						
Valuosta Valuosta Approval	CURRICUL	tate University — Curriculu  JM CHANGE OR REVISED CATALOG C  Print:	OPY	Revised Catalog	Copy Form  Date:						
Approval	curricul	JM CHANGE OR REVISED CATALOG C	OPY	nature:	1						
Approval  Departmo	curricul  Is:  ent Head  e/Division	JM CHANGE OR REVISED CATALOG C  Print:	OPY	nature:	Date:						
Approval  Departme  College Executive Co	curricul ls: ent Head e/Division ommittee	Print:  Kurt Winkelmann	Sig	nature:	Date:						
Approval  Departme  College Executive Co	ent Head  c/Division committee  /Director	JM CHANGE OR REVISED CATALOG C  Print:	Sig	nature:	Date:						
Approval  Departme  College Executive Co  Dean,  Graduate E	ent Head  c/Division committee  /Director	Print:  Kurt Winkelmann	Sig	nature:	Date:						
Approval  Departme  College Executive Co  Dean,  Graduate E	ent Head  c/Division committee  /Director	Print:  Kurt Winkelmann	Sig	nature:	Date:						
Approval  Department  College Executive Co  Deany  Graduate E  Co  (for gradu  Graduate Gradu	ent Head  c/Division committee  /Director  Executive committee	Print:  Kurt Winkelmann	Sig	nature:	Date:						
Approval  Department  College Executive Co  Deany  Graduate E  Co  (for gradu  Graduate Gradu	ent Head  c/Division committee  /Director  Executive committee  uate course)  ate Dean uate course)	Print:  Kurt Winkelmann	Sig	nature:	Date:						
Approval  Departme  College Executive Co  Dean/  Graduate E  Co  (for graduate Gradu	ent Head  c/Division  mmittee  /Director  Executive  mmittee  ate Dean  wate course)  mmittee	Print:  Kurt Winkelmann	Sig Month	nature:	Date: 1-12-22						

11If three hours of language are taken in Area C of the core, only three will be required in this portion

Date of 12/16/2021

VALDOSTA • CL	JRRIC	ULUM CHANGE OR R	EVISED CATALOG	S COPY SI	ubmission	: 12/10/2021	
*Course/curri	culum	change or addition or	iginates with a facu	ulty member or curriculu	ım committ	ee in the Academic Progra	am.
College:	Со	llege of Science and	Mathematics	Dept. Initiating Request:	- I ( nemistry		
Requestor's Name	I KII	Kurt Winkelmann		Requestor's Role:	Departn	nent Head	
Check One Opt	tion:	Curriculum Ch		Revised Catal		sions/Program Policies, Narrativ	ve, etc.)
Program Level:		Course Classification	on:	Semester to be Effective: Year to be Effective			
☑ Undergradua ☐ Graduate	ate	☐ Core (Area A-E) ☐ Major Requirem ☐ Elective	ent			2022	
Degree/Prog Na	ram ime:	BS Chemistry Degre	ee, Business Option	on			
Current Cat	alog URL:	http://catalog.vald mathematics/chem		raduate/academic-pro ry/	ograms/sc	iences-	
Present Requirements:		osed Requirements		nstructions)			
		nistry Major: Busine					
	Cor		<u>Title</u>				urs
	Of	the 60 semester hou	ırs, 39 must be in	courses numbered 3	000 or abo	ove.	
	<u>CH</u>	EM 1210	First Yea	<u>r-Seminar</u>		1	
	CH	EM 2210	Sophomo	ore Seminar		<u>1</u>	,
		<u>DL 1107</u> L107L		s of Biology I ciples of Biology Labo	ratory I	4	
	Sci	ence elective, 2000	or above			4	
	СН	EM 3401	Organic (	Chemistry I		<u>4</u>	
	CH	EM 3402	Organic (	Chemistry II		4	
	CH	EM 3510	Inorganio	Chemistry		4	
	4.00	EM 3601 8601L	Biochem and Labo	istry I pratory Techniques in	Biochemis	<u>5</u>	
		EM 3801 or CHEM 3802		Chemistry I Chemistry II		4	
		EM 4210	Seminar			<u>1</u>	
	Up	per Division mathem	natics, computer s	science, or science ele	ectives 10	7-8	3
	Mo	dern Foreign Langua	nge 11			<u>3-6</u>	<u>i</u>
	Ele	ctives 12, 13				14-	-18
	<u>10 St</u>	tudents who wish to	emphasize bioch	nemistry shall take CH	EM 3602 8	& CHEM 3802.	

	OT LIN	- major.				
	12 Includes hours that carry over from Area F.					
	13 Electives must include 9 credit hours from courses taught by the College of Business Administration.					
	of which 6 credit hours will be upper-level electives. Students should discuss their interests and					
	caree	er goals with a faculty mentor before	selecting courses.			
Justification: (sele	ect one or	more of the following and provide a	opropriate narrative below:)			
☐ Improving st	udent lea	rning outcomes	Mandate of State/Federal/Accrediting	Agency		
		practice(s) in field				
			t and prospective students and in order	to match the		
offerings of comp	eting Che	mistry programs.				
			·			
_		Change (select one or more of the for	40.7			
		Is, student/employer/alumni surveys				
			m assessment (tests/portfolios/assignme	ents, etc.)		
	_	effectiveness/meeting program lear following and provide appropriate nate				
_		Is, student/employer/alumni surveys				
			m assessment (tests/portfolios/assignme	ents. etc.)		
Other Data S		AND THE STATE OF T	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
			t, and former students through face-to-	face discussions		
and surveys, and	through e	evaluation of degree options offered	by other schools.			
(A) Valo	losta S	tate University – Curricului	m Change or Revised Catalog	Copy Form		
Manager		UM CHANGE OR REVISED CATALOG CO				
Approvals	:	Print:	Signature:	Date:		
Donartmo	nt Hand	Kurt Winkelmann	1/4/	1-18-22		
Departme	пі пеац	Kurt wilkelilanii	nu h	1-18.00		
College/						
Executive Cor	mmittee					
Dean/	Director	Kierre-Richard Cornely	Pièrre-Richard Cornery	1-18-22		
Graduate Ex	AN (100 CO)					
	mmittee ate course)					
	te Dean					
(for gradu	ate course)					
Academic Cor	mmittee					

11 If three hours of language are taken in Area C of the core, only three will be required in this portion

*Will this ch	nange impact another college/department?	☐ No ☑ Yes (select college & indicate department(s))			
College:	College of Business Administration	Department(s):	Varies depending on student's choice of CoBA courses.		

Date of | 12/16/2021

STATE C	UKKIC	ULUM CHANGE OF REVI	SED CATALOG	СОРУ	Su	bmission:		
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.								c Program.
College:		College of Science and Mathematics		Dept. Initiat Reque	A 100	Chemistry		
Requestor's Name: Kurt Wi		rt Winkelmann	Winkelmann		or's ole:	Department Head		
CHECK OHE OPTION		Curriculum Change (Changes to Program/Degree)		Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative			s, Narrative, etc.)	
Program Level:		Course Classification:		Semester to be Effective:		Year to be Effective:		
☑ Undergraduate ☐ Graduate		☐ Core (Area A-E) ☐ Major Requirement ☐ Elective		<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>		2022		
Degree/Program Name:		BS Chemistry Degree, 1	eaching Option	n		-		
Current Cat	alog URL:	http://catalog.valdosta mathematics/chemistr	7		-pro	grams/sci	ences-	
Present Requirements:	Prop	osed Requirements: (ho	ver over for ins	structions)				
	Chen	nistry Major: Teaching O	ption					
	Co	<u>de</u>	Title					<u>Hours</u>
	Of	the 60 semester hours, 39 must be in courses numbered 3000 or above.						
	-CHEM 1210 - Eirst Year Seminar 1						1	
	CH	EM 2210	Sophomor	e Seminar				1
				of Biology I oles of Biology La	abora	atory I		4
	Science elective, 2000 or above							<u>4</u>
	CHEM 3401 Organic Ch			emistry I				4
	CHEM 3402 Organic Ch			emistry II				4
CHEM 3510 Inorganic C			Chemistry				4	
CHEM 3601 Biochemistry I  & 3601L and Laboratory Technic				s in B	iochemist	try	<u>5</u>	
		EM 3801 or CHEM 3802	Physical Ch					4
	CHI	EM 4210	Seminar					1
	Upper Division mathematics, computer science			ience, or science	elec	tives 10		<u>7-8</u>
	Mo	dern Foreign Language	<u>11</u>					3-6
	Elec	ctives 12						14-18
	10Students who wish to emphasize biochemistry shall take CHEM 3602 & CHEM 3802.							

	OI THE	major.		
	12Includ	les hours that carry over from Area I	<u>.</u>	
		The second secon		
Justification: (s	elect one o	r more of the following and provide	appropriate narrative below:)	
☐ Improving	student lea	arning outcomes	Mandate of State/Federal/Accrediting	g Agency
Adopting c	urrent bes	t practice(s) in field		
			nt and prospective students and in order	to match the
offerings of con	npeting Ch	emistry programs.		
Source of Data	to Support	Change (select one or more of the fo	ollowing):	
☐ Indirect Me	easures; SC	Dis, student/employer/alumni survey	rs, etc.	
☐ Direct Mea	sures; Mat	erials collected/evaluated for progra	ım assessment (tests/portfolios/assignm	ents, etc.)
		effectiveness/meeting program lea	•	
	ore of the	following and provide appropriate n	arrative below):	
		Dis, student/employer/alumni survey		
			m assessment (tests/portfolios/assignm	ents, etc.)
		scriptions –		
		evaluation of degree options offered	nt, and former students through face-to-	face discussions
ana sarveys, am	u till ough t	evaluation of degree options offered	by other schools.	
				172
		tate University – Curriculu	m Change or Revised Catalog	Copy Form
	CURRICUL			Copy Form  Date:
Approva	CURRICUL	UM CHANGE OR REVISED CATALOG (  Print:	COPY	T
Approva	Is: nent Head	UM CHANGE OR REVISED CATALOG (  Print:	Signature:	Date:
Approva  Departm  College Executive Co	Is: nent Head	Print:  Kurt Winkelmann	Signature:	Date:
Approva  Departm  College Executive Co  Dean  Graduate	curricul.  Is:  Hent Head  E/Division  Dimmittee  I/Director  Executive  Dimmittee	Print:  Kurt Winkelmann	Signature:	Date:
Approva  Departm  College Executive Co  Dean  Graduate  Co  (for grad	curricul.  Is:  nent Head  e/Division  ommittee  n/Director  Executive	Print:  Kurt Winkelmann	Signature:	Date:
Approva  Departm  College Executive Co  Dean  Graduate  Co  (for grad	curricul.  Is:  nent Head  e/Division  ommittee  n/Director  Executive  ommittee  luate course)  ate Dean  luate course)	Print:  Kurt Winkelmann	Signature:	Date:
Approva  Departm  College Executive Co  Dean  Graduate  (for grad  Gradu  (for grad  Academic Co	curricul.  Is:  Inent Head  E/Division  Committee  I/Director  Executive  Committee  Ivaluate course)  Ivaluate course)  Committee	Print:  Kurt Winkelmann	Signature:	Date:  1-12-22  1-12/22

11If three hours of language are taken in Area C of the core, only three will be required in this portion

Date of 12/16/2021

TATE OF THE PERSON OF THE PERS	LUKKIC	OLUM CHANGE OR KE	VISED CATALOG	COPY	Submission	1:		
*Course/cur	riculum	change or addition origi	nates with a facu	lty member or curricu	ulum commit	tee in the Academic Program.		
College: Co		College of Science and Mathematics		Dept. Initiatir Reques	( nemis	Chemistry		
Requesto Nan	KU	Kurt Winkelmann		Requestor's Role: Departm		ent Head		
(Changes			Curriculum Change		Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)			
		Course Classification:		Semester to be	Effective:	Year to be Effective:		
☑ Undergraduate ☐ Graduate		☐ Core (Area A-E) ☐ Major Requirement ☐ Elective		☐ Spring☐ Summer		2022		
Degree/Program Name: Current Catalog		BS Chemistry Degre	e, Environmenta	l Option				
			nttp://catalog.valdosta.edu/undergraduate/academic-programs/sciences- mathematics/chemistry/bs-chemistry/					
Present Requirements:	Propo	osed Requirements: (	nover over for in	structions)				
	Chem	istry Major: Environm	ental Option					
	Code		<u>Title</u>	<u>Title</u>				
	Of t	he 60 semester hours	, 39 must be in	courses numbered	3000 or abo	ove.		
	CHEM 1210		<u>First Year</u>	<u>First Year Seminar</u>				
	CHE	M 2210	Sophomo	re Seminar		<u>1</u>		
		L 1107 107L		of Biology I iples of Biology Lab	oratory I	4		
	Scie	nce elective, 2000 or	above			<u>4</u>		
	CHEM 3401 Orga		Organic C	Organic Chemistry I				
	CHE	M 3402	Organic C	hemistry II		<u>4</u>		
<u>CHEM 3510</u>		Inorganic	Chemistry		<u>4</u>			
	A CONTRACTOR OF THE PROPERTY O		Biochemis and Labor	stry <u>I</u> ratory Techniques i	in Biochemi	<u>5</u>		
			Chemistry I		<u>4</u>			
		M 4210	Seminar			<u>1</u>		
	CHE	M 4310	Instrumer	ntal Analysis		<u>4</u>		
	CHE	M 3320	Environm	ental Chemistry		<u>3</u>		
	GEO	DL 3010	Environm	ental Geology		<u>3</u>		
Selected courses 10		cted courses 10				<u>3</u>		
	Mod	dern Foreign Languag	e 11			<u>3-6</u>		

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

We will continue to monitor the opinions of prospective, current, and former students through face-to-face discussions

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

and surveys, and through evaluation of degree options offered by other schools.

CURRICULUM CHANGE OR REVISED CATALOG COPY

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

Other Data Source Descriptions –

Approvals:	Print:	Signature:	Date:
Department Head	Kurt Winkelmann	Mithe	1-18-22
College/Division Executive Committee			
Dean/Director	Pierre-Richard Cornely	Pierre-Richard Cornely	1-18-22
Graduate Executive	/		
Committee			
(for graduate course)			

	uate Dean duate course)				
Academic C	Committee				
*Will this ch	nange impac	et another college/department?	□ No ☑ Yes	select college & indicate	department(s)
College:	College of	Humanities and Social Sciences	Department(s):	Philosophy - also - College of Science and Mathematics Departments of Biology and PAGET	

# Valdosta State University Curriculum Form

Date of

STATE OF THE PARTY	CUR	KIC	ULUM CHANGE OF KEV	ISED CATALOG	COPY	Su	bmission		
*Course/curi	riculum d	chan	nge or addition originates	with a faculty n			committee	in the Academic Program.	
College:		Co	ollege of Science and M	lathematics	Dept. Initia Requ		Chemist	try	
Requestor's I	Name:	Ku	ırt Winkelmann	755	Requestor's Role: Department Head		nent Head		
Check On	e Optic	n:	Curriculum Chan		Revised (			sions/Program Policies, Narrative, etc.)	
Program Level:			Course Classification	:	Semester to be Effective: Year to be Effective:			Year to be Effective:	
☑ Undergradu ☐ Graduate	ıate		☐ Core (Area A-E) ☐ Major Requiremer ☐ Elective	nt	<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>	☐ Spring 2		2022	
Degree	/Progra Nam		BS Chemistry Degree,	, Pre-Dental Op	tion				
Current Cat			http://catalog.valdos mathematics/chemis			mic-p	rograms/	sciences-	
Present Requirements:			Requirements: (hover	750-1-1	ctions)				
	555 741		/ Major: Pre-Dental Op						
	Code			<u>Title</u>				<u>Hours</u>	
	Of th	ne 6	50 semester hours, 39 r	must be in cour	ses numbered	3000	or above		
	CHE	<del>VI 1</del>	<del>210</del> •	First Year Sen	inar			-1-	
	CHE	M 2	210	Sophomore S	eminar			<u>1</u>	
	<u>BIOL</u> <u>&amp; 11</u>			Principles of E	Biology I s of Biology Lab	orate	ory I	<u>4</u>	
	8 11			Principles of E	Biology II s of Biology Lab	orate	ory II	<u>4</u>	
	CHE	M 3	401	Organic Chem	nistry I			<u>4</u>	
	CHE	M 3	402	Organic Chem	nistry II			<u>4</u>	
	CHE	VI 3	510	Inorganic Che	mistry			<u>4</u>	
	<u>CHEI</u>			Biochemistry and Laborator	<u>l</u> ry Techniques i	n Bio	chemistr	<u>5</u>	
	CHE		801 HEM 3802	Physical Chem				<u>4</u>	
	CHEN	M 4	210	Seminar				<u>1</u>	
	Uppe	er D	ivision mathematics, c	omputer science	ce, or science e	lectiv	es 10	<del>-</del> 7-8	
	Mod	ern	Foreign Language 11					<u>3-6</u>	
	Elect	ives	s 12					<u>14-18</u>	
	10Stud	ent	s who wish to emphasi	ize biochemistr	y shall take CH	EM 3	602 & CH	EM 3802.	

	the ma	e hours of language are taken in Area ajor. es hours that carry over from Area F.		y three will be require	d in this portion of
Justification: (s	elect one o	r more of the following and provide a	ppropriate narrati	ve below:)	50.001.45.5
☐ Improving	student lea	arning outcomes	Mandate of Stat	e/Federal/Accrediting	Agency
_		t practice(s) in field		, ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
		ons in response to requests by current emistry programs.	t and prospective	students and in order	to match the
Source of Data	to Support	Change (select one or more of the fo	llowing):	48 68 4	V 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
☐ Indirect M	easures; SC	Dis, student/employer/alumni surveys	s, etc.		
		erials collected/evaluated for progra		ts/portfolios/assignme	ents, etc.)
Direct Mea  Other Data  We will continu  and surveys, an	Source De e to monito d through e	ols, student/employer/alumni surveys erials collected/evaluated for program scriptions — or the opinions of prospective, current evaluation of degree options offered tate University — Curriculus UM CHANGE OR REVISED CATALOG C	m assessment (tes	lents through face-to-f	face discussions
Approva		Print:	1	nature:	Date:
Departn	nent Head	Kurt Winkelmann	Know		1-12-22
Colleg Executive C	e/Division ommittee				
Dear	/Director	Reversionand Coracly	ly Pierre-Richard Grady 1-12		1-12-22
	Executive ommittee duate course)				
	uate Dean duate course)				
Academic Co	ommittee				
*Will this ch	ange impa	ct another college/department?	⊠ No □ Yes	select college & indicate	department(s)]
College:	Select One	2.	Department(s):		

# Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY

12/16/2021

Joseph Samuel Sa	Omne	OLOIVI CHANGE ON NEVISEE	CATALOG	JOPT	Ju	oubiliissioii.			
*Course/curr	iculum	lum change or addition originates with a faculty member or cu			iculur	ulum committee in the Academic Program.			
College:	Co	llege of Science and Mathe	matics	Dept. Initiat Requ		Chemistr	у		
Requestor' Name	KU	ert Winkelmann		Requesto Ro	or's ole:	Denartment Head			
Check One Op	tion:	Curriculum Change (Changes to Program/Degree)		Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)				cles, Narrative, etc.)	
Program Level:		Course Classification:		Semester to b	emester to be Effective: Year to be Effective:			ffective:	
☑ Undergradu ☐ Graduate	ate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective		<ul><li>☑ Fall</li><li>☑ Spring</li><li>☑ Summer</li></ul>	Spring 2022				
Degree/Pro	gram ame:	BS Chemistry Degree, Pre-	-Medical Op	tion		1			
Current Ca	talog URL:	http://catalog.valdosta.ed mathematics/chemistry/b	the state of the s	The contract of the contract o	c-pro	grams/sci	ences-		
Present	Dron	osed Requirements: (hove	e over for inc	tructions					
Requirements:		nistry Major: Pre-Medical O		tructions)				,	
	Co		Title					Hours	
		the 60 semester hours, 39 must be in courses numbered 3000 or above.							
						<del>-1</del> -			
	СН	EM 2210	Sophomor					<u>1</u> ,	
	-	DL 1107 1107L	Principles of Biology I 4			<u>4</u> .			
		<u>DL 1108</u> <u>L108L</u>	Principles of Biology II and Principles of Biology Laboratory II			4			
	CH	EM 3401	Organic Ch	emistry I				<u>4</u> .	
	CH	EM 3402	Organic Ch	emistry II				4.	
	CH	EM 3510	Inorganic (	Chemistry	<u>4</u> ,			4	
		EM 3601 8601L	Biochemist and Labora	nistry I 5 oratory Techniques in Biochemistry			<u>5</u> .		
		EM 3801 or CHEM 3802	Complete State Sta	Chemistry I			4.		
	CH	EM 4210	<u>Seminar</u>	<u>ar</u> <u>1</u> .		<u>1</u> .			
	CHI	EM 3602	Biochemist	mistry II			<u>3</u>		
	MA	ATH 1401	Elementary Statistics 3			<u>3</u> ·			
	Up	per Division mathematics, o	omputer sci	ence, or science	e elec	tives		4-5	
	Mo	dern Foreign Language 10						<u>3-6</u>	
	Ele	Electives 11				11-15			

10If three hours of language are taken in Area C of the core, only three will be required in this portion of the major.

11Includes hours that carry over from Area F.

Justification: (select one or more of the following and provide appropriate narrative below:)					
☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency					
Adopting current best practice(s) in field  Other –					
We offer new degree options in response to requests by current and prospective students and in order to match the					
offerings of competing Chemistry 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 —					
We will continue to monitor the opinions of prospective, current, and former students through face-to-face discussions					
and surveys, and through evaluation of degree options offered by other schools.					

#### Valdosta State University - Curriculum Change or Revised Catalog Copy Form **CURRICULUM CHANGE OR REVISED CATALOG COPY** Approvals: Print: Signature: Date: Department Head Kurt Winkelmann 1-12-22 College/Division **Executive Committee** Dean/Director Rievre-Richard Cornely Pierre-Richard Cornely 1-12-22 **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: College of Science and Mathematics Department(s): Mathematics

Var popul	Valdosta State University Curriculum Form  • Request for a REVISED COURSE					01/17/2022
*Course/c	curriculum revisions originate with a fa	culty me	mber or curric	ulum coi	mmittee in the	e Academic Program.
College:	College of Education and Human	Dept. Initiating Request:		t. Initiating Request:	Teacher Education	
Requestor's Name:	Deborah Paine	Deborah Paine Requestor's Role:				
CURRENT:			REQUESTED	: (list o	only items to	be changed)
Course Prefix and Number: SPEC 3000 Course Prefix and Number: SPEC 2000					!	
Course Title:	Serving Students with Diverse Needs.		Course	Title:	Serving St Needs.	udents with Diverse
Lecture Hours:	3		Lecture	Hours:	3	
Lab/Contact Hours:	0		Lab/Contact	Hours:	0	
Credit Hours:	3		Credit	Hours:	3	
Pre-requisites:	requisites: None Pre-requisites: None					
CURRENT Course I	Description:		NEW Course	e Descr	iption: (hove	er over for instructions)
Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.  Survey of individuals with special needs, including possimpact, causes, and characteristics of specific needs and 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 relation individuals with special needs.					stics of specific needs across . Topics include legal ons, education strategies, and special educators,	
Program Level:	Program Level: Course Classification:					Estimated Frequency of Course Offering:
☑ Undergraduat	□ Core (Area A-E) □ Major Requirement □ Elective	☐ Major Requirement ☐ Spring 2022 Every Ser		Every Semester		
Justification: (selec	ct one or more of the following and	provide	appropriate	narrati	ive below:)	
☐ Improving stu	dent learning outcomes		⊠ Manda	te of St	ate/Federal/	Accrediting Agency
Adopting curr	ent best practice(s) in field		☐ Other –	•		
maximum numbe	the GA Professional Standards C er of hours of 120 unless a dual on nancellor and Chief Academic Of	degree	is offered. (	Change		

See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pdf These changes support continuity and consistency within the Department of Teacher Education.

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 –

Value of the same		tate University - REVISED ( or a REVISED COURSE	COURSE Form		
Approva	ls:	Print:	Sign	ature:	Date:
Departm	ent Head	Deborah Paine	Deborah G. Paine 17 Jan 22		17 Jan 22
College Executive Co	e/Division ommittee	Karla Hull	DocuSigned by: 2/8/2022   12		
Dean	/Director	Karla Hull	25C1E42B6010420  DocuSigned by:  2/8/2022   12		
	Executive ommittee		25C1E42B6010420		
	uate Dean duate course)				
Academic Co	ommittee				
*Will this cha	nge impa	ct another college/department?	⊠ No □ Yes [	select college & indicate	department(s)]
College:	Select Or	ne.	Department(s):		

usign Envelope ID. F3 ID	2419-5466-4	6E5-AF68-A77B3C3AZAAC			
		e University Curricu	01/17/2022		
College:	College o	f Education and Human Se	rvices	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Deborah	Paine		Requestor's Role:	Department Head
List of the program		*(Example: CLASS 1111 II ELED 4801 Elementary ELED 4700 Elementary ELED 4890 Internship i	Education Semina Education Practicu	r ım	
Reactivate Course(s)					
Program Level:	Co	ourse Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
⊠ Undergradu □ Graduate	ate	<ul><li>☐ Core (Area A-E)</li><li>☒ Major Requirement</li><li>☐ Elective</li></ul>	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>	2022	Twice per Year
☐ Improving stu ☐ Adopting curr Changes support are not currently	dent learni ent best pro continuity in the pro	ractice(s) in field  y and consistency within ogram of study.	⊠ Mandate ⊠ Other – the Department of	of State/Federal/	Accrediting Agency tion. These course listings
		nange (select one or more of student/employer/alumni		огочіае арргоргіа	te narrative below):
Direct Measu	res; Materi	als collected/evaluated for	r program assessmen	t (tests/portfolio	s/assignments, etc.)

	State University — DEACTIV  O DEACTIVATE/ACTIVATE a Course/	ATE/ACTIVATE a Course/Pro	ogram
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah G. Pains	17 Jan 22
College/Division Executive Committee	Karla Hull	Docusigned by: Karla Hull	2/8/2022   12:07
Dean/Director	Karla Hull	25C1E42B6010420  DocuSigned by:	2/8/2022   12:07
Graduate Executive Committee (for graduate course)		25C1E42B6010420	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impac	t another college/department?	No □ Yes [select college & indic	ate department(s)]
College: Select O	ne.	Department(s):	

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## Valdosta State University Curriculum Form Date of

VALDOSTA STATE Bulling of Un Not 4 rooms July 2000	RRIC	ULUM CHANGE OR REVIS	SED CATALO	OG COPY Se	ubmission:	01/1//2022	
*Course/curricu	ılum	change or addition origina	tes with a fa	culty member or curriculu	ım committe	e in the Academic F	rogram.
College:		llege of Education and Hrvices	luman	Dept. Initiating Request:	I reacher Education		
Requestor's Name:	De	borah Paine		Requestor's Role:	Departm	ent Head	
Check One Option	on:	Curriculum Chang (Changes to Program/Degree)	e	Revised Catalog Copy  (New Learning Outcomes, Admissions/Program Policies, Narrative, e			
Program Level:		Course Classification:		Semester to be Ef	fective:	Year to be Effect	ive:
□ Undergraduat     □ Graduate	e	<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>□ Elective</li></ul>		<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022	
Degree/Progra		Bachelor of Science in	Education D	egree with a Major in I	Middle Gra	des Education	
	Current Catalog http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/teacher-education/bsed-middle-grades-education/					ucation-human-	
Present Requirem	ents			Proposed Requirer	nents: (hov	er over for instruc	ctions)
		Bachelor of Science in Ed Middle Grades Education		Requirements for t Degree with a Majo			
Code		Title	Hours	Code		Γitle	Hours
Core Curriculum			60	Core Curriculum			60
Core Areas A-E (S	See \	VSU Core Curriculum)	42	Core Areas A-E (See VSU Core Curriculum)			42
Area F Requirem	ents			Area F Requireme	ents		
EDUC 2110		Investigating Critical and Contemporary Issues in Education	3	EDUC 2110		Investigating Critical and Contemporary Issues in Education	3
EDUC 2120			3	EDUC 2120	9	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Learning and Teaching		Learning and	3	EDUC 2130		Exploring Learning and Feaching	3
MGED 2000		Written and Verbal Communication for Middle	3	EDUC 2000		Written and Verbal Communication For Education	<u>3</u>
Primary Concent	ratio	Grades Education on (select one area)	3	SPEC 2000		Serving Students with Diverse Needs	<u>3</u>
				Primary Concent	ration (sele	ct one area)	3

Language Arts, Mat Studies (select from list for concentration	the approved course		Language Arts, Math Studies (select from list for concentration	the approved course		
Secondary Concent	ration	3	Secondary Concentration		3	
Language Arts, Mat Social Studies (selec course list for conce	ct from the approved		Language Arts, Math Social Studies (selec- course list for conce	t from the approved		
EDUC 2999	Teacher Education Requirements	0	EDUC 2999	Teacher Education Requirements	0	
All courses in Area I with a grade of "C"	must be completed or better.		All courses in Area F with a grade of "C" of			
College of Educatio Health and Physical Requirements	n and Human Services Education	6	College of Education Health and Physical Requirements	and Human Services Education	6	
KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4	KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4	
Select two KSPE Fitness/Activity Courses		2	Select two KSPE Fitness/Activity Courses		2	
Program Requireme	ents	63	Program Requireme	<u>60</u>		
All courses listed ur requirements must grade of "C" or bett	be completed with a		All courses listed un requirements must l grade of "C" or bette	be completed with a		
Professional Course	es		Professional Courses	S		
SPEC 3000	Serving Students with Diverse Needs	3	SPEC 3000	Serving Students with Diverse Needs	3	
MGED 3220	Reading and Writing in the Content Areas for Middle Grades	3	MGED 3220	Reading and Writing in the Content Areas for Middle Grades	3	
MGED 3990	Development and Education of the Middle Grades Student, Part 1	3	MGED 3990	Development and Education of the Middle Grades Student, Part 1	3	
MGED 3991	Differentiated Classroom for Middle Grades	3	MGED 3991	Differentiated Classroom for Middle Grades	3	
MGED 3020	Introduction to Standards, Planning, and Assessment	2	MGED 3020	Introduction to Standards, Planning, and Assessment	2	

Teaching Concentrat	ions		Teaching Concentrations			
Primary Concentration	on Area 1	12	Primary Concentration	n Area 1	12	
Secondary Concentra	ation Area 1	12	Secondary Concentrate	tion Area 1	12	
Professional Progran	n		Professional Program			
MGED 4000	Assessment for Middle Grades Education	3	MGED 4000	Assessment for Middle Grades Education	3	
Select two methods following:	courses from the	6	Select two methods of following:	ourses from the	6	
MGED 4100	Mathematics Methods for Middle Grades Education		MGED 4100	Mathematics Methods for Middle Grades Education		
MGED 4200	Science Methods for Middle Grades Education		MGED 4200	Science Methods for Middle Grades Education		
MGED 4300	Social Studies Methods for Middle Grades Education		MGED 4300	Social Studies Methods for Middle Grades Education		
MGED 4400	Language Arts Methods for Middle Grades Education		MGED 4400	Language Arts Methods for Middle Grades Education		
MGED 4500	Methods of Teaching Reading for Middle Grades Education		MGED 4500	Methods of Teaching Reading for Middle Grades Education		
MGED 4620	Apprenticeship in Middle Grades Teaching	2	MGED 4620	Apprenticeship in Middle Grades Teaching	2	
MGED 3110	Integrating Technology in Middle Grades Education	2	MGED 3110	Integrating Technology in Middle Grades Education	2	
MGED 4790	Student Teaching in the Middle Grades	10	MGED 4790	Student Teaching in the Middle Grades	10	
MGED 4800	Professional Practices Seminar	2	MGED 4800	Professional Practices Seminar	2	
Total hours required	for the degree	129	Total hours required	for the degree	<u>120</u>	

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ource of Data to	Support (	Change (select one or more of the foll	owing):	
Indirect Mea	sures; SOI	s, student/employer/alumni surveys,	etc.	
☑ Direct Measu	ıres; Mate	rials collected/evaluated for program	assessment (tests/portfolios/assignm	ents, etc.)
lans for assessin	ng course of the fo	effectiveness/meeting program learn following and provide appropriate nar	ning outcomes rative below):	
✓ Indirect Mea	sures; SOI	s, student/employer/alumni surveys,	etc.	
☑ Direct Meas	ures; Mate	erials collected/evaluated for progran	n assessment (tests/portfolios/assignm	ents, etc.)
Other Data S				
<u></u> ∨ale	dosta S	tate University – Curriculu	n Change or Revised Catalo	g Copy Form
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VALDOSTA STATE billings (in but areas	CURRICUL	UM CHANGE OR REVISED CATALOG CO	Signature:	Date:
VALDOSTA STATE STATE STATE STATE STATE STA	s:	UM CHANGE OR REVISED CATALOG CO	OPY	
Approval	s: ent Head	UM CHANGE OR REVISED CATALOG CO	Signature:	Date:
Approval  Department  College Executive Co	s: ent Head	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Paine  Docusigned by:	Date:
Approval  Department  College Executive Co  Dean  Graduate	ent Head  e/Division ommittee  /Director	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Paine  Docusigned by:  Larla Hull  25C1E42B6010420  Docusigned by:	Date:  17 Jan 22  2/8/2022   12:07
Approval  Departme  College Executive Co  Dean  Graduate  Co  (for grad  Gradu	ent Head  c/Division committee  /Director  Executive committee	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Pains  Docusigned by:  Larla Hull  Docusigned by:  Larla Hull  Alla Hull	Date:  17 Jan 22  2/8/2022   12:07
Approval  Departme  College Executive Co  Dean  Graduate  Co  (for grad  Gradu	ent Head  e/Division ommittee  /Director  Executive ommittee duate course) uate Dean duate course)	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Pains  Docusigned by:  Larla Hull  Docusigned by:  Larla Hull  Alla Hull	Date:  17 Jan 22  2/8/2022   12:07
Approval  College Executive Co  Graduate  Graduate  Gradu  Gradu  Gradu  Gradu  Co  (for grad  Gradu  Co  Academic Co	ent Head  e/Division ommittee  /Director  Executive ommittee  luate course) uate Dean duate course) ommittee	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Pains  Docusigned by:  Larla Hull  Docusigned by:  Larla Hull  Alla Hull	Date:  17 Jan 22  2/8/2022   12:07  2/8/2022   12:07

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### Valdacta State Univ

	uest for a REVISED COURSE	culum	1 Form	Si	Date of ubmission:	01/17/2022
*Course/c	urriculum revisions originate with a fa	culty mei	mber or curric	ulum coi	nmittee in the	Academic Program.
College:	College of Education and Human S	Services	Dept. Initiating Request		. Initiating Request:	Teacher Education
Requestor's Name:	Deborah Paine			R	equestor's Role:	Department Head
CURRENT:			REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	MGED 2000		Course and Nu	and the second	EDUC 2000	
Course Title:	Written and Verbal Communication Middle Grades Education.	ation	Course	Title:	Written and Education.	d Verbal Communication for
Lecture Hours:	3		Lecture	Hours:		
Lab/Contact Hours:	0		Lab/Contact	Hours:		
Credit Hours:	3		Credit	Hours:	21	
Pre-requisites:	None		Pre-requ	isites:		
CURRENT Course D	Description:		NEW Cours	e Descr	iption: (hove	er over for instructions)
	oom. The use of standardized Ened in speaking, reading, writing,		reading, wr	ang, ui		
Program Level:	Course Classification:	Seme Effect	ster to be tive:	Year Effect		Estimated Frequency of Course Offering:
☑ Undergraduat	□ Core (Area A-E) □ Major Requirement □ Elective	l	Fall Spring Summer		2022	Every Semester
Justification: (selec	t one or more of the following and	provide	appropriate	narrati	ve below:)	
	dent learning outcomes ent best practice(s) in field		<ul><li>✓ Manda</li><li>✓ Other –</li></ul>		ate/Federal/	Accrediting Agency
maximum numbe Executive Vice Ch See https://www	the GA Professional Standards C er of hours of 120 unless a dual of ancellor and Chief Academic Off usg.edu/curriculum/assets/curr upport continuity for courses in	degree i ficer No riculum,	s offered. Covember 8, 2 documents	Change 2021. s/Areal	s to area F	were adopted by the BOR

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 —					

		state University - REVISED ( or a REVISED COURSE	COURSE Form	
Approva	ls:	Print:	Signature:	Date:
Departm	ent Head	Deborah Paine	Deborah G. Paine	17 Jan 22
College Executive Co	e/Division ommittee	Karla Hull	Larla Hull	2/8/2022   12:07
Dear	/Director	Karla Hull	25C1E42B6010420 DocuSigned by:	2/8/2022   12:07
_	Executive ommittee		25C1E42B6010420	
	uate Dean duate course)			
Academic Co	ommittee			
*Will this cha	nge impa	ct another college/department?	☑ No ☐ Yes [select college & indica	ite department(s)]
College:	Select Oi	ne.	Department(s):	

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- 0	5 7	Λ	TE	

## Valdosta State University Curriculum Form

Date of

VALDOSTA STATE STA	uest for a REVISED COURSE			Submission:	01/19/2022
*Course/co	urriculum revisions originate with a fac	culty me	mber or curric	ulum committee in the	e Academic Program.
College:	College of Education and Human S	Services	i	Dept. Initiating Request:	Teacher Education
Requestor's Name:	Deborah Paine			Requestor's Role:	Department Head
CURRENT:			REQUESTED	: (list only items to	be changed)
Course Prefix and Number:	CHPF 3000		Course and Nu		
Course Title:	Principles of Sports Officiating.		Course	Title:	
Lecture Hours:	2		Lecture	Hours:	
Lab/Contact Hours:	0		Lab/Contact	Hours:	
Credit Hours:	2		Credit	Hours:	
Pre-requisites:	None		Pre-requ	isites:	
CURRENT Course D	escription:		NEW Cours	e Description: (hove	er over for instructions)
officiating. Empha	and skills necessary in sport isis will be on basketball, flag oftball, and volleyball.		football, so	•	on basketball, flag d volleyball. <u>An officiating</u> d in the course.
Program Level:	Course Classification:	Seme	ester to be tive:	Year to be Effective:	Estimated Frequency of Course Offering:
□ Undergraduat     □ Graduate	□ Core (Area A-E) □ Major Requirement ⊠ Elective			2022	Twice per Year
Justification: (selec	t one or more of the following and	provide	appropriate	narrative below:)	
	dent learning outcomes ent best practice(s) in field		☐ Manda		'Accrediting Agency
	es students understanding the f	fundam			variety of sports setting.
	ttending live sport sessions and			-	
experience relate					,

College:

Select One.

Source of Data to Support	Change (select one or more of the fo	ollowing):	
☐ Indirect Measures; SC	DIs, student/employer/alumni survey	s, etc.	
□ Direct Measures; Mat     □     □ Direct Measures; Mat     □ Dire	erials collected/evaluated for progra	m assessment (tests/portfolios/assignme	ents, etc.)
Plans for assessing course	effectiveness/meeting program lea	rning outcomes	
(select one or more of the	following and provide appropriate no	arrative below):	
	Dls, student/employer/alumni survey		
The state of the s		m assessment (tests/portfolios/assignme	ents. etc.)
Other Data Source De		, , , , , , , , , , , , , , , , , , , ,	
			-
			"
Valdosta S	tate University - REVISED (	COURSE Form	
VALDOSTA STATE Buildings for him clause Buildi	or a REVISED COURSE		
Approvals:	Print:	Signature:	Date:
		7/ /20:	
Department Head	Deborah Paine	Deborah G. Paine	19 Jan 22
College/Division		DocuSigned by:	2/8/2022   12:07
Executive Committee	Karla Hull	karla Hull	2/8/2022   12:07
Dean/Director	Karla Hull	DocuSigned by:	2/8/2022   12:07
	No.10 11011	tarla Hull 25C1E42B6010420	2/8/2022   12.0/
Graduate Executive Committee		25C1E42B6010420	
(for graduate course)			
Graduate Dean			
(for graduate course)			
Academic Committee			
*Will this change impac	t another college/department?	No □ Yes [select college & indicate	e department(s)]

Department(s):

# Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY

01/17/2022

*Course/curricu		change or addition original					
College:	-275	College of Education and Human Services Eugene Asola		Dept. Initiating Request: Teacher Education			
Requestor's Name:	Eu			Requestor's Role:			
Check One Option	Check One Option: Curriculum Change (Changes to Program/Degree)			Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)			
Program Level:		Course Classification:		Semester to be Eff	ective:	Year to be Effecti	ve:
☑ Undergraduat ☐ Graduate	e	<ul><li>□ Core (Area A-E)</li><li>⋈ Major Requirement</li><li>□ Elective</li></ul>	9	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022	
Degree/Program Name: Bachelor of Science in Education w							
Current Cata		http://catalog.valdosta services/teacher-educa	.edu/under ation/bsed-h	graduate/academic-pro nealth-physical-educati	ograms/eo on/	ducation-human-	
Present Requirem	ents	:		Proposed Requiren	nents: <u>(ho</u>	over over for instruc	tions)
Requirements for Health and Physica		B.S.Ed. Degree with a Ma Jucation	ajor in	Requirements for the and Physical Educat		Degree with a Maj	or in Health
Code		Title	Hours	Code		Title	Hours
Core Curriculum			60	Core Curriculum			60
Core Areas A-E (	See	VSU Core Curriculum)	42	Core Areas A-E (See VSU Core Curriculum) 42			42
Area F Requirem	nent	s		Area F Requireme	ents		
EDUC 2110		Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	EDUC 2110 Investigating Critical and Contemporary Issues in Education		3
EDUC 2120		Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity		Socio-Cultural Perspectives	3
EDUC 2130		Exploring Learning and Teaching	3	EDUC 2130 Exploring Learning and Teaching		3	
BIOL 2651 & BIOL 2652		Human Anatomy and Physiology I and Human Anatomy and Physiology II	8	BIOL 2651 & BIOL 2652	BIOL 2651 Human		8
KSPF Physical Fo	duca	ition Activity Course	1	KSPE Physical Ed	ucation A	ctivity Course	1

Any physical education physical fitness or life activity; participation approved by any dep	etime physical and content			etime physical activity; ntent approved by any	
EDUC 2999 Teacher Education Requirements  All courses in Area F must be completed		0	EDUC 2999	Teacher Education Requirements	0
			All courses in Area F with a grade of "C" of		
with a grade of "C" o  College of Education  Health and Physical E	and Human Services		College of Education Health and Physical Requirements .	and Human Services Education	
Requirements .  KSPE 2010  & KSPE 2020	Activities and Games for Coaches and Teachers and Coaching and Teaching	6	KSPE 2010 & KSPE 2020	Activities and Games for Coaches and Teachers and Coaching and Teaching Team Sports	6
Drofossional Drogram	Team Sports	60	Professional Program	60	
Professional Program KSPE 3101	Foundations & Technology in Health and Physical	3	KSPE 3101	Foundations & Technology in Health and Physical Education	3
KSPE 3200	Education  Nutrition for  Health and  Human	3	KSPE 3200	Nutrition for Health and Human Performance	3
KSPE 3301	Performance Contemporary	3	KSPE 3301	Contemporary Health Issues	2
KSPE 3401	Health Issues Instructional Planning and	3	KSPE 3401	Instructional Planning and Evaluation	3
KSPE 3411	Evaluation Human Movement	4	KSPE 3411	Human Movement Applications	4
SPEC 3000	Applications  Serving Students with Diverse Needs	3	SPEC 3000	Serving Students with Diverse Needs	3
KSPE 3420	Exercise	3	KSPE 3420	Exercise Physiology	3
KSPE 3911	Physiology Diversity in Sport and Physical Education	3	KSPE 3911	Diversity in Sport and Physical Education	3

125

uSign Envelope ID: F31D2419-F4B8-46E5-AF68-A77B3C3A2AAC								
				2				

(SPE 3450	Comprehensive Health Education	3	KSPE 3450	Comprehensive Health Education	3
KSPE 3460	Health Education Methods and Materials	3	KSPE 3460	Health Education Methods and Materials	3
KSPE 3700	Elementary Physical Education Methods and Content	3	KSPE 3700	Elementary Physical Education Methods and Content	3
KSPE 4710	Middle Grade & Secondary Physical Education Methods & Content	3	KSPE 4710	Middle Grade & Secondary Physical Education Methods & Content	3
KSPE 2000	Health and Wellness for Life	2	KSPE 2000	Health and Wellness for Life	2
KSPE 3141	First Aid/CPR and Care and Prevention of Athletic	3	KSPE 3141	First Aid/CPR and Care and Prevention of Athletic Injuries	3
KSPE 4220	Injuries  Management  of Physical  Education	3	KSPE 4220	Management of Physical Education Programs	3
PSYC 2103	Programs Introduction to Human	3	PSYC 2103	Introduction to Human Development	3
KSPE 4800	Development Professional Practice	2	KSPE 4800	Professional Practice Seminar	2
KSPE 4790	Seminar Student Teaching in Health and Physical	10	KSPE 4790	Student Teaching in Health and Physical Education	10
Total hours require	Education ed for the degree	126	Total hours require	ed for the degree	<u>120</u>

Sign Envelope ID: F31D2419-F4B8	-46E5-AF68-A77B3C3A2AAC		
		i to a marking below)	
	more of the following and provide a		tive Access
☐ Improving student lear		Mandate of State/Federal/Accredi	ting Agency
Adopting current best	practice(s) in field	Other –	have a maximum
		andated all BSED teaching programs	nave a maximam
number of hours of 120 uni	ess a dual degree is offered.		
Source of Data to Support	Change (select one or more of the fo	ollowing):	
☐ Indirect Measures; SO	s, student/employer/alumni survey	s, etc.	
□ Direct Measures; Material	erials collected/evaluated for progra	am assessment (tests/portfolios/assig	gnments, etc.)
Plans for assessing course	effectiveness/meeting program lea	errative helow):	
	ollowing and provide appropriate no		
	ls, student/employer/alumni survey		anments etc )
		am assessment (tests/portfolios/assi	Similarits, etc.,
Other Data Source De	scriptions –		
			L C
	tate University – Curricult UM CHANGE OR REVISED CATALOG	Im Change or Revised Cata COPY	liog Copy Form
Approvals:	Print:	Signature:	Date:
		Daharah a Paina	
Department Head	Deborah Paine	Deborah G. Paine	17 Jan 22
College/Division		DocuSigned by:	2 /8 /2022   12.07
Executive Committee	Karla Hull	karla Hull	2/8/2022   12:07
Dean/Director	Karla Hull	25C1E42B6010420  DocuSigned by:	2 (0 (2022   12 07
	Karia riuli	karla Hull	2/8/2022   12:07
Graduate Executive Committee		25C1E42B6010420	
(for graduate course)			
Graduate Dean			
(for graduate course)			
Academic Committee			

\*Will this change impact another college/department?

Select One.

College:

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

Department(s):

	E21D2/10	F4B8-46E5-A	F68-A77B3	C3A2AAC
nyalona II)	F 3111/419		11 00 ,	

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D	o	S	T.	A
ar (a				49

## Valdosta State University Curriculum Form

Date of

01/17/2022

Submission: Request for a REVISED COURSE \*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program. Dept. Initiating **Teacher Education** College of Education and Human Services Request: College: Requestor's Faculty Requestor's Eugene Asola Role: Name: REQUESTED: (list only items to be changed) RRENT: **Course Prefix Course Prefix KSPE 3301** and Number: and Number: Course Title: Contemporary Health Issues Course Title: 2 Lecture Hours: Lecture Hours: 3 0 Lab/Contact Hours: b/Contact Hours: 2 Credit Hours: Credit Hours: **KSPE 2999** Pre-requisites: Pre-requisites: NEW Course Description: (hover over for instructions) **URRENT Course Description:** Pertinent information relative to selective health ertinent information relative to selective health content areas, including death and dying, human ontent areas, including death and dying, human sexuality, character education, violence, and mental exuality, character education, violence, and mental and emotional health. Stress-related content will be nd emotional health. Stress-related content will be infused into the mental and emotional health areas as nfused into the mental and emotional health areas as well as many of the other content offerings in the vell as many of the other content offerings in the course. ourse. **Estimated Frequency of** Semester to be Year to be Course Classification: Program Level: **Course Offering:** Effective: Effective: X Fall ☐ Core (Area A-E) □ Undergraduate Every Semester ☐ Spring 2022 Graduate ☐ Summer ☐ Elective ustification: (select one or more of the following and provide appropriate narrative below:) Mandate of State/Federal/Accrediting Agency Improving student learning outcomes Adopting current best practice(s) in field Other -The GA BOR and the GA Professional Standards Commission mandated all BSED teaching programs have a maximum number of hours of 120 unless a dual degree is offered. The program faculty felt this course could be reduced to 2 hours and still maintain the value of the outcomes.

Sign Envelope ID: F31D2419-F4B8-46E5-AF68-A77B3C3A2AAC					
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 Deborah Paine  Print: Signature: Date  Deborah G. Pains  17 Jan 22					

Approva	ls:	Print:	Signature:	Date:
Departm	nent Head	Deborah Paine	Deborah G. Pains	17 Jan 22
College Executive Co	e/Division ommittee	Karla Hull	Docusigned by: Karla Hull	2/8/2022   12:07
Dear	/Director	Karla Hull	25C1E42B6010420 DocuSigned by:  Earla Hull	2/8/2022   12:07
	Executive ommittee		25C1E42B6010420	
	uate Dean duate course)			
Academic Co	ommittee			
*Will this change impact another college/department?		t another college/department?	☑ No ☐ Yes [select college & indicat	re department(s)]
College: Select One.		ne.	Department(s):	

ţ

F

☐ Undergraduate

separate coursework.

Adopting current best practice(s) in field

	Valdosta State University Curriculum Form  • Request for a NEW COURSE					10/19/	2021
*Course/curriculum	change or addition	originates with a facul	ty me	mber or curr	iculum committee in	the Acad	demic Program.
College:	College of Educ	ation and Human Se		Dept. Initiating Request:	100000000000000000000000000000000000000	nunication Sciences isorders	
Requestor's Name:	Crystal Randolp	h			Requestor's Role:	Depar	tment Head
Proposed NEV (Consult abbreviat	CSD			V Course Number:	5240		
Proposed NE	Motor Speech Disorders						
NEW Course Titl	Motor Speech Disorders						
	Prerequisite(s):	none					
Lecture Hours:	1	Lab/Contact Hour	rs: 1		Credit I	Hours:	1
Proposed NEW Course	Description: (Lim	it to 50 words. Include red	quisite	s, cross listings	, special requirements,	etc.)*	
This course emphasize anatomy and physiolog diagnosis are highlight techniques are also hig	gy as it relates to ed along with etio	the speech mechanis	sm. D	iagnostic pr f motor spe	inciples with an em ech disorders. Evid	phasis of	on differential ased intervention
Program Level:	Course C	lassification:		ester to be tive:	Year to be Effective:		nated Frequency of se Offering:
	☐ Core	e (Area A-E)	$\boxtimes$	Fall			

Major Requirement

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

☐ Elective

Every Semester

2022

☐ Mandate of State/Federal/Accrediting Agency

☐ Spring

☐ Summer

Other-

The content of this course is currently embedded in a different course. By separating this content from that course, it is

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

expected that student's learning outcomes will improve. Additionally, current best practices include the content as

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

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Crystal Randolph	Crystal Panisolph	1/12/2022   11:
College/Division Executive Committee	Dr. Karia Huli	Docusigned by:	1/12/2022   1:1
Dean/Directo	r Dr. Karla Hull	25C1E42B6010420 DocuSigned by:	1/12/2022   1:1
Graduate Executive		25C1E42B6010420	
Committee (for graduate course	D-1 K 1 C	Becky K. da Cruz	1/20/2022
Graduate Dear (for graduate course	Recky K da Cruz	Becky K. da Cruz	1/20/2022
Academic Committee	2		
*Will this change imp	act another college/department?	No □ Yes [select college & ind	isata danartmant(s)]

#### Course outline

Dewar College of Education and Human Services Valdosta State University Department of Communication Sciences and Disorders

CSD 5240 — Motor Speech Disorders

1 SEMESTER HOUR

#### **Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition. Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

STANDARD IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, and executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and augmentative and alternative communication.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-F: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

INSTRUCTOR Name:

Office Number:

132

Phone

**Email Address:** 

Office Hours:

#### **COURSE DESCRIPTION**

This course emphasizes the neuromotor aspects of motor speech disorders as well as develops an understanding of the anatomy and physiology as it relates to the speech mechanism. Diagnostic principles with an emphasis on differential diagnosis are highlighted along with etiology and characteristics of motor speech disorders. Evidence-based intervention techniques are also highlighted.

#### RECOMMENDED TEXTBOOKS

Duffy, J.R. (2020). Motor speech disorders: Substrates, differential diagnosis, and management (4th ed.). Elsevier.

Selected readings may be provided by the instructor.

#### **COURSE OBJECTIVES (CO):**

The teacher candidate will:

- CO 1. Describe the anatomy and physiology of the nervous system and speech mechanism underlying motor speech control and its disorders
- CO 2. Demonstrate an understanding of and be able to describe the classification, characteristics, and etiologies of motor speech disorders (ASHA Stds. IV-B, IV-C).
- CO 3. Develop the ability to use assessment and diagnostic procedures including perceptual, acoustic, and physiological methods while considering cultural and diversity issues (ASHA Std. IV-C).
  - methods while considering cultural and diversity issues (ASHA Std. IV-C).
  - CO 4. Demonstrate the ability to explain, exhibit, and apply a variety of therapy techniques/management strategies for motor speech disorders in the following areas: respiration, laryngeal function, velopharyngeal function, articulation, prosody, and rate control while considering cultural and diversity issues (ASHA Stds IV-B, IV-C, V-A, V-B).

#### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

To be determined each semester by course instructor

#### **COURSE EVALUATION**

Exam 1 100 points

Exam 2 100 points

Assessment Demonstration 50 points Video analysis 50 points

TOTAL 300 POINTS

#### **Grading Scale:**

A 90-100% B 80-89% C 70-80%

D 60-70% F below 60%

#### ATTENDANCE POLICY

The graduate school has no written attendance policy. For this class, any student who misses or is late for more than ¼ of the course work will fail the course. The course relies on participation and interaction of students and guest speakers. If you are going to be absent, the professional behavior is to contact the instructor prior to beginning of class.

#### MAKE-UP WORK

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor.

#### **PROFESSIONALISM**

As a teacher candidate, students are expected to conduct themselves in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

As a future speech-language pathologist or audiologist, students are expected to conduct themselves in a professional manner as defined by the American Speech-Language-Hearing Association Code of Ethics (www.asha.org).

#### **CELL PHONES, PAGERS, AND LAPTOPS**

Cell phones and pagers are to be turned off/silenced during all scheduled classes. If your phone goes off during class, you will be asked to leave and not return until the next class session. Text messages may not be sent during class.

At any time during the semester, inappropriate usage of laptop/computers (i.e. checking email, accessing social networking sites, surfing the internet, completing outside course work, etc.) can result in banning laptop/computer usage for the remainder of the semester. This decision will be made by the instructor.

Please be courteous of others and observe professional classroom decorum.

#### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Instructor Note: Cheating is inappropriate in all course and educational activities. In a graduate level class it is unacceptable and will not be tolerated.

#### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973. Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

#### STUDENT OPINION OF INSTRUCTION

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

#### TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Interim Title IX Coordinator: Ms. Selenseia Holmes, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7.

uSign Envelope ID: 2D856	0B2-I	FBC2-4840-B686-F0260C51E732					
Valdosta State University Curriculum Form  • Request for a REVISED COURSE					S	Date of ubmission:	11/15/2021
*Course/cu	rricu	lum revisions originate with a facu	ılty mer	mber or curricu	lum com	mittee in the	Academic Program.
College: College of Education and Human Services				Dep	t. Initiating Request:	Communication Sciences and Disorders	
Requestor's Name:	T Crystal Randolon			Requestor's Role:		Department Head	
CURRENT:	T: REQUESTED			D: (list only items to be changed)			
Course Prefix and Number:	CSI	D 5080		Course and Nu			
Course Title:		sphagia and Motor Speech orders		Course	Title:	Dysphagia Disorders	and Motor Speech
Lecture Hours:	3			Lecture	Hours:		
Lab/Contact Hours:	N/	A		Lab/Contact	Hours:		
Credit Hours:	3			Credit	Hours:		
Pre-requisites:	no	ne	Pre-requisites:				
CURRENT Course Description:			NEW Cours	e Descr	iption: (hove	er over for instructions)	
A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.				A study of diagnostic and therapeutic principles related dysphagia and motor speech disorders.  This course provides a thorough understanding of normal swallow physiology and its related disorders across the lifespan. Etiological factors are reviewed, noting the high-risk categories for varied cultural groups. Instrumental diagnostic techniques are introduced. Emphasis is given to multiple management issues in general, as well as by varied cultural groups. Interdisciplinary approaches to the assessment and treatment of swallowing and feeding disorders are discussed.			
Program Level:		Course Classification:	Seme Effec	ester to be tive:	Year t	Mary Santa and Mary	Estimated Frequency of Course Offering:
☐ Undergraduate	e	<ul><li>☐ Core (Area A-E)</li><li>☐ Major Requirement</li><li>☐ Elective</li></ul>	☐ Spring☐ Summer		2022		Every Semester
Justification: (selec	t on	e or more of the following and p	orovide	appropriate	narrativ	ve below:)	
☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency ☐ Other —							
The content of the	e co	ourse currently is not in align	ment v	with the stan	idard p	ractices in t	the field. The two subject
matters are taugh	it in	separate courses. Additiona	lly, the	e dysphagia	conten	t has to be	expanded to include the
pediatric populati	on a	and it must also include anat	omica	l and physiol	ogical	aspects of s	wallowing that span from
the mouth to the pelvis.							

Source of Data to Support Change (select one or more of the following):					
Indirect Measures; SOIs, student/employer/alumni surveys, etc.					
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)					
Plans for assessing course effectiveness/meeting program learning outcomes					
(select one or more of the following and provide appropriate narrative below):					
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.					
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)					
Other Data Source Descriptions –					
Student's learning outcomes will be measured using course assessments. Indirect measures of student					
satisfaction will also be gathered. Current indirect measures indicate that students desire to learn more about					
the pediatric aspects of dysphagia.					

Approvals:	Print:	Signature:	Date:
Department Hea	Dr. Crystal Randolph	Crystal Pansolph	1/12/2022   11:
College/Divisio Executive Committe	I Dr. Karia Hilli	4F81249F59D847B Bocusigned by: Farla Hull	1/12/2022   1:1
Dean/Directo	r Dr. Karla Hull	=25C1E42B6010420 Earla Hull	1/12/2022   1:1
Graduate Executiv Committe (for graduate course		—25C1E42B6010420  Becky K. da Cruz	1/20/2022
Graduate Dea (for graduate course	Doolay V. do Cruz	Becky K. da Cruz	1/20/2022
Academic Committe	2		
Will this change imp	act another college/department	? No Yes [select college & ind	icate department(s)]
College: Select	One.	Department(s): N/A	

**Modified Course Outline** 

**Dewar College of Education and Human Services** 

**Valdosta State University** 

**Department of Communication Sciences and Disorders** 

CSD 5080

Dysphagia

3 SEMESTER HOURS

**Guiding Principles (DEPOSITS)** 

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

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

Equity Principle: All learners deserve high expectations and support.

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

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines. Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition. Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Standards for Accreditation of Graduate Education Programs in Audiology and Speech-Language Pathology

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

STANDARD IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation, receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, and writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, and orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, and executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); and augmentative and alternative communication.

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-F: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and have demonstrated the ability to relate research to clinical practice.

Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.



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Name:

Office Number:

Phone

**Email Address:** 

Office Hours:

#### **COURSE DESCRIPTION**

A study of diagnostic and therapeutic principles related to swallowing and swallowing disorders.

This course provides a thorough understanding of normal swallow physiology and its related disorders across the lifespan. Etiological factors are reviewed, noting the high-risk categories for varied cultural groups. Instrumental diagnostic techniques are introduced. Emphasis is given to multiple management issues in general, as well as by varied cultural groups. Interdisciplinary approaches to the assessment and treatment of swallowing and feeding disorders are discussed.

#### RECOMMENDED TEXTBOOKS

Textbooks will be determined provided by the instructors

#### **COURSE OBJECTIVES (CO):**

The teacher candidate will:

- CO 1. Demonstrate knowledge of the normal anatomy and physiology of orofacial, swallowing, and respiratory function across the lifespan (ASHA Std. IV-B).
  - CO 2. Demonstrate knowledge of the causes of dysphagia, including neurophysiological and pathophysiological components across the lifespan (ASHA Stds. IV-B, IV-C).
- CO 3. Demonstrate the ability to explain, exhibit, and apply principles pertaining to clinical dysphagia assessment, videofluoroscopic examination of swallowing, and fiberoptic endoscopic evaluation of swallowing while considering motivation level, quality of life, cultural, ethical, and moral issues.

(ASHA Std. IV-B, IV-C, IV-F, V-A, V-B)

CO 4. Demonstrate the ability to explain, exhibit, and apply a variety of therapy techniques/management strategies for oral and pharyngeal dysphagia while considering motivation level, quality of life, cultural, ethical, and moral issues.

(ASHA Stds

IV-B, IV-C, V-A, V-B).

- CO 5. Discuss the team approach model for referral and service delivery, including the speech-pathologist's role in treating/managing swallowing dysfunction (ASHA Std. IV-C).
- CO 6. Demonstrate the relevance of historical and current research to the evaluation and treatment of swallowing disorders (ASHA St4d. IV-F; O-CPL1.1).

#### COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

To be considered each semester at the discretion of the professor

#### **COURSE EVALUATION**

Course evaluation will be determined by the professor of the course

#### **Grading Scale:**

Grading scale will depend on the number of activities, tests, and quizzes.

#### ATTENDANCE POLICY

The graduate school has no written attendance policy. For this class, any student who misses or is late for more than ¼ of the course work will fail the course. The course relies on participation and interaction of students and guest speakers. If you are going to be absent, the professional behavior is to contact the instructor prior to beginning of class.

#### MAKE-UP WORK

Make up work will be determined per instructor

#### **PROFESSIONALISM**

As a teacher candidate, students are expected to conduct themselves in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators (http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

As a future speech-language pathologist or audiologist, students are expected to conduct themselves in a professional manner as defined by the American Speech-Language-Hearing Association Code of Ethics (www.asha.org).

#### **CELL PHONES, PAGERS, AND LAPTOPS**

Cell phones and pagers are to be turned off /silenced during all scheduled classes. If your phone goes off during class, you will be asked to leave and not return until the next class session. Text messages may not be sent during class.

At any time during the semester, inappropriate usage of laptop/computers (i.e., checking email, accessing social networking sites, surfing the internet, completing outside course work, etc.) can result in banning laptop/computer usage for the remainder of the semester. This decision will be made by the instructor.

Please be courteous of others and observe professional classroom decorum.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Instructor Note: Cheating is inappropriate in all course and educational activities. In a graduate level class, it is unacceptable and will not be tolerated.

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Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

#### STUDENT OPINION OF INSTRUCTION

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

#### TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Interim Title IX Coordinator: Ms. Selenseia Holmes, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7.

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VALDOSTA STATE

### Valdosta State University Curriculum Form

Date of Submission:

11/15/2021

**CURRICULUM CHANGE OR REVISED CATALOG COPY** Submission: \*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. College of Education and Human Dept. Initiating Communication Sciences and College: Disorders Services Request: Crystal Randolph Requestor's Role: Department Head Requestor's Name: Revised Catalog Copy **Check One Option:** (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.) (Changes to Program/Degree) **Course Classification:** Semester to be Effective: Year to be Effective: **Program Level:** ☐ Core (Area A-E) ☐ Undergraduate 2022 □ Spring **⊠** Graduate ☐ Elective ☐ Summer Communication Sciences and Disorders Degree/Program Name: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-**Current Catalog URL:** services/communication-sciences-disorders/med-communication-disorders/ **Proposed Requirements:** (hover over for instructions) **Present Requirements:** College of Education and Human Services College of Educatic n and Human Services 4 Core Core Science and Research in 3 3 CSD 5110 CSD 5110 Communication Disorders Research Methodology in or RSCH 710 or RSCH 710 Education 0 0 **Ethics and Law** 1 1 **LEAD 7210** LEAD 7210 CSD 5240 1 56 Major Curriculum 56 CSD 5010 Language Disorders in 3 3 Young Children CSD 5010 CSD 5030 **Phonological Disorders** 3 CSD 5030 3 CSD 5040 Fluency Disorders 3 3 CSD 5040 2 CSD 5050 **Beginning Practicum** CSD 5050 2 3 CSD 5060 Language Disorders of 3 School Age Children CSD 5060 3 CSD 5080 Dysphagia and Motor Speech Disorders CSD 5080 3 3 CSD 5090 Aural 3 Habilitation/Rehabilitati CSD 5090 Intermediate Practicum CSD 5100 3 CSD 5100 3 3 CSD 5120 Aphasia and Other Neurogenic Disorders 1

CSD 5130	Congenital & Multifactorial	3	
	Syndromes and		
	Disorders		
CSD 5140	Advanced Practicum	3	
CSD 5160	Voice Disorders	3	
CSD 5190	Applied Practicum in	9	
	the Public School		
CSD 5210	Externship in	9	
	Communication		
	Disorders		
CSD 5200	Augmentative/Alternati	3	
	ve Communication		
or CSD 5230	Thesis		
Total Hours Requi	ired for the Degree	60	

State certification rules require that all certified personnel in Georgia demonstrate satisfactory proficiency in computer skill. Students majoring in communication disorders who have not met this requirement at the undergraduate level may do so by completing ACED 2400 or ACED 7400.

CSD 5120	Aphasia and Other	3
	Neurogenic Disorders	
CSD 5130	Congenital &	3
	Multifactorial	
	Syndromes and	
	Disorders	
CSD 5140	Advanced Practicum	3
CSD 5160	Voice Disorders	3
CSD 5190	Applied Practicum in	9
	the Public School	
CSD 5210	Externship in	9
	Communication	
	Disorders	
CSD 5200	Augmentative/Alternati	3
	ve Communication	
or CSD 5230	Thesis	
Total Hours Requ	ired for the Degree	60

State certification rules require that all certified personnel in Georgia demonstrate satisfactory proficiency in computer skill. Students majoring in communication disorders who have not met this requirement at the undergraduate level may do so by completing ACED 2400 or ACED 7400.

Justification: (select one or more of the following and provide appropriate narrative below:)						
☐ Adopting current best practice(s) in field ☐ Other —						
The Dysphagia and Motor Speech course is being divided to better improve student learning outcomes. Currently the						
single course does not allow for content that is required by the accrediting agency. The ACED 2400 or 7400 are no longer						
mandated by the state certification program for CSD graduates to meet the requirements for certification in the						
educational setting.						
Source of Data to Support Change (select one or more of the following):						
Indirect Measures; SOIs, student/employer/alumni surveys, etc.						
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)						
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):						
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.						
Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)						
☐ Other Data Source Descriptions —						
This change is being made in response to the standards of the accrediting agency and also based on feedback from						

students. Data will be examined after the fall 2022 cohort completes the course to ask for student feedback. Data will be

analyzed again when students take the comprehensive evaluation which assesses all major areas of the CSD field.

#### Valdosta State University - Curriculum Change or Revised Catalog Copy Form **CURRICULUM CHANGE OR REVISED CATALOG COPY** Print: Signature: Date: Approvals: DocuSigned by: Department Head Dr. Krystal Randolph 1/12/2022 | 11:1 Cristal Tanbolph College/Division 4F81249F59D847B... DocuSigned by: Dr. Karla Hull 1/12/2022 | 1:15 P **Executive Committee** -25C1E42B6010420.. Dean/Director Dr. Karla Hull 1/12/2022 | 1:15 P karla Hull **Graduate Executive** -25C1E42B6010420... Committee 1/202022 Becky K. da Cruz (for graduate course) Graduate Dean 1/20/2022 Becky K. da Cruz (for graduate course) **Academic Committee** \*Will this change impact another college/department? ☐ No ☐ Yes [select college & indicate department(s)] LEADERSHIP, TECHNOLOGY, AND WORKFORCE DEVELOPMENT College of Education and Human Services Department(s): College:

DEPARTMENT

### Valdosta State University Curriculum Form

VALDOSTA STATE AND THE			COPY Su	ıbmission:	11/15/2021
*Course/curricu	lum	change or addition originates with a faculty	member or curricului	m committee	in the Academic Program.
College:		llege of Education and Human rvices	Dept. Initiating Request:	Communication Sciences and Disco	
Requestor's Name:	Cr	ystal Randolph	Requestor's Role:  Department Head		
Check One Option	on:	Curriculum Change (Changes to Program/Degree)	Revised Catalo	·	ons/Program Policies, Narrative, etc.)
Program Level: Course Classification:		Course Classification:	Semester to be Eff	ective:	Year to be Effective:
<ul><li>☐ Undergraduate</li><li>☐ Core (Area A-E)</li><li>☐ Major Requirement</li><li>☐ Elective</li></ul>		<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>			
Degree/Progra Nan		Master of Education in Communicatio	n Disorders		
Current Catal U	log RL:	http://catalog.valdosta.edu/graduate, services/communication-sciences-disc			
Present Requirements:		Proposed Requirements: (hover over for instructions)			
For full admission, beginning classes. not state requirem for a later semeste Online Graduate A Application Fee (cr Apply Online	rch : uly 1 : Oci REM uirer you If yo ents r if y pplidedit	tober 1 IENTS ments for admission consideration. must meet state regulations before u meet admission requirements, but s, your application may be admitted your materials are competitive. cation or debit card and e-checks accepted)	For full admission, beginning classes. not state requirem for a later semeste Online Graduate A Application Fee (cr. Apply Online	rch 1 uly 1 : October 1 REMENTS uirements f you must r If you meet ents, your er if your mander pplication redit or deb	or admission consideration. meet state regulations before t admission requirements, but application may be admitted aterials are competitive.  oit card and e-checks accepted)
Official transcript from your bachelor's degree-granting school and from any graduate coursework.  Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School  Must hold a bachelor's degree from a regionally-accredited institution in Speech-Language Pathology, Communication Disorders, or Audiology/Hearing Disorders.  Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.  Meeting minimum requirements does not guarantee admission.  GRE or MAT Scores		Official transcript from your bachelor's degree-granting school and from any graduate coursework.  Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School  Must hold a bachelor's degree from a regionally-accredited institution in Speech-Language Pathology, Communication Disorders, or Audiology/Hearing Disorders. OR  Meet requirements for American Speech-Language Hearing Association including:  25 hours of observation  The equivalent of a 3-semester-hour course in each of the following:  Biological sciences			
Official Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT) Minimum GRE Requirements: 750 overall (Verbal score plus either Quantitative score or		Physical science or chemistry Statistics Behavioral/social sciences Linguistics/psycholinguistics mathematics AND			

If taken July 2011 or later: 283 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 143.

Minimum MAT Requirement: 375

Meeting minimum requirements does not guarantee admission.

Passing scores on the GACE Basic Skills Exam or evidence of exemption eligibility

Applicants may submit a copy of the score report receive when they complete the exam.

To document a GACE Basic Skills exemption for state certification requirements, applicants may submit official scores that meet the following thresholds on the following exams:

GRE taken before August 2011: 1030 (Verbal + Quantitative) GRE taken August 2011 or later: 297 (Verbal +Quantitative)

SAT: 1000 (Verbal + Quantitative)

ACT: 43 (English + Math)

SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or a score report from the testing service.

**VSU Medical Form** 

The VSU Medical Form must be completed and signed by the student/applicant.

This form must be received prior to enrollment, NOT prior to admission.

Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Verification of Lawful Presence (For applicants who believe they qualify for in-state tuition or a residency waiver.) This is not required for individuals who do not qualify for instate tuition or a residency waiver.

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

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

Check out a complete list of accepted documents and residency information here.

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

IMPORTANT PROGRAM INFORMATION

Meeting program minimums does not guarantee admission to the program.

Please note: applicants with the most competitive and successful applications tend to have GRE scores of at least 450 (old scoring scale)/150 (new scoring scale) on the verbal section of the GRE and 500 (old)/144 (new) on the quantitative section.

Students with the highest GPAs and test scores are considered for admission first. Even though a student may 17

hearing disorders/hearing evaluation (audiology) AND
Provide proof of successfully completing the equivalent of a
3-semester-hour course in each of the following:

Anatomy and physiology of speech, language, and hearing

Normal language acquisition

Speech sound disorders Clinical phonetics AND

Speech science

Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

Meeting minimum requirements does not guarantee admission.

**GRE or MAT Scores** 

Official Graduate Record Exam (GRE) scores or Miller Analogies Test (MAT)

Minimum GRE Requirements:

750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350. If taken July 2011 or later: 283 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 143.

Minimum MAT Requirement: 375

Meeting minimum requirements does not guarantee admission.

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ACT: 43 (English + Math)

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

meet the minimum requirements, admission is competitive and not guaranteed.

No letters of recommendation are required.

The Department of Communication Sciences and Disorders does not offer probationary admission.

For tests taken July 2011 or later, we are currently using the concordance information provided by ETS. A new evaluation scale that includes the new GRE scores is currently under development and will be published once it is approved.

The Communication Disorders program only admits Regular Status students. Probationary Status, Irregular Admission, and Non-degree admission is not available for this program. INTERNATIONAL APPLICANTS

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

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

Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required. HAVE QUESTIONS?

For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office. Call Us: 229-333-5694 or toll free 800-618-1878, Option #5 Email Us: gradschool@valdosta.edu

Visit Us: Converse Hall (Main Campus), Third Floor, Suite 3100

For additional program details contact the Program Coordinator: Dr. Crystal Randolph, email: crandolph@valdosta.edu, phone: 229-219-1327.

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

Check out a complete list of accepted documents and residency information here.

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

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

uSign Envelope ID: 2D8560B2-FBC2-4840-B686-F0260C51E732		
	visa to complete their studies are exemp	t from this
	requirement.	
	Evaluation of International Transcripts - A	
	have completed coursework at an institu United States must submit a course-by-c	
	the coursework. This transcript evaluation	
	completed by an international education	
	evaluation service such as Josef Silny, EC	
	transcript evaluation does not replace th	
	requirement. Official transcripts are still	
	HAVE QUESTIONS?	
	For admission questions about this progr	am, please contact
	the Graduate School by phone, email, or	
	Call Us: 229-333-5694 or toll free 800-61	8-1878, Option #5
	Email Us: gradschool@valdosta.edu	
	Visit Us: Converse Hall (Main Campus), T	hird Floor, Suite
	3100 For additional program details contact the	o Program
	Coordinator: Dr. Crystal Randolph, email	
	crandolph@valdosta.edu, phone: 229-21	
Justification: (select one or more of the following and provi	de appropriate narrative below:)	
☐ Improving student learning outcomes	☐ Mandate of State/Federal/Accrediting	Agency
Adopting current best practice(s) in field	☐ Other —	, igency
Adopting current best practice(s) in heid	Z Otici	
The admission requirements are being adjusted to increase	the accessibility for prospective students wh	no may not have
an undergraduate degree in communication sciences and o		
This change may also increase recruitment efforts and the		
Source of Data to Support Change (select one or more of the		
Indirect Measures; SOIs, student/employer/alumni sur		
Direct Measures; Materials collected/evaluated for pro		ents etc.)
Plans for assessing course effectiveness/meeting program		
(select one or more of the following and provide appropriate		
☐ Indirect Measures; SOIs, student/employer/alumni su		
□ Direct Measures; Materials collected/evaluated for property in the property of the		ents, etc.)
Other Data Source Descriptions –		
The number of students applying before and after the char	nge will be compared in addition to the study	area of the
student's undergraduate degree.	500	
Valdosta State University – Curric		Copy Form
CURRICULUM CHANGE OR REVISED CATALO	100 miles (100 miles (	Date
A manuscrates Drints	Signatures	110401

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Crystal Randolph	Crystal Fansolph	1/12/2022   1

DocuSign Envelope ID: 2D8560B2-FBC2-4840-B686-F0260C51E732

			DocuSigned by:	
Colleg Executive C	e/Division Committee	Dr. Karla Hull	karla Hull	1/12/2022   1:15
Dear	n/Director	Dr. Karla Hull	Docusigned by:	1/12/2022   1:15
Graduate	Executive		_25C1E42B6010420	
	Committee duate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
	uate Dean duate course)	Becky K. da Cruz	Becky K. da Cruz	1/20/2022
Academic C	Committee		0	
*Will this ch	ange impa	ct another college/department?	⊠ No ☐ Yes [select college & indice	ate department(s)]
College: Select One.		е.	Department(s): N/A	

# Valdosta State University Curriculum Form

Date of

STEPOSTA STATE STATE STATE OF CUR STATE STATE OF CUR STATE STATE OF CUR STATE STATE OF CUR STATE	RRIC	ULUM CHANGE OR REVI	SED CATALOG	S COPY Su	bmission	1 11/15/2021	
*Course/curricu	ılum	change or addition origina	ates with a facu	ulty member or curriculu	m committe	ee in the Academic	Program.
College:		llege of Education and Frvices	Human	Dept. Initiating Request:	Commur Disorder	nication Sciences a	and
Requestor's Name:	Cry	Crystal Randolph		Requestor's Role: Department Head			
Check One Option	Check One Option: Curriculum Change (Changes to Program/Degree)			Revised Catalog Copy  (New Learning Outcomes, Admissions/Program Policies, Narrative,			Narrative, etc.)
rogram Level:	ogram Level: Course Classification:			Semester to be Eff	ective:	Year to be Effect	tive:
<ul><li>☑ Undergraduate</li><li>☐ Graduate</li><li>☐ Core (Area A-E)</li><li>☒ Major Requirement</li><li>☐ Elective</li></ul>		t	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022		
	Degree/Program Name: Communication Sciences and Diso		ces and Disord	lers	•		
Current Catal UF	log RL:	http://catalog.valdosta services/communication		1,000			
Present Requireme	ents	:		Proposed Requirem	nents: (ho	ver over for instru	ctions)
Core Curriculum 60		60	Core Curriculum	ore Curriculum		60	
Core Areas A-E (See VSU Core Curriculum) 42		42	Core Areas A-E (See VSU Core Curriculum)		42		
and a physical sci D to meet ASHA or requirements. Sti encouraged to ta the Core Curricul	ienc cert ude ke F lum.	nts are strongly PSYC 1101 in Area E of		For CSD majors, be and a physical scie D to meet ASHA co Students are stron PSYC 1101 in Area Curriculum. This co for all upper divisi	ence are re ertification ngly encoun E of the Course is a	equired in Area n requirements. traged to take Core prerequisite	
				Area F Requireme	nts		
Area F Requireme	ents	Investigating Critical and Contemporary Issues in	3	EDUC 2110	Crit Cor Issu	estigating tical and ntemporary ues in ucation	3
EDUC 2120		Education  Exploring Socio- Cultural Perspectives on	3	EDUC 2120	Cul Per	oloring Socio- tural spectives on ersity	3
EDUC 2130		Diversity  Exploring Learning	3	EDUC 2130		oloring Learning d Teaching	3
	elec	and Teaching ted from any 2000-	3	Language Arts (Sellevel course)	lected froi	m any 2000-	3
level course) MATH 1401		Elementary Statistics	3	MATH 1401		mentary tistics	3

ACED 2400	Computer Technology for the Workplace	3	ACED 2400	Computer Technology for the Workplace	3
or CS 1000	Introduction to Microcomputers and Applications	d	or CS 1000	Introduction to Microcomputers and Applications	
CSD 2998	Entry to the Profession	0	CSD 2998	Entry to the Profession	0
College of Educatio Health and Physica Requirements	n and Human Services l Education	6	College of Education Health and Physica Requirements	on and Human Services Il Education	6
KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4	KSPE 2000 & KSPE 2150	Health and Wellness for Life and First Aid - CPR	4
Select two KSPE Fit	ness/Activity courses	2	Select two KSPE Fit	ness/Activity courses	2
Professional Educat	ion	60	Professional Educa	tion	60
CSD 3010	Introduction to Communication Disorders	3	CSD 3010	Introduction to Communication Disorders	3
CSD 3020	Audiology I: Hearing Science	3	CSD 3020	Audiology I: Hearing Science	3
CSD 3040	Applied Phonetics	3	CSD 3040	Applied Phonetics	3
CSD 3060	Anatomy & Physiology of the Speech Mechanism	3	CSD 3060	Anatomy & Physiology of the Speech Mechanism	3
CSD 3070	Normal Language Acquisition	3	CSD 3070	Normal Language Acquisition	3
CSD 3080	Introduction to neuroscience for communication sciences and disorders	3	CSD 3080	Introduction to neuroscience for communication sciences and disorders	3
DEAF 4050	Manual Communication	3	DEAF 4050	Manual Communication	3
CSD 4020	Speech Science	3	CSD 4020	Speech Science	3
CSD 4040	Introduction to Speech Sound Disorders	3	CSD 4040	Introduction to Speech Sound Disorders	3
CSD 4050	Observation	2	CSD 4050	Observation	2
CSD 4010	Clinical Methods in Communication Disorders	3	CSD 4010	Clinical Methods in Communication Disorders	3

CSD 4120	Consultation in Communication Disorders	3	CSD 4120	Consultation in Communication Disorders	3
CSD 4130	Organic Speech Disorders	3	CSD 4130	Organic Speech Disorders	3
CSD 4110	Diagnostics in Communication Disorders	4	CSD 4110	Diagnostics in Communication Disorders	4
CSD 4140 & CSD 4151	Cultural and Dialectical Issues and Audiology II: Auditory Diagnostics and Disorders	6	CSD 4140 & CSD 4151	Cultural and Dialectical Issues and Audiology II: Auditory Diagnostics and Disorders	6
Select two of the following:		6	Select two of the f	ollowing:	6
SPEC 3000	Serving Students with Diverse Needs		SPEC 3000	Serving Students with Diverse Needs	
SPEC 3020	Applied Behavior Analysis for Teachers		SPEC 3020	Applied Behavior Analysis for Teachers	
PSYC 3300	Introduction to Behavior Modification		PSYC 3300	Introduction to Behavior Modification	
Select one of the fo	llowing:	3	Select one of the following:		3
PSYC 3120	Psychoeducational Aspects of Early Childhood		PSYC 3120	Psychoeducational Aspects of Early Childhood	
PSYC 3200	Child Psychology		PSYC 3200	Child Psychology	
PSYC 3210	Adolescent and Young Adult Psychology		PSYC 3210	Adolescent and Young Adult Psychology	
PSYC 3220	Adult Psychology and Gerontology		PSYC 3220	Adult Psychology and Gerontology	
PSYC 3500	Statistical Methods in Psychology		PSYC 3500	Statistical Methods in Psychology	
PSYC 3710	Social Psychology		PSYC 3710	Social Psychology	
Electives		3	Electives		3
	nd CSD major course be completed with a er.			and CSD major course It be completed with a Sher.	
Total hours required	d for the degree	126	To <u>t</u> al hours requir	ed for the degree	126

Justification: (select one of	r more of the following and pro	ovide appropriate narrative below:)	
☐ Improving student lea	arning outcomes	☐ Mandate of State/Federal/Accr	editing Agency
☐ Adopting current best	t practice(s) in field	⊠ Other –	
		dents' requirements for admission to the of the requirements for admission have	S = =
	: Change (select one or more of		
		program assessment (tests/portfolios/a:	ssignments, etc.)
	effectiveness/meeting progra		
경 등로 16개 (4명 ) 1 (1) 전에 보면 되었다고 하시는 사람들이 되었다는 것이 되었다고 있다면 되었다. [1]	following and provide appropri		
☐ Indirect Measures; SC	Ols, student/employer/alumni s	surveys, etc.	
☐ Direct Measures; Mat	erials collected/evaluated for particles.	program assessment (tests/portfolios/a	ssignments, etc.)
○ Other Data Source De	escriptions –		<u> </u>
Vice to comb		culum Change or Revised Ca	talog Copy Form
Vice to comb	tate University – Curri UM CHANGE OR REVISED CATA Print:	_	talog Copy Form
VALDOSTA CURRICUL	UM CHANGE OR REVISED CATA	Signature:  Docusigned by:  Crystal Prinsolph	Date:
Approvals:	UM CHANGE OR REVISED CATA  Print:	Signature:  DocuSigned by:  Crystal Prupolph  4F81249F59D847B  DocuSigned by:  kalla Hull	Date:
Approvals:  Department Head  College/Division Executive Committee  Dean/Director	Print:  Dr. Crystal Randolph	Signature:  DocuSigned by:  Crystal Francolph  4F81249F59D847B  DocuSigned by:	Date: 1/12/2022   11 1/12/2022   1:
Approvals:  Department Head  College/Division Executive Committee	Print:  Dr. Crystal Randolph  Dr. Karla Hull	Signature:  DocuSigned by:  Crystal Prupolph  AF81249F59D847B  DocuSigned by:  Lavia Hull  25C1E4286010420  DocuSigned by:	Date: 1/12/2022   11 1/12/2022   1:
Approvals:  Department Head  College/Division Executive Committee  Dean/Director  Graduate Executive Committee	Print:  Dr. Crystal Randolph  Dr. Karla Hull	Signature:  Docusigned by: Crystal Pannolph  AF81249F59D847B Docusigned by: kalla Hull  25C1E4286010420 Docusigned by: kalla Hull	Date: 1/12/2022   11 1/12/2022   1:

Department(s):

College:

Select One.

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	ST	A	T	E

## Valdosta State University Curriculum Form

Date of Submission:

01/17/2023

VALDOSTA S.T.A.T.E STATE Description South Associated	RRIC	ULUM CHANGE OR REVI	SED CATALO	G COPY Su	bmission:	01/17/2022		
*Course/curricu	ulum	change or addition origina	ates with a fac	culty member or curriculu	m committe	ee in the Academic	Program.	
College:		llege of Education and Frvices	Human	Dept. Initiating Request:	Teacher	Education		
Requestor's Name: Deborah Paine		borah Paine		Requestor's Role:	Departm	ent Head		
Check One Option.		Curriculum Chang	ge	Revised Catalo	75. 10. 5	ions/Program Policies,	Narrative, et	
Program Level:		Course Classification:		Semester to be Eff		Year to be Effec		
☐ Undergraduat	:e	☐ Core (Area A-E) ☑ Major Requirement ☐ Elective	t	<ul><li>☑ Fall</li><li>☐ Spring</li><li>☐ Summer</li></ul>		2022		
Degree/Progra		Bachelor of Science in	Education w	ith a Major in Elementa	ary Educat	ion		
Current Cata U	log RL:	http://catalog.valdosta services/teacher-educ		graduate/academic-pro lementary-education/	ograms/ed	ucation-human-		
Present Requirem	ents	:		Proposed Requirem	nents: (hou	ver over for instru	ictions)	
Requirements for t Elementary Educat		3.S.Ed. Degree with a Ma	ajor in	Requirements for the Elementary Education		Degree with a Ma	ajor in	
Code		Title	Hours	Code	Т	itle	Hours	
Core Areas A-E (S	See \	VSU Core Curriculum)	42	Core Areas A-E (Se	ee VSU Co	re Curriculum)	42	
Area F Requirem	ents	1	18	Area F Requireme	nts 1		18	
EDUC 2110		Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	C C Is	nvestigating ritical and ontemporary esues in ducation	3	
EDUC 2120		Exploring Socio- Cultural Perspectives on Diversity	3	EDUC 2120	C P	xploring Socio- ultural erspectives on iversity	3	
EDUC 2130		Exploring Learning and Teaching	3	EDUC 2130	L	xploring earning and eaching	3	
ISCI 2001		Exploring Our Ecosphere	3	ISCI 2001		xploring Our cosphere	3	
ISCI 2002		Physical Science for Early Childhood Education Teachers	3	ISCI 2002	fo C E	hysical Science or Early hildhood ducation eachers	3	
MATH 2008		Foundations of Numbers and Operations	3	ELED 2500	S	urvey of cience	<u>3</u>	

EDUC 2999	Teacher Education	0		Elementary Education	
	Requirements		MATH 2008	Foundations of	3
Professional Progra		63		Numbers and Operations	
Professional Seme			SPEC 2000	Serving Students	3
ELED 3190	Elementary Education Practicum and	2		with Diverse Needs	
	Seminar: PreK-K		EDUC 2000	Written and	<u>3</u>
ELES 3010	Planning, Instruction, and Developmentally Appropriate Practices	3		Verbal Communication for Middle Grades Education	
LITR 3110	Emergent Literacy Through Children's	3	EDUC 2999	Teacher Education Requirements	0
	Literature and		Professional Progra	rofessional Program Requirements	
			Professional Semes	ster 1	
LITR 3120	Early Literacy	3	ELED 3190	Elementary	2
MATH 3161	Mathematics for Early Childhood Teachers I	3		Education Practicum and Seminar: PreK-K	
SPEC 3000	Serving Students with Diverse Needs	3	ELES 3010	Planning for Effective Teaching and	4
Professional Seme	ster 2			Learning	
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2	LITR 3110	Emergent Literacy Through Children's Literature and the Arts	3
ELED 4500	Science and	3	LITR 3120	Early Literacy	3
	Technology in Elementary Education		MATH 3161	Mathematics for Early Childhood Teachers I	3
ELES 3020	Intermediate Assessment, Planning, and	3	SPEC 3000	Serving Students with Diverse Needs	3
ELES 3210	Instruction Introduction to the	3	ELES 3100	Developmentally Appropriate Practices	<u>3</u>
	Management of Learning		Professional Semes	ter 2	
	Environments		ELED 3690	Elementary Education Practicum and	2

55

LITR 3130	Developing Literacy	3		Seminar: Grades 4-5	
MATH 3162	Mathematics for Early Childhood Teachers II	3	ELED 4500	Science and Technology in Elementary Education	3
Professional Semes	ster 3		ELES 3020	Assessment to	4
ELED 3300	Mathematics and Technology in Elementary Education	3	ELES 3020	Promote Student Learning	
ELED 4400	Social Science Methods in Elementary	3	ELED 3110	Integrating Technology for Elementary Education	2
ELED 4690	Education  Elementary Education Practicum and Seminar: Grades	2	ELES 3210	Introduction to the Management of Learning Environments	3
ELED 4010	1-3 Assessment,	3	LITR 3130	Developing Literacy	3
	Planning, and Differentiated Instruction		MATH 3162	Mathematics for Early Childhood Teachers II	3
LITR 4120	Literacy Assessment and	3	Professional Seme	ster 3	
Professional Seme	Applications ester 4 Student	9	ELED 3300	Mathematics Methods in Elementary Education	3
	Teaching in Elementary Education		ELED 4400	Social Science Methods in Elementary	3
ELED 4420	Student Teaching Reflective Seminar	3	ELED 4500	Science Methods in Elementary	3
Total hours requi	red for the degree	120		Education	
			ELED 4690	Apprenticeship in Elementary Teaching	2
			ELED 4010	<u>Differentiated</u> <u>Instruction</u>	3
			LITR 4120	Literacy Assessment and Applications	3
			Professional Sem	ester 4	

Total hours required for the sustification: (select one or more of the following and provide appropriate narrative below:  Improving student learning outcomes  Mandate of State/Federa  Adopting current best practice(s) in field  Other −  The GA BOR and the GA Professional Standards Commission mandated all BSED teaching polymber of hours of 120 unless a dual degree is offered. Changes to area F were adopted be chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pother changes support continuity and consistency within the Department of Teacher Education 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/portfollowing and provide appropriate narrative below):  Indirect Measures; SOIs, student/employer/alumni surveys, etc.  Direct Measures; Materials collected/evaluated for program assessment (tests/portfollowing and provide appropriate narrative below):  Indirect Measures; Materials collected/evaluated for program assessment (tests/portfollowing and provide appropriate narrative below):  Indirect Measures; Materials collected/evaluated for program assessment (tests/portfollowing and provide appropriate narrative below):		ELED 4790	Student Teaching in Elementary Education	<u>10</u>
ustification: (select one or more of the following and provide appropriate narrative below:  Improving student learning outcomes  Adopting current best practice(s) in field  The GA BOR and the GA Professional Standards Commission mandated all BSED teaching properties of hours of 120 unless a dual degree is offered. Changes to area F were adopted be chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pother changes support continuity and consistency within the Department of Teacher Education 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/portfoelect 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/portfoelect):  Indirect Measures; Materials collected/evaluated for program assessment (tests/portfoelect):  Direct Measures; Materials collected/evaluated for program assessment (tests/portfoelect):  Direct Measures; Materials collected/evaluated for program assessment (tests/portfoelect):		ELED 4800	Student Teaching Reflective Seminar	<u>2</u>
Adopting current best practice(s) in field  Other —  The GA BOR and the GA Professional Standards Commission mandated all BSED teaching produmber of hours of 120 unless a dual degree is offered. Changes to area F were adopted by Chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pother changes support continuity and consistency within the Department of Teacher Education 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/portforeleans 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/portforeleans):  Direct Measures; Materials collected/evaluated for program assessment (tests/portforeleans):		Total hours required for the degree		120
Adopting current best practice(s) in field  Other —  The GA BOR and the GA Professional Standards Commission mandated all BSED teaching produmber of hours of 120 unless a dual degree is offered. Changes to area F were adopted by Chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pother changes support continuity and consistency within the Department of Teacher Education 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/portfo 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/portfo Direct Measures; Materials collected/evaluated for program as	ification: (select one or more of the following and	d provide appropriate narrativ	ve below:)	
The GA BOR and the GA Professional Standards Commission mandated all BSED teaching promoter of hours of 120 unless a dual degree is offered. Changes to area F were adopted be Chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pD D D D D D D D D D D D D D D D D D D	Improving student learning outcomes		e/Federal/Accrediting A	gency
number of hours of 120 unless a dual degree is offered. Changes to area F were adopted be Chancellor and Chief Academic Officer November 8, 2021.  See https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pother changes support continuity and consistency within the Department of Teacher Education 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/portforeleans 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/portforeleans):  Direct Measures; Materials collected/evaluated for program assessment (tests/portforeleans):	Adopting current best practice(s) in field	Other –		
Indirect Measures; SOIs, student/employer/alumni surveys, etc.  Direct Measures; Materials collected/evaluated for program assessment (tests/portfo  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/portfo	ncellor and Chief Academic Officer November 8, https://www.usg.edu/curriculum/assets/curricul	ed. Changes to area F were a 2021. lum/documents/AreaFElemer	dopted by the BOR Executary	
Direct Measures; Materials collected/evaluated for program assessment (tests/portfo  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/portfo	ncellor and Chief Academic Officer November 8, a https://www.usg.edu/curriculum/assets/curriculer changes support continuity and consistency with the continuity and continuity a	ed. Changes to area F were a 2021. Ium/documents/AreaFElemer ithin the Department of Teacl	dopted by the BOR Executary	
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/portfo	ncellor and Chief Academic Officer November 8, 2 https://www.usg.edu/curriculum/assets/curricul er changes support continuity and consistency with rce of Data to Support Change (select one or mode	ed. Changes to area F were a 2021. lum/documents/AreaFElemen ithin the Department of Teacl re of the following):	dopted by the BOR Executary	
□ Direct Measures; Materials collected/evaluated for program assessment (tests/portfo)	ncellor and Chief Academic Officer November 8, 2 https://www.usg.edu/curriculum/assets/curricul er changes support continuity and consistency with rce of Data to Support Change (select one or model) Indirect Measures; SOIs, student/employer/alur	ed. Changes to area F were a 2021.  Ium/documents/AreaFElemer ithin the Department of Teacl re of the following):  mni surveys, etc.	dopted by the BOR ExecutaryEd.pdf her Education.	cutive Vice
	ncellor and Chief Academic Officer November 8, 2, https://www.usg.edu/curriculum/assets/curriculer changes support continuity and consistency we rece of Data to Support Change (select one or model Indirect Measures; SOIs, student/employer/alurect Measures; Materials collected/evaluated as for assessing course effectiveness/meeting pr	ed. Changes to area F were a 2021.  lum/documents/AreaFElement ithin the Department of Teacher of the following):  mni surveys, etc.  for program assessment (test	dopted by the BOR ExecutaryEd.pdf her Education.	cutive Vice
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☐ Other Data Source Descriptions —	ncellor and Chief Academic Officer November 8, 2, https://www.usg.edu/curriculum/assets/curriculer changes support continuity and consistency with the continuity and continuity and consistency with the continuity and conti	ed. Changes to area F were a 2021.  lum/documents/AreaFElemer ithin the Department of Teach re of the following):  mni surveys, etc.  for program assessment (test togram learning outcomes ropriate narrative below):  mni surveys, etc.	dopted by the BOR ExecutaryEd.pdf ther Education.  ts/portfolios/assignmen	ets, etc.)

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

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	Deborah G. Paine	17 Jan 22
College/Division Executive Committee	Karla Hull	DocuSigned by:	2/8/2022   12:07

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DocuSign Envelope ID: F31D2419-F4B8-46E5-AF68-A77B3C3A2AAC

Dea	n/Director	Karla Hull	Docusigned by: Karla Hull		2/8/2022   12:07
Graduate	e Executive		25C1E42B6010420		
	Committee aduate course)				
	duate Dean aduate course)				
Academic (	Committee				
*Will this c	hange impa	ct another college/department?	□ No ⊠ Yes	[select college & indicate	e department(s)]
College:	College o	f Science and Mathematics	Department(s):	Biology	

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### Valdosta State University Curriculum Form

VALDOSTA STATE Address from the first from the firs			S	ubmission:	01/12/2022		
*Course/c	urric	culum revisions originate with a fac	ulty me	mber or curricu	ulum coi	mmittee in the	e Academic Program.
College:	Col	llege of Education and Human S	ervices	i	Dept. Initiating Request:		Teacher Education
Requestor's Name:	De	borah Paine			R	equestor's Role:	Department Head
CURRENT:				REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	ELI	ES 3010		Course Prefix and Number:		ELES 3010	
Course Title:	Course Title: Planning, Instruction, and Developmentally Appropriate Practices.		Course	Title:	Planning for Effective Teach Learning		
Lecture Hours: 3		Lecture	Hours:	3			
Lab/Contact Hours:	Contact Hours: 0		Lab/Contact	Hours:	1		
Credit Hours:	Credit Hours: 3		Credit	Hours:	4		
Pre-requisites:	co.	erequisites: Appropriate 2999 urse, and minimum GPA of 75. Co-requisite: ELED 3190 o acticum approved at the prog rel.	ra	Pre-requ	isites:		tes: Appropriate 2999 d minimum GPA of 2.75.
CURRENT Course D	esci	ription:		NEW Course	e Descr	iption: (hove	er over for instructions)
developmentally the teaching and planning, instruct	app lear ion, ve s	cices, theories of learning, and ropriate strategies that unde rning processes related to and assessment for Pre-K and ettings and the associated	rlie	and lesson pamong cont	ent sta ent asses ices and	g, emphasizi ndards, instr ssment. The d theories in	ples of instructional design ng the interrelationships fuctional objectives, course focuses on evidence- elementary instruction. A
Program Level:		Course Classification:	Seme Effect	ster to be	Year t		Estimated Frequency of Course Offering:
□ Undergraduat     □ Graduate	e	<ul><li>☐ Core (Area A-E)</li><li>☒ Major Requirement</li><li>☐ Elective</li></ul>		Fall Spring Summer	9	2022	Twice per Year
Justification: (selec	t on	e or more of the following and p	orovide	appropriate	narrati	ve below:)	
		learning outcomes pest practice(s) in field				ate/Federal/	Accrediting Agency
		revising their curriculum to b					
courses are being	col	lapsed to strengthen outcom	es for	students be	tween	theory and	practice in a field
experience. The p	rog	ram is also required by the B	OR/PS	C to set the	progra	m limit to 1	20 hours for completion.

Source of Data to Support	Change (select one or more of the fo	ollowing):	
☐ Indirect Measures; SC	DIs, student/employer/alumni survey	rs, etc.	
Direct Measures; Mat	erials collected/evaluated for progra	am assessment (tests/portfolios/assignme	ents, etc.)
Plans for assessing course	effectiveness/meeting program lea	rning outcomes	
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Victoria	tate University - REVISED	COURSE Form	
STATE REQUEST TO Request to	or a REVISED COURSE		
Approvals:	Print:	Signature:	Date:
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# Valdosta State University Dewar College of Education and Human Services Department of Teacher Education

# ELED 3110 Integrating Technology in Elementary Education 2 Semester Hours Fall 2022

INSTRUCTOR: EMAIL ADDRESS:

**OFFICE LOCATION:** Education Center Room

OFFICE HOURS: TELEPHONE:

**COURSE DESCRIPTION** – focuses on advancing a learner's systematic, progressive migration to a student-centered, technology-empowered classroom. Central theme is integrating technology into the curriculum.

**Prerequisites** – admission into the ELED Teacher Education program.

In the Teacher Education department, your course assignments, assessments, and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC Model Core Teacher Standards.

# National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes InTASC Model Core Teacher Standards\*

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- \*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0.

  Retrieved from http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf

International Society for Technology in Education (ISTE) Standards for Educators: <a href="https://www.iste.org/standards/iste-standards-for-teachers">https://www.iste.org/standards/iste-standards-for-teachers</a>

#### **COURSE OBJECTIVES**

By the end of the semester candidates will:

- 1. Critically examine personal and professional instructional practices to determine how technology can play a role in optimizing teaching, learning processes, and planning. (InTASC 1, 3; ISTE 2.1)
- 2. Develop skills in the use of educational technology designed to meet the needs of users in five critical areas: Use of Modern Technologies; Curriculum Integration; Designs for Learning; Enhanced Pedagogy; and Classroom Management. (InTASC 3,7; ISTE 2.5)
- 3. Participate in hands-on experiences using curricular goals to advance basic hardware and software skills. (InTASC 5; ISTE 2.1, 2.5)
- 4. Introduce, explore and discuss selected software, candidates will be able to discriminate between the uses of different software options by selecting developmentally appropriate software for the completion of tasks. Candidates will begin to evaluate various software programs and their instructional value in planning, executing and evaluating instruction. These software reviews will be incorporated into an online class database. (InTASC 8; ISTE 2.1, 2.6)
- 5. Practice with Internet research, candidate will be able to generate a presentation by exploring the Internet to locate an article related to the integration of technology and education, presenting this information to the class, and then inputting information into an online class database. (InTASC 7; ISTE 2.1, 2.4, 2.6)
- 6. Gain an understanding of, and reflect upon issues and trends impacting technology and education, including concepts such as the "Digital Native," "Virtual Schools," "Netiquette" and "Cyber ethics." (InTASC 9; ISTE 2.3)

#### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Google Certified Educator Level 1 all students must earn the Google Educator Level 1 Certification.
- 2. Students will create a digital classroom incorporating best practices for online learning/teaching.
- 3. Students will complete an instructional software evaluation based on best practices for instructional usage.
- 4. Students will complete ISTE and VSU technology quizzes.

#### **COURSE EVALUATION/ASSESSMENTS:**

ACTIVITY	POINT VALUE
Google Certified	20
Discussions	10
Digital Classroom	20
Quizzes	10
Tech Evaluation Gaming	5
Tech Evaluation Content	5
Digital Citizenship	5
Instructional Software Evaluation	20
Class Participation	5
TOTAL	100

#### **Grading Scale**

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

#### REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Handouts and supplemental resources provided in class and in Blazeview. Google Certification Assessment Fee (\$10.00).

#### **OPTIONAL RESOURCES**

N/A

#### LATE WORK:

Late work is accepted with the following limitations: up to ½ credit may be earned if submitted within 1 hour of due time. After 1 hour, no credit can be earned. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me (via colleague, in assignment drop box, or email). 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.

#### ATTENDANCE POLICY

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

#### **TECHNOLOGY**

In this class, students will regularly use technology applications. To use these applications, students must have access to a laptop or computer, preferably with a webcam and mic. 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. Hence, access to a computer is essential. Note that the University maintains a number of computer labs, which are available for student use. Laptops and/or MiFi devices are also available for check-out on a first-come, first-served basis from the New Media Center in Odum Library. In an 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.

#### **PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Teacher Education.

#### Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <a href="http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf">http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf</a>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

#### Professionalism - Communication

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

#### Professionalism - Assignments

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

#### Professionalism - Diversity

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

#### Professionalism - Technology

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

#### Professional Improvement Plan

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

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#### THE BLAZER CREED

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

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

As a Blazer, you pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

#### DEPARTMENT OF TEACHER EDUCATION - STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The <u>Code of Ethics for Educators</u>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publicly available.
- All assignments should be your own original work, not group work, unless indicated in the assignment. All work should be original for this specific course, not something created previously. If you use ideas from other sources, you must provide a full citation using <u>APA style</u> name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

#### DESCRIPTION OF ACADEMIC INTEGRITY

As members of the academic community, VSU students are responsible for knowing and abiding by the <u>Academic Honesty Policy</u> 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. To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism and academic dishonesty.

• **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit

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it as their own (without quoting the original source), they have committed plagiarism. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.

- Use of Professional Resources Without Acknowledgement. Students may not use published
  professional resources; including lesson plans, learning activities, or PowerPoint presentations,
  without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor.
- Duplication of Peer Student Work: Students may not submit assignments that duplicate in
  whole or part the work of other students, with or without the other student's express consent or
  knowledge.
- Cheating on Exams Utilize only authorized materials during proctored 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 persons or for the purpose
  of dishonorable or unethical conduct related to their academic work.
- Unauthorized Use or Distribution of Copyrighted Material in VSU Courses Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. Additionally, copying or buying copyrighted VSU course 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

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

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW/GoView. For more information on the use of Turnitin at VSU see <u>Turnitin for Students</u>. Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

#### TITLE IX STATEMENT

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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 sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, <a href="mailto:titleix@valdosta.edu">titleix@valdosta.edu</a>, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit <a href="https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7">https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7</a>.

#### ACCESS STATEMENT

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

#### ACADEMIC SUPPORT CENTER

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

#### MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

More information and resources are located at The Counseling Center website at: <a href="http://www.valdosta.edu/student/student-services/counseling-center/">http://www.valdosta.edu/student/student-services/counseling-center/</a>. Twenty-four hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

#### STUDENT OPINION OF INSTRUCTION

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the <u>SOI Procedures</u> webpage.

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Valdosta State University Curriculum Form  VALDOSTA  VALDOSTA  VALDOSTA  • Request for a NEW COURSE						Sul	Date of omission:	01/19/2022		
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College: College of Educ			ation and Human Services				Dept. Initiating Request:		Teacher Education	
Requestor's Name: Deborah Paine							Requestor's Role:		Department Head	
Proposed NEW Course Prefix: (Consult abbreviations in the catalog)			ELES			NEW Course Number: (Consult #s in the catalog)			3100	
Proposed NEW Course Title:			Developmentally Appropriate Practices							
NEW Course Title Abbreviation:			DevAppPrac							
(Limit to 30 character spaces)		EDUC 2999								
	Prerequisite(s):									
Lecture Hours:	3		Lab/Contact Hou	rs:	0			Credit H	lours:	3
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	** Attach General Course Syllabus/Support documents with course outcomes/assessments **

19 Jan 22			
i i	Deborah G. Paine	Deborah Paine	Department Head
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# Valdosta State University Dewar College of Education and Human Services Department of Teacher Education

# ELES 3100 Developmentally Appropriate Practices 3 Semester Hours Semester and Year

INSTRUCTOR: EMAIL ADDRESS: OFFICE LOCATION: OFFICE HOURS: TELEPHONE:

COURSE DESCRIPTION: 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 is on responsive classroom practices that support children in reaching challenging and achievable goals. The creation of classroom experiences that are developmentally appropriate for all learners while incorporating required standards and curriculum elements is the focus of this course.

Prerequisites: EDUC 2999

In the Teacher Education department, your course assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC Model Core Teacher Standards.

# National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes

InTASC Model Core Teacher Standards\*

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- \*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from <a href="http://www.ccsso.org/Documents/2013/2013">http://www.ccsso.org/Documents/2013/2013</a> INTASC Learning Progressions for Teachers.pdf

#### COURSE OBJECTIVES

By the end of the semester candidates will:

- 1. apply the principles of learning and development to identify and discuss ways to support children's learning based on the unique characteristics and needs of young children;
- 2. demonstrate an understanding of how to identify and support learning and development through play for young learners;
- 3. describe the impact of developmental differences in students on the role of the teacher;
- 4. describe the impact of developmental differences in students on classroom environments;
- 5. Observe and document children's development and learning through play;
- 6. demonstrate an understanding of ways to assimilate diverse families, cultures and communities to create responsive early childhood environments;
- 7. understand the role of technology in a developmentally appropriate classroom.
- 8. Intentionally plan lessons that are developmentally appropriate and align with GELDS standards.
- 9. demonstrate professionalism as an early childhood educator.

#### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

MODULE TOPIC	MODULE SUBMISSIONS			
Getting Started	Introduction Discussion Post			
Module 1	<ul> <li>Mini Case Reflection: Circle Time</li> <li>Ideas about Developmentally Appropriate Practice Discussion</li> <li>Quiz 1</li> </ul>			
Module 2	<ul><li>Mini Case Reflection</li><li>Ideas about Developmental Cues</li><li>Quiz 2</li></ul>			
Module 3	Play Observation and Reflection Assignment			

Module 4	PPTX Creating Environments that Support Children's Learning
Module 5	<ul> <li>Ideas about Partnering with Families Discussion</li> <li>Creating a Family Themed Unit Assignment</li> </ul>
Module 6	Integrating Art, Music and Technology in Learning Centers
Module 7	Individualizing a Family Unit Theme Assignment
Module 8	Reflecting on My Learning Assignment

#### **COURSE EVALUATION**

Module 1 Mini Case Reflection 5 pts Module 2 Mini Case Reflection 5 pts 3 Discussions at 5 pts each 15 pts 2 Quizzes 10 pts Play Observation Assignment 20 pts 10 pts Learning Environment PPTX Integrating Art, Music, Technology 5 pts Creating a Family Themed Unit 10 pts Individualizing a Family Themed Unit 5 pts

Reflecting on My Learning (Culminating Final

Assignment) 15 pts

#### **Grading Scale**

A: 90-100% B: 80-89% C: 70-79% D: 60-69% F: 0-59%

#### REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Required Text: Readings for this course are provided in the Modules

Other Resources: Videos for this course are provided within the Modules

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#### **PROFESSIONALISM**

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DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor.
- Duplication of Peer Student Work: Students may not submit assignments that duplicate in
  whole or part the work of other students, with or without the other student's express consent or
  knowledge.
- Cheating on Exams Utilize only authorized materials during proctored 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 persons or for the purpose
  of dishonorable or unethical conduct related to their academic work.
- Unauthorized Use or Distribution of Copyrighted Material in VSU Courses Unauthorized
  distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes
  copyrighted material without written permission by the copyright owner. Unauthorized use or

- distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted VSU course 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

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

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW/GoView. For more information on the use of Turnitin at VSU see <u>Turnitin for Students</u>. Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

#### TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, <a href="mailto:titleix@valdosta.edu">titleix@valdosta.edu</a>, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit <a href="https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7">https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7</a>.

#### ACCESS STATEMENT

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

#### ACADEMIC SUPPORT CENTER

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

#### MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with

relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

More information and resources are located at The Counseling Center website at: <a href="http://www.valdosta.edu/student/student-services/counseling-center/">http://www.valdosta.edu/student/student-services/counseling-center/</a>. Twenty-four hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

# STUDENT OPINION OF INSTRUCTION

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

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Valdosta State University Curriculum Form Date of 01/17/2022 Submission: Request for a NEW COURSE \*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program. Dept. Initiating **Teacher Education** College of Education and Human Services Request: College: Requestor's Department Head Deborah Paine Role: Requestor's Name: **NEW Course Number:** 2500 **Proposed NEW Course Prefix: ELED** (Consult #s in the catalog) (Consult abbreviations in the catalog) Survey of Science Standards for Elementary Education Proposed NEW Course Title: **NEW Course Title Abbreviation:** SciStandELED (Limit to 30 character spaces) Prerequisite(s): None 3 **Credit Hours:** Lab/Contact Hours: 0 **Lecture Hours:** pposed NEW Course Description: (Limit to 50 words. Include requisites, cross listings, special requirements, etc.)\* introduction to the fundamental concepts of scientific literacy through an examination of the National Science ucation Standards (NSES), the Next Generation Science Standards (NGSS), and the Georgia Standards of Excellence (GSE). udents will develop a basic understanding of practices, concepts, and ideas necessary for effective elementary science aching

ogram Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
Undergraduate Graduate	<ul><li>☐ Core (Area A-E)</li><li>☐ Major Requirement</li><li>☐ Elective</li></ul>	<ul><li></li></ul>	2022	Every Semester
ustification: (select one or n	nore of the following and provi	ide appropriate na	rrative below:)	
Improving student learr				Accrediting Agency
Adopting current best p	ractice(s) in field	⊠ Other -		l de compart studont
he creation of this course w ho seek initial certification upporting an "e-degree" fo	vill be part of a new elementar through a fully online platforn r students.	y education certifin. This program a	cation program dev nd course is part of	eloped to support student the new USG initiative

he GA BOR and the GA Professional Standards Commission mandated all BSED teaching programs have a maximum umber of hours of 120 unless a dual degree is offered. Changes to area F were adopted by the BOR Executive Vice hancellor and Chief Academic Officer November 8, 2021. ee https://www.usg.edu/curriculum/assets/curriculum/documents/AreaFElementaryEd.pdf

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 **

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

• Request for a NEW COURSE				
Approvals:	Print:	Signature:	Date:	
Department Head	Deborah Paine	Deborah G. Paine	17 Jan 22	
College/Division Executive Committee	1	Docusigned by: Earla Hull	2/8/2022   12:07	
Dean/Director	Karla Hull	DocuSigned by: Earla Hull	2/8/2022   12:07	
Graduate Executive Committee (for graduate course)		25C1E42B6010420		
Graduate Dean (for graduate course)	1			
Academic Committee				
*Will this change impa	act another college/department?	⊠ No ☐ Yes [select college & indicate	re department(s)]	
College: Select O	ne.	Department(s):		

# Valdosta State University Dewar College of Education and Human Services Department of Teacher Education

# ELED 2500 Survey of Science Standards for Elementary Education 3 Semester Hours Semester and Year

INSTRUCTOR: EMAIL ADDRESS: OFFICE LOCATION: OFFICE HOURS: TELEPHONE:

COURSE DESCRIPTION – An introduction to the fundamental concepts of scientific literacy through an examination of the National Science Education Standards (NSES), the Next Generation Science Standards (NGSS), and the Georgia Standards of Excellence (GSE). Students will develop a basic understanding of practices, concepts, and ideas necessary for effective elementary science teaching.

Prerequisites N/A Co-Requisites – N/A

In the Teacher Education department, your course assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC Model Core Teacher Standards.

# National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes InTASC Model Core Teacher Standards\*

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- \*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from <a href="http://www.ccsso.org/Documents/2013/2013">http://www.ccsso.org/Documents/2013/2013</a> INTASC Learning Progressions for Teachers.pdf

### **COURSE OBJECTIVES**

By the end of the semester candidates will:

- 1. Identify legislation and demonstrate knowledge and understanding of the national science education reform and educational initiatives related to science education.
- 2. Develop grade-level appropriate learning goals aligned to state science standards that identify what students should know, understand, and be able to do.
- 3. Identify strategies and programs to establish a positive classroom culture.
- 4. Compare and contrast knowing science facts and understanding science ideas
- 5. Demonstrate knowledge of inquiry-based instructional practices and models that support the 5E model of science instruction.
- 6. Employ effective questioning strategies to implement appropriate science talk in the classroom that results in student understanding.
- 7. Evaluate STEM lesson plans to determine alignment to all of the components of STEM as well as standard alignment.
- 8. Describe and analyze how knowledge gained from this course could be used to inform their own planning to maximize learning for their future science students.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1) Weekly quizzes (10): Weekly online and in-class quizzes and a final exam will give you the opportunity to demonstrate comprehension of course readings and content shared in class.
- 2) **Discussion Posts**: (3) Students will reflect on your learning through discussion posts throughout the semester. For full credit, students will be required to answer each question, meet a minimum word count, and respond to classmates with substantial replies (see rubric).
- 3) **Standard alignment/Learning target assignment** (14pts): Students will use grade level state standards and write learning targets for an instructional unit.
- 4) *Positive Classroom Environment Group Research Project* (14pts): Students will work in small groups to research a program developed to support establishing a positive classroom environment. Groups will determine how the program could be successfully implemented in a science classroom

- 5) Lab Matrix Assignment (14pts): Students will develop a progressions lab matrix by two labs reflecting each of the three broad scientific disciplines of physical, life, and earth/space science. Using inquiry-based instructional practices and the 5E model, students will create a lab activity for content topics in two grade levels for each scientific discipline, reflecting standard progression.
- 6) Higher-Order Thinking Questions Activity (14pts): Students will complete a higher-order thinking activity that reflects appropriate, grade-level questioning for each of the phases of the 5E model. Questions should be relevant to the standards, move learning forward, and encourage appropriate classroom discourse.
- 7) Final Exam Essay (15): Students will write a final paper to analyze and describe how knowledge gained from this course could be used to inform their own planning to maximize learning for their future science students.

# **COURSE EVALUATION**

COURSE EVALUATION	
Assessment/Evaluation	Point Value
Weekly Quizzes (10 at 2 pts a piece)	20
Discussion Posts (3 at 3 pts a piece)	9
Standard/Learning Target Assignment	14
Positive Classroom Environment Group Project	14
Lab Matrix Assignment	14
HOT Questions Activity	14
Final Essay	15
Total	100

# **Grading Scale**

A = 100 - 90

B = 89 - 80

C = 79 - 70 D = 69 - 60

F = 59 - 0

# REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Contant, Terry, Bass, Joel, Tweed, Annie, Carin, Arthur (2018). Teaching Science Through Inquiry-Based Instruction (13th ed). New York, New York: Pearson

# Georgia Standards of Excellence (GSE) for Science.

https://www.georgiastandards.org/Georgia-Standards/Pages/Science-K-5.aspx

National Science Teachers Association (NSTA).

https://www.nsta.org/

Next Generation Science Standards (NGSS).

https://ngss.nsta.org/AccessStandardsByTopic.aspx

# National Research Council.

http://www.nasonline.org/about-nas/history/archives/milestones-in-NAS-history/organization-of-thenrc.html

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- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.
- **Cheating on Exams** Utilize only authorized materials during proctored 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 persons or for the purpose
  of dishonorable or unethical conduct related to their academic work.
- Unauthorized Use or Distribution of Copyrighted Material in VSU Courses Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or

- distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted VSU course 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

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

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW/GoView. For more information on the use of Turnitin at VSU see <u>Turnitin for Students</u>. Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

#### TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout\_id=7.

#### ACCESS STATEMENT

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

#### ACADEMIC SUPPORT CENTER

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

#### MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with

Fall 2022

relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

More information and resources are located at The Counseling Center website at: <a href="http://www.valdosta.edu/student/student-services/counseling-center/">http://www.valdosta.edu/student/student-services/counseling-center/</a>. Twenty-four hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

#### STUDENT OPINION OF INSTRUCTION

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. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

cuSign Envelope ID: F31D241	19-F4B8-46E5-AF68-A	A77B3C3A2AAC				
Vist p com	sta State Un uest for a NEW C	iversity Curriculu <sup>OURSE</sup>	m Form	Date of Submission:	01/12/2	2022
*Course/curriculur	m change or additio	n originates with a faculty	y member or cur	riculum committee in	the Aca	demic Program.
College:	College of Educ	ation and Human Servi	ces	Dept. Initiating Request:	Teach	er Education
Requestor's Name:	Deborah Paine	Requestor's Role:			Department Head	
	N Course Prefix: tions in the catalog)	ELED		V Course Number: nsult #s in the catalog)	3110	
Proposed NI	EW Course Title:	Integrating Technolog	gy in Elementai	ry Education.		
	le Abbreviation:	InteTechELED				
(Entitle Co	Prerequisite(s):	Admission to the ELEC	) professional	program.		
Lecture Hours:	2	Lab/Contact Hours:	0	Credit F	lours:	2
Proposed NEW Course	Description: (Lim	nit to 50 words. Include requi	sites, cross listings	s, special requirements,	etc.)*	
classroom. Central the	me is integrating	technology into the cur	rriculum.			
Program Level:	Course Cl	assification:	mester to be fective:	Year to be Effective:		ated Frequency of e Offering:
<ul><li>☐ Core (Area A-E)</li><li>☐ Major Requirement</li><li>☐ Elective</li></ul>		or Requirement	⊠ Fall □ Spring □ Summer	2022	Twi	ice per Year
Justification: (select or	ne or more of the	following and provide a	appropriate na	rrative below:)	•	
☐ Improving studen	t learning outcom	nes		e of State/Federal/	Accredi	ting Agency
□ Adopting current			☐ Other –			
This course will enable	the program to b	etter meet the require	ments of GA P	SC Rule 505-301 (3	3)- (vi),	Candidates shall

demonstrate the specialized knowledge and skills necessary for effective teaching in a distance learning environment.

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

Other initial programs in the department currently offer a technology course in their program of study.

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 **

Vita propert		tate University — NEW COU or a NEW COURSE	JRSE Form	
Approval	s:	Print:	Signature:	Date:
Departm	ent Head	Deborah Paine	Deborah G. Paine	12 Jan 22
College/Division	Executive ommittee	Karla Hull	Larla Hull	2/8/2022   12:07
Dean	/Director	Karla Hull	Docusigned by:	2/8/2022   12:07
	Executive ommittee luate course)		25C1E42B6010420	
	late Dean			
Academic Co	ommittee			
*Will this cha	inge impac	t another college/department?	☑ No ☐ Yes [select college & indica	te department(s)]
College:	Select On	e.	Department(s):	

Valdosta State University Curriculum Form  • Request for a REVISED COURSE  Date of Submission:					01/17/2022	
*Course/c	urriculum revisions originate with a fa	culty me	mber or curricu	ılum coi	mmittee in the	e Academic Program.
College:	College of Education and Human S	Services	5	Dept	t. Initiating Request:	Teacher Education
Requestor's Name:	Deborah Paine			R	equestor's Role:	Department Head
CURRENT:			REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	ELED 3300		Course Prefix and Number:			
Course Title:	Mathematics and Technology i Elementary Education	n	Course	Title:		tics Methods in ry Education
Lecture Hours:	3		Lecture	Hours:		
Lab/Contact Hours:	0		Lab/Contact	Hours:		
Credit Hours:	3		Credit	Hours:		
Pre-requisites:	EDUC 2999		Pre-requisites:			
CURRENT Course D	Pescription:		NEW Course	e Descr	iption: (hove	er over for instructions)
GPA of 2.75. Co-r approved at the p in curriculum and contemporary scl	propriate 2999 course, and mini equisite: ELED 4690, or a practic program level. Recent developm methods on instruction of mool mathematics in grades P-5, of manipulative materials, other resources.	cum ents	GPA of 2.75 approved at curriculum contempor	5. <i>Co-re</i> the pro and m ary sch	equisite: ELE ogram level. ethods on nool mathe	999 course, and minimum D 4690, or a practicum Recent developments in instruction of matics in grades P-5, ative materials and other
Program Level:	Course Classification:	Seme	ester to be tive:	Year Effect		Estimated Frequency of Course Offering:
<ul><li>☐ Core (Area A-E)</li><li>☐ Graduate</li><li>☐ Core (Area A-E)</li><li>☐ Major Requirement</li><li>☐ Elective</li></ul>		□ Spring     □ Summer		D 50 50 50 50 50 50 50 50 50 50 50 50 50	2022	Twice per Year
Justification: (selec	t one or more of the following and	provide	appropriate	narrati	ve below:)	
	dent learning outcomes		<ul><li>✓ Mandat</li><li>✓ Other –</li></ul>		ate/Federal/	Accrediting Agency
The GA BOR and maximum number	ent best practice(s) in field the GA Professional Standards C er of hours of 120 unless a dual of courses in the program. Other eacher Education.	degree	sion mandat is offered. T	ed all his ma	ındate requ	ired the program faculty

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	Change (select one or more of the fo	llowing):			
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.					
Direct Measures; Mat	erials collected/evaluated for progra	m assessment (tests/portfolios/assignme	nts, etc.)		
Plans for assessing course	effectiveness/meeting program lear	rning outcomes			
(select one or more of the f	following and provide appropriate na	rrative below):			
☐ Indirect Measures; SO	ols, student/employer/alumni surveys	s, etc.			
Direct Measures; Mat	erials collected/evaluated for progra	m assessment (tests/portfolios/assignme	nts, etc.)		
Other Data Source De	Other Data Source Descriptions –				
(±) Valdasta C	tota University DEVICED (	COLIDEE Forms			
VILDORTA	tate University - REVISED ( or a REVISED COURSE	LOURSE Form			
Approvals:	Print:	Signature:	Date:		

Approv	als:	Print:	Signature:	Date:
Departi	ment Head	Deborah Paine	Deborah G. Pains	17 Jan 22
	ge/Division Committee	Karla Hull	Docusigned by: Earla Hull	2/8/2022   12:0
Dea	n/Director	Karla Hull	25C1E42B6010420 DocuSigned by:	2/8/2022   12:0
Graduate	Executive		25C1E42B6010420	
(	Committee			
(for gr	aduate course)			
Grad	luate Dean			
(for gr	aduate course)			
Academic (	Committee			
Will this cha	ange impa	ct another college/department	? ⊠ No ☐ Yes [select college of	& indicate department(s)]
College:	Select Oi	ne.	Department(s):	

(1)
VALDOSTA STATE
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# Valdosta State University Curriculum Form

Date of 01/17/2022 Submission: Request for a REVISED COURSE \*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program. Dept. Initiating **Teacher Education** College of Education and Human Services College: Request: Requestor's Requestor's Deborah Paine Department Head Name: Role: **REQUESTED:** (list only items to be changed) **CURRENT: Course Prefix** Course Prefix **ELED 4010** and Number: and Number: Assessment, Planning, and Course Title: Differentiated Instruction Course Title: Differentiated Instruction Lecture Hours: Lecture Hours: 3 Lab/Contact Hours: 0 Lab/Contact Hours: 0 Credit Hours: Credit Hours: **EDUC 2999 EDUC 2999** Pre-requisites: minimum GPA of 2.75 and a "C" or Pre-requisites: minimum GPA of 2.75 better in ELED 3190 and ELED 3690. **CURRENT Course Description: NEW Course Description:** (hover over for instructions) Prerequisites: Appropriate 2999 course, ELED 3010, Prerequisites: Appropriate 2999 course, ELED 3010, ELED 3020, and minimum GPA of 2.75. Co-ELED 3020, and minimum GPA of 2.75. Corequisite: ELED 4690, or a practicum approved at the requisite: ELED 4690, or a practicum approved at the program level. Expansion of candidates' knowledge and program level. Expansion of candidates' knowledge skills regarding appropriate evidence-based practices and skills regarding appropriate evidence-based and theories of learning in grades 1-3 1-5 that underlie practices and theories of learning in grades 1-3 that the teaching and learning processes related to, underlie the teaching and learning processes related differentiated instruction and associated curricular to assessment, planning, differentiated instruction, disciplines to meet the needs of diverse learners in and associated curricular disciplines to meet the needs general education and inclusive classrooms. of diverse learners in general education, inclusive classrooms. **Estimated Frequency of** Semester to be Year to be Course Classification: Program Level: Effective: Effective: Course Offering: X Fall ☐ Core (Area A-E) □ Undergraduate ☐ Spring 2022 Twice per Year Major Requirement Graduate ☐ Summer ☐ Elective Justification: (select one or more of the following and provide appropriate narrative below:) Mandate of State/Federal/Accrediting Agency Improving student learning outcomes Other-Adopting current best practice(s) in field

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The GA BOR and the GA Professional Standards Commission mandated all BSED teaching programs have a maximum number of hours of 120 unless a dual degree is offered. This mandate required the program faculty to rework several courses in the program.
Other changes support continuity and consistency within the Department of Teacher Education.
Source of Data to Support Change (select one or more of the following):
☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes
(select one or more of the following and provide appropriate narrative below):
Indirect Measures; SOIs, student/employer/alumni surveys, etc.
☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Other Data Source Descriptions –

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# Valdosta State University - REVISED COURSE Form

Approv	als:	Print:	Signature:	Date:
Depart	ment Head	Deborah Paine	Deborah G. Paine	17 Jan 22
	ge/Division Committee	Karla Hull	Larla Hull	2/8/2022   12:07
Dea	n/Director	Karla Hull	25C1E42B6010420  DocuSigned by:  Karla Hull	2/8/2022   12:0
	E Executive Committee aduate course)		25C1E42B6010420	
	duate Dean aduate course)			
Academic	Committee			
Will this ch	ange impa	ct another college/department?	⊠ No ☐ Yes [select college & inc	dicate department(s)]
College:	Select Oi	ne.	Department(s):	

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	sta State University Curri uest for a REVISED COURSE	Date of Submission: 01/17/2022			01/17/2022	
*Course/d	curriculum revisions originate with a fa	culty me	mber or curric	ulum co	mmittee in th	e Academic Program.
College:	College of Education and Human S	Services	Dept. Initiating Request:		t. Initiating Request:	Teacher Education
Requestor's Name:	Denoran Paine			Requestor's Role:		Department Head
CURRENT:			REQUESTED: (list only items to be changed)			
Course Prefix and Number:	FLFD 4500		Course Prefix and Number:			
Course Title:	Science and Technology in Elementary Education		Course	Course Title: Science M Education		lethods in Elementary
Lecture Hours:	3		Lecture	Hours:		
Lab/Contact Hours:	0		Lab/Contact	Hours:		
Credit Hours:	3		Credit	Hours:		
Pre-requisites:	EDUC 2999		Pre-requ	isites:		
CURRENT Course D	Description:		NEW Course Description: (hover over for instructions)			
approved at the program level. Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be					quisite: ELEC ogram level. appropriate ords-based i dels of stud lls. Instructi	Application of e science programs in the nquiry and focusing on dent learning of content, ional technology will be or grades P-5.
Program Level:	Course Classification:	Seme	ester to be tive:	Year Effec		Estimated Frequency of Course Offering:
□ Undergraduat     □ Graduate	e Core (Area A-E)  Major Requirement  Elective	_	Fall Spring 2022 Summer		2022	Twice per Year
Justification: (selec	t one or more of the following and	provide	appropriate	narrati	ve below:)	
	dent learning outcomes ent best practice(s) in field		<ul><li>✓ Mandat</li><li>✓ Other –</li></ul>		ate/Federal/	Accrediting Agency
The GA BOR and maximum number	the GA Professional Standards Corr of hours of 120 unless a dual docurses in the program.					

 $Other\ changes\ support\ continuity\ and\ consistency\ within\ the\ Department\ of\ Teacher\ Education.$ 

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 no	arrative below):					
☐ Indirect Measures; SC	DIs, student/employer/alumni survey	rs, etc.					
Direct Measures; Mat	erials collected/evaluated for progra	am assessment (tests/portfolios/assignme	ents, etc.)				
Other Data Source De	scriptions –						
▲ Valdosta S	tate University - REVISED	COURSE Form					
	or a REVISED COURSE						
Approvals:	Print:	Signature:	Date:				
Department Head	Deborah Paine	Deborah G. Pains	17 Jan 22				
		-					
College/Division	Karla Hull	DocuSigned by:	2/8/2022   12:0				
Executive Committee	That is that i	tarla Hull 25C1E42B6010420					
Dean/Director	Karla Hull	DocuSigned by:	2/8/2022   12:0				

College:	Select Or	ne.	Department(s):		
*Will this ch	ange impad	t another college/department?	⊠ No □ Yes [s	elect college & indicate	department(s)]
Academic	Committee				
	duate Dean raduate course)				
	e Executive Committee raduate course)		25C1E42B6010420		

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# Valdosta State University Curriculum Form

VALDOSTA  STATI  MARGINE SERVISED COURSE  Request for a REVISED COURSE					ubmission:	01/17/2022	
*Course/c	curriculum revisions originate with a fa	iculty me	mber or curric	ulum coi	mmittee in the	e Academic Program.	
College:	College of Education and Human	Service:	Dept. Initiat Reque		t. Initiating Request:	Teacher Education	
Requestor's Name:	Deborah Paine		Requestor's Role:			Department Head	
CURRENT:			REQUESTED: (list only items to be changed)				
Course Prefix and Number:	ELED 4690		Course Prefix and Number:				
Course Title:	Elementary Education Practicu and Seminar: Grades 1-3	Lourse little:		Apprentice Education	eship in Elementary		
Lecture Hours:	2		Lecture	Hours:	2		
Lab/Contact Hours:	0		Lab/Contact	Hours:	0		
Credit Hours:	2		Credit	Hours:	2		
Pre-requisites:	EDUC 2999 minimum GPA of 2.75 and a "C better in ELED 3190 and ELED 3	EDUC 299		EDUC 2999	9 GPA of 2.75		
<b>CURRENT Course D</b>	escription:		NEW Cours	e Descri	iption: (hove	er over for instructions)	
Prerequisites: EDU "C" or better in EU classroom experie and university sup focused on the im appropriate conte management tech formats and strate observation of app strategies.	s 1-3 hers Ily r; and ment	"C" or better in ELED 3190 and ELED 3690. Grades 1-5 classroom experience supervised by mentor teachers and university supervisors.; debriefing seminars focuse on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and					
Program Level:	Course Classification:	Seme Effect	ster to be tive:	Year t Effect		Estimated Frequency of Course Offering:	
☐ Core (Area A-E) ☐ Graduate ☐ Major Requirement ☐ S			Fall Spring 2022 Summer		2022	Twice per Year	
Justification: (select	t one or more of the following and	provide	appropriate	narrativ	ve below:)		
☐ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency ☐ Adopting current best practice(s) in field ☐ Other ─						Accrediting Agency	
maximum number rework several cou	he GA Professional Standards Co r of hours of 120 unless a dual d urses in the program.	egree i	s offered. Th	nis man	date requir	red the program faculty to	
Other changes sup	Other changes support continuity and consistency within the Department of Teacher Education.						

Academic Committee

College:

\*Will this change impact another college/department?

Select One.

		200 51/4 800 0.0 10°					
Source of Data to Support	Change (select one or more of t	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 appropria	ite 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 De		6	organization every				
Julier Bata Jource Be							
Var popul	tate University - REVIS	ED COURSE Form					
VALDOSTA STATE STA	tate University - REVIS	ED COURSE Form  Signature:	Date:				
Various	or a REVISED COURSE		Date: 17 Jan 22				
Approvals:	Print:	Signature:	17 Jan 22				
Approvals:  Department Head  College/Division	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Paine  DocuSigned by:	17 Jan 22 2/8/2022   12:0				
Approvals:  Department Head  College/Division Executive Committee	Print:  Deborah Paine  Karla Hull	Signature:  Deborah G. Pains  Docusigned by:  Lavia Hull  25C1E42B6010420  Docusigned by:	17 Jan 22				

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

Department(s):

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	V	L	DC A	OSTA T.E
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VALDOSTA STATE  VALDOSTA  Request for a REVISED COURSE					Date of ubmission:	01/17/2022
*Course/d	curriculum revisions originate wit	h a faculty me	mber or curricu	ulum co	mmittee in the	e Academic Program.
College:	College of Education and Hu	man Services	Dept. Initiating Request:			Teacher Education
Requestor's Name:	Deporan Paine			Requestor's Role:		Department Head
CURRENT:			REQUESTED	: (list o	nly items to	be changed)
Course Prefix and Number:	ELED 4790		Course and Nu			
Course Title:	Student Teaching in Flementary		Course	Title:		
Lecture Hours:	0		Lecture	Hours:	0	
Lab/Contact Hours:	9		Lab/Contact	Hours:	10	
Credit Hours:	9		Credit	Hours:	10	
Pre-requisites:	Completion of all core and previous semester professional courses		Completion of all core professional courses (professional courses "C" or higher) and a minimular of 2.75. Corequisite: ELED 4		professional courses with a her) and a minimum GPA	
CURRENT Course [			NEW Course Description: (hover over for instructions)			
Prerequisites: Co semester profess with a "C" or high Corequisite: ELEC "Unsatisfactory". in elementary K-5 a mentor teacher	courses 2.75. y" or experience ervision of	semester pr with a "C" Corequisite "Unsatisfac in element	ofession high or high e: ELEC ctory". ary K-5	onal course ler) and a m 0 4420 4800 A full-day, 5 classroom	f all core and <i>previous</i> s (professional courses ninimum GPA of 2.75. Graded "Satisfactory" or semester-long experience s under the supervision of ersity supervisor.	
Program Level:	Course Classification:	Seme Effec	ester to be tive:	Year Effec		Estimated Frequency of Course Offering:
☐ Core (Area A-E) ☐ Graduate ☐ Graduate ☐ Elective		ent 🗆	Fall Spring Summer	2022		Twice per Year
Justification: (selec	ct one or more of the following	g and provide	e appropriate	narrati	ve below:)	
☐ Improving student learning outcomes ☐ Adopting current best practice(s) in field			<ul><li>✓ Mandat</li><li>✓ Other –</li></ul>		ate/Federal/	Accrediting Agency
The GA BOR and maximum number	the GA Professional Standa er of hours of 120 unless a copport continuity and consis	dual degree	sion mandat is offered.	ed all		

Source of Data to Support	Change (select one or more of the fo	ollowing):		
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 lea	rning outcomes		
(select one or more of the following and provide appropriate narrative below):				
	Ols, student/employer/alumni survey	s, etc.		
Direct Measures; Mat	terials collected/evaluated for progra	am assessment (tests/portfolios/ass	ignments, etc.)	
Other Data Source De	escriptions –			
▲ Valdosta S	State University - REVISED	COURSE Form		
VALDOSTA  VALDOSTA  • Request for a REVISED COURSE				
Approvals:	Print:	Signature:	Date:	
Approvais.	Time.	Signature	Date	
Department Head	Deborah Paine	Deborah G. Pains	17 Jan 22	
College/Division		DocuSigned by:		
Executive Committee	Karla Hull	karla Hull	2/8/2022   12:03	
Doon/Director	Karla Hull	25C1E42B6010420 DocuSigned by:	2/0/2022   12/2	
Dean/Director	Natia muli	karla Hull	2/8/2022   12:0	
Graduate Executive		25C1E42B6010420		

Dean/Director	Karla Hull	karla Hull		2/8/2022   12:03
Graduate Executive		25C1E42B6010420		
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 O	ne.	Department(s):		

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# Valdosta State University Curriculum Form

Request for a REVISED COURSE

Date of Submission:

01/17/2022

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

College:College of Education and Human ServicesDept. Initiating Request:Teacher EducationRequestor's Name:Deborah PaineRequestor's Role:Department Head

CURRENT:		REQUESTED: (list only items to be changed)		
Course Prefix and Number:	ELED 4800	Course Prefix and Number:		
Course Title:	Elementary Education Clinical Practice.	Course Title:	Professional Practices Seminar	
Lecture Hours:	10	Lecture Hours:	2	
Lab/Contact Hours:	0	Lab/Contact Hours:	0	
Credit Hours:	10	Credit Hours:	2	
Pre-requisites:	EDUC 2999, completion of all core and previous semester professional courses (professional courses with a "C" or better) and a minimum GPA of 2.75.	Pre-requisites:	EDUC 2999 and a minimum GPA of 2.75.	

### **CURRENT Course Description:**

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: ELED 4790. Graded "Satisfactory" or "Unsatisfactory." Examination of the nature, extent, and significance of involving families in the education of children in grades P-5. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.) and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

### **NEW Course Description:** (hover over for instructions)

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: ELED 4790. Graded "Satisfactory" or "Unsatisfactory." Examination of the nature, extent, and significance of involving families in the education of children in grades P-5. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.) and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

Reflection of educational practices and refinement of concepts emanating from student teaching experience.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
□ Undergraduate     □ Graduate	☐ Core (Area A-E)  ☐ Major Requirement	<ul><li></li></ul>	2022	Twice per Year
	☐ Elective	Summer		

Approvals:	Print:	Signature:	Date:
Department He	ad Deborah Paine	Deborah G. Pains	17 Jan 22
College/Divisi Executive Commit	1 7 77	Docusigned by: Earla Hull	2/8/2022   12:07
Dean/Direc	tor Karla Hull	25C1E42B6010420 DocuSigned by:	2/8/2022   12:0
Graduate Execut Commit (for graduate cou	ree	25C1E42B6010420	
Graduate De (for graduate cou			
Academic Commit	ree		
*Will this change im	pact another college/department?	⊠ No ☐ Yes [select college & indicate	e department(s)]
College: Selec	t One.	Department(s):	
			20