

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 12, 2018**

2:30 p.m.

**Rose Room
University Center**

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

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 15, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 15, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Kwanza Thomas, Ms. Catherine Bowers, Ms. Amy Chew (Proxy Dr. Bobbie Ticknor), Dr. Gary Futrell, Dr. Colette Drouillard (Proxy Dr. Diane Wright, Mr. Joe Mason, Mr. Craig Hawkins, Mr. Craig Hawkins (Proxy Dr. Nicole Cox), Dr. Eric Chambers, Dr. Gary Futrell (Proxy Dr. Ray Elson), Dr. Ellis Heath, Ms. Kwanza Thomas (Proxy Dr. Eugene Asola), Dr. Colette Drouillard, Ms. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Corey Anderson, Dr. Bobbie Ticknor, Dr. Diane Wright, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Fred Knowles, Dr. Ben Wescoatt, Dr. Ray Elson, Dr. Eugene Asola, Ms. Sarah Fretti, and Mr. Russ Hoff.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Tameka Hobbs, and Dr. Ofelia Nikolova.

The Minutes of the September 10, 2018 meeting were approved by email on September 19th. (pages 1-3).

A. College of Humanities and Social Sciences

1. Revised AP, IB, and CLEP credit for the Foreign Languages was noted – Information Item - (pages 4-8).
2. Revised requirements for the minor in African American Studies was approved with the effective date changed to Fall Semester 2019. (pages 9-11).

B. College of Science and Mathematics

1. Revised requirements for the BS in Physics was TABLED (pages 12-15).
2. Revised prerequisites, Geography (GEOG) 3052, “Advanced Geographic Information Systems”, (ADV GEOG INFO SYSTEMS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 16-17).
3. Revised grading mode, and course description, Geography (GEOG) 4860, “Senior Thesis I”, (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2019 with the description changed to read ...”Unsatisfactory”. Exploration and selection of which option of experiential learning students will pursue as a senior. Each... . (pages 18-19).
4. Revised course title, Geology (GEOL) 3102, “Petrology”, (ADV GEOG INFO SYSTEMS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 20-21).
5. Revised grading mode, and course description, Geology (GEOL) 4860, “Senior Thesis I”, (SENIOR THESIS I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hours), was approved effective Spring Semester 2019 with the description changed to read ...”Unsatisfactory”. Exploration and selection of which option of experiential learning students will pursue as a senior. Each... . (pages 22-23).

C. College of Education and Human Services

1. Revised course description, Coaching Health & Physical Education (CHPE) 3301, “Contemporary Issues in Health”, (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 24-29).
2. Revised course description, Coaching Health & Physical Education (CHPE) 3450, “Comprehensive Health Education”, (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 30-35).
3. Revised prerequisites, Kinesiology/Physical Education (KSPE) 6401, “Instructional Planning and Evaluation”, (INSTRUCT PLAN AND EVAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved

effective Summer Semester 2019. (pages 36-37).

4. Revised Selected Educational Outcomes, Examples of Outcome Assessments, and degree requirements for the MED in Counselor Education was approved effective Fall Semester 2019. (pages 38-41).
5. New concentration for the MED in Counselor Education – Clinical Mental Health Counseling was approved effective Fall Semester 2019. (pages 42-44).
6. Revised Admission deadlines and requirements for the MED in Counselor Education was approved effective Fall Semester 2019. (pages 45-49).
7. Revised course description, Kinesiology/Physical Education (KSPE) 3301, “Contemporary Issues in Health”, (COMP ISSUES IN HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 114-115).
8. Revised course description, Kinesiology/Physical Education (KSPE) 3450, “Comprehensive Health Education”, (COMP HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2019. (pages 114-115).

D. College of Nursing and Health Sciences

1. Revised admission deadlines, and requirements for the MS in Exercise Physiology was approved effective Fall Semester 2019. (pages 50-53).
2. Revised degree requirements for the MS in Exercise Physiology was approved effective Fall Semester 2019. (pages 54-56).
3. Revised course description, Health Science Exercise Physiology (HSEP) 7400, “Exercise Physiology Seminar”, (EXERCISE PHYSIOLOGY SEMINAR – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Spring Semester 2019. (pages 57-58).
4. Revised course description and credit hours, 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 Spring Semester 2019 with the description changed to read – Required completion of 100 or 200... . (pages 59-60).
5. Revised course description, prerequisites, and credit hours, Health Science Exercise Physiology (HSEP) 7999, “Thesis”, (THESIS – 1-6 credit hours, 0 lecture hours, 1-6 lab hours, and 1-6 contact hours), was approved effective Spring Semester 2019 with the description changed to read ...thesis advisor. Original research towards the thesis. Students... . (pages 61-62).
6. New course, Health Science Exercise Physiology (HSEP) 6050, “Applied Resistance Training for Specific Populations”, (RESIST TRAIN SPECIFIC POPS – 3 credit hours, 3 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Spring Semester 2019 with the description changed to read ...instructor. Specific program design and facilitation for sport, occupation, and health including the tactical athlete. The course emphasizes needs analysis, periodization, energy balance, and injury prevention based on ACSM and NSCA certifications. (pages 63-67).
7. New course, Health Science Exercise Physiology (HSEP) 7990, “Directed Study in Exercise Physiology”, (DIRECTED STUDY IN EXERC PHYSIOLGY – 1-3 credit hours, 1-3 lecture hours, 1-3 lab hours, and 1-3 contact hours), was approved effective Spring Semester. (pages 67-71).

E. College of Business Administration

1. Revised curriculum for the BBA in Economics was approved effective Fall Semester 2019 – with the MBA and MACC choices removed. (pages 72-74).
2. Revised prerequisites, Economics (ECON) 3001, “Mathematics for Economists”, (MATH FOR ECONOMISTS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 75-76).

3. Revised prerequisites, Economics (ECON) 3400, "Public Finance and Fiscal Policy", (PUBLIC FINANCE/FISCAL POLICY – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 77-78).
4. Revised prerequisites, Economics (ECON) 3450, "Sports Economics", (SPORT ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 79-80).
5. Revised prerequisites, Economics (ECON) 3600, "International Economics", (INTERNATIONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 81-82).
6. Revised prerequisites, Economics (ECON) 3710, "Urban and Regional Economics", (URBAN®IONAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 83-84).
7. Revised prerequisites, Economics (ECON) 3750, "Money and Banking", (MONEY AND BANKING – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 85-86).
8. Revised prerequisites, Economics (ECON) 3800, "Environmental Economics", (ENVIRONMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 87-88).
9. Revised prerequisites, Economics (ECON) 3810, "Health Economics", (HEALTH ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 89-90).
10. Revised prerequisites, Economics (ECON) 3820, "Experimental Economics", (EXPERIMENTAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 91-92).
11. Revised prerequisites, Economics (ECON) 3860, "Labor Economics and Labor Relations", (LABOR ECONOMICS/LABOR RELATION – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 93-94).
12. Revised prerequisites, Economics (ECON) 4000, "Introduction to Econometrics", (INTRODUCTION TO ECONOMETRICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 95-96).
13. Revised prerequisites, Economics (ECON) 4100, "Managerial Economics", (MANAGERIAL ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 97-98).
14. Revised prerequisites, Economics (ECON) 4500, "Intermediate Macroeconomics", (INTERMEDIATE MACROECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 99-100).
15. Revised prerequisites, Economics (ECON) 4640, "International Macroeconomics", (INTERNATIONAL MACROECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 101-102).
16. Revised prerequisites, Economics (ECON) 4800, "Current Issues in Economics", (CURRENT ISSUES IN ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 103-104).
17. Revised prerequisites, Economics (ECON) 4980, "Economics Internship", (ECONOMICS INTERNSHIP – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 105-106).
18. Revised requirements for the BBA in Finance was approved effective Fall Semester 2019 with the reference to MBA and MACC courses removed. (pages 107-109).
19. Revised prerequisites, Finance (FIN) 3350, "Financial Management", (FINANCIAL MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 110-111).

20. Revised prerequisites, Finance (FIN) 3360, "Capital Budgeting & Advanced Financial Management", (CAP BUDGET ADV FINCL MGNT – 3 credit hours, 3 lecture hours, 0 lab hour, and 3 contact hours), was approved effective Spring Semester 2019. (pages 112-113).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

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

College:	Graduate School		Dept. Initiating Request:	Graduate School
Requestor's Name:			Requestor's Role:	
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	
Degree/Program Name:	All Graduate Programs			
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-school/application-procedures/			

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
<p>2. Official Transcripts Applicants must submit an official transcript from each previously attended institution (including transfer credit). Applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, an evaluation of the transcripts from outside the U.S. is required. Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.</p>	<p>2. Official Transcripts Applicants seeking a Master's degree must submit an official transcript from each previously attended institution (including transfer credit). Applicants seeking Education Specialist or Doctoral degrees must submit an official transcript from each graduate institution previously attended. For Ed.S. and doctoral applicants, transcripts from undergraduate institutions are not needed. For non-degree certification only programs, please consult the program admissions information page for the required transcripts.</p> <p>All applicants must include a final college transcript including date of degree from a regionally accredited institution. Applicants may be accepted pending graduation if their degree will be awarded after the admissions deadline but before enrollment. If an applicant attended school outside the United States, a course-by-course evaluation of all transcripts from outside the U.S. is required.</p> <p>Please note: the M.A.T. in Special Education requires two transcripts from each institution attended.</p>

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

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

Streamlining the admissions process for applicants and business processes for the Graduate School. This change will reduce the amount of cumulative GPAs that must be calculated for programs where the undergraduate GPA is not a primary factor in department consideration.

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Number of applications completed



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	10-25-18
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

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Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 09/6/2018

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

College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Mark McQuade	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUSC	NEW Course Number: <i>(Consult #s in the catalog)</i>	3800
Proposed NEW Course Title:	Musical Union		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>			
Prerequisite(s):	None		
Lecture Hours:	0	Lab Hours:	2
		Credit Hours:	1

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

A choral ensemble emphasizing the performance of choral masterworks often performed with orchestra. The Musical Union chorus is designed to enhance the musical, creative and expressive qualities of all students. Open to community members, VSU students, faculty, and staff. Performances occur several times annually. Ensemble commitment follows the regular student semester class schedule.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2019	Every Semester

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

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

- Help students connect to VSU (aid retention)
- Help Community connect with VSU (aid support)
- Provide a musical outlet and community-building opportunity for VSU students, faculty, and staff.
- Creation of a large mass choir enables the exploration and performance of larger choral works that would not otherwise be possible. This broadens and deepens the student educational experience.
- Music/Voice faculty supports and endorses this new course as a positive/viable option for the entire community.

RECEIVED

OCT 31 2018

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

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

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

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

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

- Concert Performances

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



Valdosta State University – NEW COURSE Form

• Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Doug Farwell	<i>[Signature]</i>	10/25/18
College/Division Executive Committee	Michael R. Seaman	<i>[Signature]</i>	10.25.18
Dean/Director	A. Blake Pearce	<i>[Signature]</i>	10-25-18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

09/12/2018

RECEIVED

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

College:	College of Education and Human Services	Dept. Initiating Request:	Middle, Secondary, Reading and Deaf Education
Requestor's Name:	Nanci A. Scheetz	Requestor's Role:	Faculty

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019	Once per Year
Degree/Program Name:	Special Education: Deaf/Hard-of-Hearing			
Current Catalog URL:				

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
Core Curriculum Areas A-E (42 Hours): COE Health & Physical Educ Requirements (6 Hours) KSPE 2000 Heath & Wellness for Life 2 KSPE 2150 First Aid/CPR 2 KSPE Fitness/Activity Courses 1 KSPE Fitness/Activity Courses 1 DEAF 2999 Entry to Education 0 Core Curriculum Area F (18 Hours): ASLS 2110 American Sign Language I 3 ASLS 2120 American Sign Language II 3 EDUC 2110 Investigating Critical & Contemporary Issues in Educ 3 EDUC 2120 Exploring Socio-Cult Perspect on Diver in Educ 3 EDUC 2130 Exploring Teaching & Learning 3 ISCI 2001 Exploring or Ecosphere OR 3 ISCI 2002 Physical Sci for Early Childhd Edu Teachers 3 Junior Curriculum (28 Hours): Fall Semester (14 Hours) ELES 3010 Planning, Instruction, and Developmentally Approp Practices 3 LITR 3110 Emergent Literacy 3 LITR 3120 Early Literacy 3 SPEC 3000 Serving Students with Diverse Needs 3 ELED 3190 Elementary Education Practicum and Seminar: Pre-K - K 2	Core Curriculum Areas A-E (42 Hours): COE Health & Physical Educ Requirements (6 Hours) KSPE 2000 Heath & Wellness for Life 2 KSPE 2150 First Aid/CPR 2 KSPE Fitness/Activity Courses 1 KSPE Fitness/Activity Courses 1 DEAF 2999 Entry to Education 0 Core Curriculum Area F (18 Hours): ASLS 2110 American Sign Language I 3 ASLS 2120 American Sign Language II 3 EDUC 2110 Investigating Critical & Contemporary Issues in Educ 3 EDUC 2120 Exploring Socio-Cult Perspect on Diver in Educ 3 EDUC 2130 Exploring Teaching & Learning 3 ISCI 2001 Exploring or Ecosphere OR 3 ISCI 2002 Physical Sci for Early Childhd Edu Teachers 3 Junior Curriculum (28 Hours): Professional Courses (61 Hours) Fall Semester (14 Hours) ELES 3010 Planning, Instruction, and Developmentally Approp Practices 3 LITR 3110 Emergent Literacy 3 LITR 3120 Early Literacy 3 SPEC 3000 Serving Students with Diverse Needs 3 ELED 3190 Elementary Education Practicum and Seminar: Pre-K - K 2

Spring Semester (14 Hours)			<i>Spring Semester (14 Hours)</i>		
ELES 3020	Intermediate Assessment, Planning and Instruction	3	ELES 3020	Intermediate Assessment, Planning and Instruction	3
ELES 3210	Introduction to the Management of Learning Environments	3	<i>ELES 3210</i>	<i>Introduction to the Management of Learning Environments</i>	3
ELED 4500	Science and Technology in Elementary Education	3	ELED 4500	Science and Technology in Elementary Education	3
LITR 3130	Developing Literacy	3	LITR 3130	Developing Literacy	3
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2	ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2
Senior Curriculum (33 Hours):			<i>Senior Curriculum (33 Hours):</i>		
Fall Semester (18 Hours)			<i>Fall Semester (18 Hours)</i>		
ASLS 3170	American Sign Language III	3	ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education and Language Learning	3	<i>DEAF 3100</i>	<i>Orientation to Deaf Education and Language Learning</i>	3
DEAF 4050	Manual Communication	3	<i>DEAF 3130</i>	<i>Orientation to Deaf Education: Communication, Culture & Language</i>	3
MGED 3220	Reading and Writing in the Content Area for Middle Grades	3	DEAF 4050	Manual Communication	3
SPEC 3020	Applied Behavior Analysis for Teachers	3	MGED 3220	Reading and Writing in the Content Area for Middle Grades	3
MATH 2008	Foundations of Numbers and Operations	3	SPEC 3020	Applied Behavior Analysis for Teachers	3
Spring Semester (15 Hours)			<i>Spring Semester (15 Hours)</i>		
ASLS 3180	American Sign Language IV	3	MATH 2008	Foundations of Numbers and Operations	3
DEAF 3120	Classroom Management and Social Development in Deaf Children	3	ASLS 3180	American Sign Language IV	3
DEAF 3040	Legal & Ethical Issues for Special Educators	3	<i>DEAF 3120</i>	<i>Classroom Management and Social Development in Deaf Children</i>	3
MGED 3991	Differentiated Classroom for Middle Grades	3	<i>ASLS 3210</i>	<i>American Sign Language V</i>	3
MATH 3161	Mathematics for Early Childhood Teachers I	3	DEAF 3040	Legal & Ethical Issues for Special Educators	3
			MGED 3991	Differentiated Classroom for Middle Grades	3
			MATH 3161	Mathematics for Early Childhood Teachers I	3
			<i>ASLS 3220</i>	<i>American Sign Language VI</i>	3
			<u>Total Hours Required for the Degree</u>		<u>127</u>

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

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

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels>, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

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 ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	10/25/18
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	10/25/18
Dean/Director	Bernard Oliver	<i>[Signature]</i>	10/29/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:

Select One.

Department(s):



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

09/12/2018

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

College:	College of Education and Human Services	Dept. Initiating Request:	Middle, Secondary, Reading & Deaf Education
Requestor's Name:	Nanci A. Scheetz	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>		
	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2019
Estimated Frequency of Course Offering:	Once per Year		
Degree/Program Name:	American Sign Language/English Interpreting		
Current Catalog URL:			
Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>		

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning Elective	3

Junior Curriculum (30 Hours):

Fall Semester (15 Hours)

ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3
INTP 3010	Intro to ASL/English Interpreting	3
SPEC 3000	Serving Students with Diverse Needs	3
ASLS 3190	Fingerspelling, Numbers, and Classifiers	3

Core Curriculum Areas A-E (42 Hours):

COE Health & Physical Education Requirements (6 Hours)

KSPE 2000	Heath & Wellness for Life	2
KSPE 2150	First Aid/CPR	2
KSPE	Fitness/Activity Courses	1
KSPE	Fitness/Activity Courses	1
DEAF 2999	Entry to Education	0

Core Curriculum Area F (18 Hours):

ASLS 2110	American Sign Language I (summer only)	3
ASLS 2120	American Sign Language II (summer only)	3
EDUC 2110	Investigating Critical & Contemporary Issues in Educ	3
EDUC 2120	Exploring Socio-Cult Perspect on Diver in Educ	3
EDUC 2130	Exploring Teaching & Learning	3
ASLS 3170	American Sign Language III (to be taken in fall with start of junior curriculum)	3

Junior Curriculum (28 Hours):

Fall Semester (12 Hours)

<u>Professional Courses 60 hours</u>		
ASLS 3170	American Sign Language III	3
DEAF 3100	Orientation to Deaf Education & Language Learning	3
DEAF 3130	Orientation to Deaf Education: Communication, Culture	

Spring Semester (15 Hours)			<u>& Language</u>		3
ASLS 3180	American Sign Language IV	3	INTP 3010	Intro to ASL/English Interpreting	3
DEAF 3150	Deaf Community, Culture, & History	3	SPEC 3000	Serving Students with Diverse Needs	3
DEAF 3120	Learning Cognition & Social Dev. In Deaf Children	3	ASLS 3190	Fingerspelling, Numbers, and Classifiers	3
DEAF 3140	Linguistics of American Sign Language	3	<i>Spring Semester (15 Hours)</i>		
INTP 3150	English/ASL Translation	3	ASLS 3180	American Sign Language IV	3
Senior Curriculum (30 Hours):			DEAF 3120	<i>Learning Cognition & Social Dev. In Deaf Children</i>	3
Fall Semester (15 Hours)			DEAF 3150	Deaf Community, Culture, & History	3
INTP 4010	Consecutive English/ASL Interpreting	4	ASLS 3210	American Sign Language V	3
INTP 4020	Consecutive ASL/English Interpreting	4	DEAF 3140	Linguistics of American Sign Language	3
INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3	INTP 3150	English/ASL Translation	3
INTP 4040	Practicum for Educational Interpreters	4	ASLS 3220	American Sign Language VI	3
Spring Semester (15 Hours)			Senior Curriculum (30 Hours):		
INTP 4050	Simultaneous English/ASL Interpreting	3	Fall Semester (15 Hours)		
INTP 4060	Simultaneous ASL/English Interpreting	3	INTP 4010	Consecutive English/ASL Interpreting	4
INTP 4070	Simultaneous Transliterating: English to English Sign System	3	INTP 4020	Consecutive ASL/English Interpreting	4
INTP 4080	Educational Interpreting Internship	6	INTP 4030	Consecutive Transliterating: English to a Manually Coded English Sign System	3
			INTP 4040	Practicum for Educational Interpreters	4
			<i>Spring Semester (15 Hours)</i>		
			INTP 4050	Simultaneous English/ASL Interpreting	3
			INTP 4060	Simultaneous ASL/English Interpreting	3
			INTP 4070	Simultaneous Transliterating: English to English Sign System	3
			INTP 4080	Educational Interpreting Internship	6
<u>Total Hours Required for the Degree</u>					<u>126</u>

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 –

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels>, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their ASL sequence. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for this evaluation. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V and ASL VI become required courses in both majors.

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 ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	10/25/18
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	10/25/18
Dean/Director	Bernard Oliver	<i>[Signature]</i>	10/25/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		X <input type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 09/12/2018

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

College:	College of Education and Human Services	Dept. Initiating Request:	MSRD
Requestor's Name:	Nanci A. Scheetz	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ASLS	NEW Course Number: <i>(Consult #s in the catalog)</i>	3210
Proposed NEW Course Title:	American Sign Language V		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	American Sign Language V		
Prerequisite(s):	ASLS 3180		
Lecture Hours:	3	Lab Hours:	
		Credit Hours:	3

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

Prerequisite: ASLS 3180. The fifth in a series of courses based on American Sign Language concepts and principles. Emphasis is placed on the production of non-voiced, conversational, spontaneous signed sentences and dialogues, with specific reference to syntax and the role of non-manual markers and idioms.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> "X Summer	2019	Once per Year

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

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

Pre-service deaf education majors and ASL/English Interpreting majors must demonstrate competency in American Sign Language in order to work effectively in their respective fields. Nationwide the American Sign Language Proficiency Interview (ASLPI) is being administered to determine ASL competency. The ASLPI is an external evaluation that has been validated and is used extensively by hiring agencies (schools and interpreting agencies) to determine ASL proficiency. One can earn between a Level 0 and a Level 5 on this evaluation with a Level 5 demonstrating the ability to "participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives (<https://www.gallaudet.edu/the-american-sign-language-proficiency-interview/aslpi/aslpi-proficiency-levels>, 2018). Currently, within both fields, students enrolled in both interpreting and deaf education, are required to earn a Level 2 on the ASLPI in order to intern in the schools or enter the senior interpreting courses.

Data collected on VSU's deaf education and interpreting majors indicates less than 50% of our students are achieving a Level 2 after completing their current sequence of four ASL courses. Other institutions such as the University of Northern Colorado, Gallaudet University, and the University of North Florida offer a sequence of six ASL courses before their students sit for the ASLPI. They, in turn, have a much higher success rate.

In order to better prepare our pre-service teachers and future sign language interpreters, we are requesting that ASL V become a required course in both majors.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

The ASLPI will be used as an external evaluation to assess course effectiveness and will be used as an indicator to determine meeting program learning outcomes

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe	<i>[Signature]</i>	10/25/18
College/Division Executive Committee	Bernard Oliver	<i>[Signature]</i>	
Dean/Director	Bernard Oliver	<i>[Signature]</i>	10/28/18
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	