



Valdosta State University

Department of Early Childhood & Special Education

LOCATION Education Center • ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0092
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MEMORANDUM

TO: Karen Shepard, Associate Registrar

FROM: Shirley E. Thompson, Ph.D., Interim Department Head
Early Childhood and Special Education *SES*

DATE: February 28, 2013

SUBJECT: Course Deactivation Request - Summer 2013

The purpose of this memo is to request that the following courses be deactivated as of summer, 2013:

| | |
|-----------|-----------|
| SPEC 5270 | SEEC 3190 |
| SPEC 5260 | SEEC 3300 |
| SPEC 3040 | SEEC 3400 |
| SPEC 3100 | SEEC 3410 |
| SPEC 4020 | SEEC 3690 |
| SPEC 4070 | SEEC 4140 |
| SPEC 4110 | SEEC 4180 |
| SPEC 4170 | SEEC 4690 |

Thank you.

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BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR DEACTIVATION FORM

Institution: Valdosta State University

Date Submitted: February 27, 2013

Deactivation Effective Date: May, 2015

Degree Title and CIP Code: Master of Education in Special Education General Curriculum/Early Childhood - 5th Year Program
CIP Code: 13109902

Rationale:

(Note: Include a brief description of the reason the institution and department have made the decision to deactivate the program).

Low enrollment, decreasing student retention and graduation rates, and data from students, faculty, and school partners led to a decision to deactivate the five year program. The demand for teachers with special education certification decreased enrollment in the fifth year/M.Ed. since school districts were employing teacher education candidates with their B.S.Ed. but not their certification under a provisional certificate. Enrollment also decreased in the fifth year due to the economic recession. A four year B.S.Ed. program was developed and started in 2010 which offers the same dual certification in early childhood and special education P-5 to meet the needs of students and schools. A deactivation date of May, 2013 would allow the students currently finishing to complete the program, while the four year B.S.Ed. program provides the opportunity for current and future students to earn their dual certification.

Name (President or VP for Academic Affairs typed):

Karla Hull, Ph.D., Acting Provost and VP for Academic Affairs

Signature (President or VP for Academic Affairs):

Karla Hull

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 228

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION

Present Requirements:

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree with initial certification and a major in early childhood education.

The department also offers a pre-professional degree program in early childhood special education general curriculum. This pre-professional degree leads to a B.S.Ed. degree in special education. Students in this program continue their professional education by completing a master's degree with initial certification in early childhood special education general curriculum, enabling them to teach in early childhood classrooms or special education classrooms serving P-5 students in the general curriculum.

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

Proposed Requirements: (highlight changes after printing)

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5) and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

The programs in the department are designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses. These courses are supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with young children.

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Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Deactivation of SEEC 5th year dual certification program.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Deactivation of program due to reconfiguring of degrees

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program assessments reported on the SACS IER and GaPSC PAAR.

| Approvals: | |
|--|----------------------|
| Department Head: <i>Shelly Thompson</i> | Date: <i>2/28/13</i> |
| College/Division Exec. Committee: <i>Jim</i> | Date: <i>2/28/13</i> |
| Dean(s)/Director(s): <i>Jim</i> | Date: <i>2/28/13</i> |
| Graduate Exec. Comm.: (for grad program) | Date: |
| Graduate Dean: (for grad program) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 198

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 13

Degree and Program Name: Dewar College of Education

Present Requirements:
TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

*Early Childhood Special
Education General Curriculum P-5

Proposed Requirements: (highlight changes after printing)
TEACHING DEGREE PROGRAMS IN THE COLLEGE OF EDUCATION

Early Childhood Special
Education General Curriculum P-5

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Asterisk denoted the deactivation of SEEC 5th year dual certification master's program..

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Deactivation of program due to reconfiguring of degrees

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Program assessments reported on the SACS IER and GaPSC PAAR.**

| Approvals: | |
|---|---------------|
| Department Head: <i>Shela Simpson</i> | Date: 2/28/13 |
| College/Division Exec. Committee: <i>DM</i> | Date: 2/20/13 |
| Dean(s)/Director(s): <i>DM</i> | Date: 2/25/13 |
| Graduate Exec. Comm.: (for grad program) | Date: |
| Graduate Dean: (for grad program) | Date: |
| Academic Committee: | Date: |

Form last updated: January 6, 2010

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program For **GRADUATE SCHOOL**)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: p. 85

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 85Fall 13

Degree and Program Name: Ed.D. in Leadership

Present Requirements:

DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP

The Leadership Major seeks to develop effective, ethical, and diverse leaders whose goal is to maximize achievement in schools and other organizations. The program provides skill applications that provide the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and school or organizational improvement.

Proposed Requirements: (highlight changes after printing)

DOCTOR OF EDUCATION WITH A MAJOR IN LEADERSHIP

The Leadership Major develops effective, ethical, and diverse leaders who can lead organizations in a rapidly changing world. Skill applications serve as the connection between knowledge and inquiry. The skills developed in the core leadership, interdisciplinary, and research curricula contribute to the development of a culture of continuous organizational improvement.

The program is designed for professionals serving in a variety of organizations including P-12 schools, colleges/universities, non-profits, social service agencies, and other businesses. Students may earn concentrations in Organizational Leadership, Higher Education, Student Affairs, Curriculum Leadership, Technology Leadership, or P-12 Performance-Based Leadership (initial P-12 GaPSC leadership certification). Advanced P-12 GaPSC certification in school leadership can be earned by completing any concentration except Higher Education. Concentrations may be customized with the permission of the advisor.

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