Valdosta State University

Academic Committee Packet

Academic Committee

Monday, April 10, 2017

2:30pm

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

Academic Committee Agenda April 12, 2017

Minutes of the March 6, 2017 meeting (pages 1-5) were approved by email March 28, 2017.

Graduate School

- a. Revised catalogue narrative for Graduate Academic Standards-Regulations/Thesis & Dissertation (pages 6-9)
- b. Revised catalogue narrative for Graduate Student Classification Admission Criteria (pages 10-13)

College of Arts and Sciences 3.

- Request for new minor in Middle Eastern Studies (pages 14-15)
- Revised catalogue narrative for BS in Applied Mathematics (pages 16-18)
- c. Revised prerequisite for MATH 4980 (pages 19-21)
- d. Revised catalogue narrative and requirements for BA in Sociology and Anthropology (pages 22-26)
- Revised degree requirements for BA in Sociology and Anthropology (pages 27-28)
- Revised catalogue narrative for MS in Sociology (pages 29-31) f.
- Revised degree requirements for MS in Sociology (pages 32-34) g.
- Revised catalogue narrative for MS degrees in Criminal Justice and Sociology (pages 35-36)
- Revised course number and description for SOCI 6700 (pages 37-39)
- Revised course number, title, and description for SOCI 7050 (pages 40-41) j.
- New course SOCI 7060 (pages 42-46)

College of Education and Human Services

- a. Revised catalogue narrative & requirements for MED in Middle Grades Education(Math/Sci) Curriculum & Instruction-Accomplish Teaching (pgs 47-53)
- Revised description for EDET 8880 (pages 54-59) b.
- Revised description for EDET 8002 (pages 60-62)
- Revised description for EDET 8003 (pages 63-65)
- Deactivation of EDET 8010 (pages 66-67)
- Revised catalog narrative and requirements for MAT for Teachers-Special Edu/Deaf and Hard of Hearing (pgs 68-72) f.
- Revised catalog narrative for College of Education and Human Services (73-75)
- Revised catalog narrative and requirements for teaching programs in College of Educ & Human Services (pgs 76-80) g. h.
- Revised catalog narrative and requirements for MED in Special Ed Deaf/Hard of Hearing tracks (pages 81-85) i.
- Revised catalog narrative and requirements for EDS in Teacher Leadership (pages 86-90) į.
- Revised catalog narrative and requirements for Field Experiences in P-12 Educator programs (pages 91-95)
- Revised catalog narrative for Master degree programs in the College of Education & Human Services (pages 96-100) k. 1.
- Revised degree requirements for MED in Early Childhood Education (pages 101-103)
- Revised course title and description for ECED 7540 (pages 104-106)
- New course KSPE 1040 (pages 107-112) 0.
- Revised course description for PSYC 4500 (pages 113-115)
- New course PSYC 4170 (pages 116-123) q.
- New course PSYC 3950 (pages 124-131)

Valdosta State University

Academic Committee Minutes

March 6, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 6, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Catherine Bowers, Dr. Eugene Asola, Dr. Frank Flaherty (Proxy Ms. Sarah Arnett), Dr. Bobbie Ticknor, Dr. Gary Futrell (proxy Dr. Ellis Heath), Dr. Kathleen Lowney (proxy Dr. Nicole Cox), Dr. Frank Flaherty, Dr. Gary Futrell, Dr. Ray Elson, Dr. Kathleen Lowney, Dr. Eugene Asola, Ms. Kwanza Thomas (proxy Dr. Michelle Ritter), Ms. Jessica Lee, Dr. Patti Campbell, and Dr. Xiaoai Ren.

Members Absent: Ms. Sarah Arnett, Mr. Craig Hawkins, Dr. Nicole Cox, Ms. Laura Carter, Dr. Lars Leader, and Dr. Ellis Heath

Catalog Editor: Dr. Jane Kinney.

Visitor's Present: Dr. Lai Orenduff, Mr. Michael Schmidt, Dr. Sonya Sanderson, Mr. Chuck Conner, Dr. Barbara Radcliffe, Dr. Christia Williams, Dr. Shirley Andrews, Dr. Martha Laughlin, Dr. Jacob Jewusiak, Dr. Lee Grimes, and Dr. Araslan Wares.

The Minutes of the February 13, 2017 meeting were approved by email on February 21, 2017 (pages 1-3).

A. College of the Arts

- 1. New course THEA 3850-Acting for the Camera-2 credit hours, 1 lecture hour, 2 lab hours and 3 contact hours -approved effective Fall 2017 (pages 4-12).
- 2. New course THEA 4950-Advanced Directing-2 credit hours, 1 lecture hour, 2 lab hours and 3 contact hours -approved effective Fall 2017 (pages 13-23).

B. College of Education and Human Services

- 1. Revised course prerequisite for CSD 3010, Introduction to Communication Disorders, approved effective Fall 2017 (pages 24-26).
- 2. Revised requirements for MLIS-Optional track approved effective Fall 2017 (pages 27-28).
- 3. Revised Student Learning Outcomes for the MFTH approved effective Fall 2017 (pages 29-30).
- 4. Revised catalogue Student Learning Outcomes for MFTH approved effective Fall 2017 (pages 31-33).
- 5. Revised admission requirements for the MFT program approved effective Fall 2017 with the change of "must meet all stipulations"... (pages 34-36).
- 6. Revised catalogue copy for the Dept of Early Childhood and Special Education approved effective Fall 2017 (pages 37-40).
- 7. Revised senior college curriculum for the BSED in Early Childhood Education approved effective Fall 2017 (pages 41-44).
- 8. Revised course title and description ECED 4790 approved effective Fall 2017 with note that prerequisite remains the same (pages 45-47).
- 9. Revised course title and description ECED 4420 approved effective Fall 2017 (pages 48-50).
- 10. Revised requirements for the EDS in School Counseling approved effective Fall 2017 (pages 51-53).
- 11. Revised catalogue copy for ES in School Counseling approved effective Fall 2017 (pages 54-56).
- 12. Revised catalogue copy for admission requirements for the EDS in School Counseling approved effective Fall 2017 with the addition of the word "of" after year in first sentence (pages 57-59).
- 13. Revised admission requirements for the EDS in School Counseling approved effective Fall 2017 (pages 60-62).

- 14. Revised grading mode and description SCHC 8891 approved effective Fall 2017with correction to "This course is grade S or U..." and moved to the top of the description (pages 63-64).
- 15. Revised prerequisites for SCHC 8160 approved effective Fall 2017 (pages 65-67).
- 16. Revised prerequisites for PSYC 8300 approved effective Fall 2017 (pages 68-70).
- 17. Revised course description and prerequisite KSPE 1241 approved effective Fall 2017 with "Introduces" replaced with "An Introduction..." (pages 71-77).
- 18. Revised course prerequisites and description KSPE 1260 approved effective Fall 2017 with "the skills of" added to the second sentence of description (pages 78-84).
- 19. New course KSPE 1011-Personal Fitness-1 credit hour, 0 lecture hour, 2 lab hours, 2 contact hours-was approved effective Fall 2017 with description changed to read "improving fitness...,managing body mass, and achieving optimal...". **Lecture and Lab hours were corrected after the meeting** (pages 85-90).
- 20. New course KSPE 1280-Techno Games and Exercise-1 credit hour, 0 lecture hour, 2 lab hours, 2 contact hours-was approved effective Fall 2017 with description changed to read "Designed to improve moderate...physical activity as well...". **Lecture and Lab hours were corrected after the meeting** (pages 91-96).
- 21. New course KSPE 2081-Lifeguard Instructor Training-2 credit hour, 1 lecture hour, 2 lab hours, 3 contact hours-was approved effective Fall 2017 with description changed to read "...skills in, CPR...".

 Lecture and Lab hours were corrected after the meeting (pages 97-104).
- 22. Revised curriculum for the BSED in Special Education-Deaf Education was approved effective Fall 2017 with Senior Curriculum hours being corrected from 34 to 33 (pages 105-107).
- 23. Revised course descriptions-DEAF 5010, 5020, 5310, 5370, 5380, 6000, 6010, 6020, 6100, 6110, and 6030 was approved effective Fall 2017 with the following changes-DEAF 5310 "...The focus is..."; DEAF 5380 "...The course covers the selection..."; DEAF 6000 remove-"Through applied projects focused on K-12..."; DEAF 6020..."permission of instructor..."; DEAF 6100-..."language; and social, emotional, cognitive, and educational..."(pages 108-112).
- 24. Revised catalogue copy for the BSED in American Sign Language/English Interpreting was approved effective Fall 2017 (pages 113-116).
- 25. Revised course prerequisite for DEAF 3120 approved effective Fall 2017 (pages 117-118).
- 26. Revised course prerequisite for INTP 4030 approved effective Fall 2017 (pages 119-121).
- 27. Revised course description for INTP 2998 approved effective Fall 2017 with the description changed to read "...study: The course must be..." (pages 122-124).
- 28. Revised course prerequisite for INTP 4010 approved effective Fall 2017 (pages 125-127).
- 29. Revised course prerequisite for INTP 4020 approved effective Fall 2017 (pages 128-130).
- 30. Revised course prerequisite for INTP 4040 approved effective Fall 2017 (pages 131-133).
- 31. Revised course prerequisite for INTP 4050 approved effective Fall 2017 (pages 134-136).
- 32. Revised course prerequisite and description for INTP 4060 approved effective Fall 2017 (pages 137-139).
- 33. Revised course prerequisite and description for INTP 4070 approved effective Fall 2017 (pages 140-142).
- 34. Revised course title, prerequisite and description for INTP 4080 approved effective Fall 2017 (pages 143-145).
- 35. Revised curriculum for the MAT in MSED was approved effective Fall 2017 (pages 146-148).
- 36. Revised grading mode and description for MSED 6010 was approved effective Fall 2017 (pages 149-151).
- 37. Revised credit hours, prerequisites, and description MSED 6020 was approved effective Fall 2017 (pages 152-154).
- 38. Revised credit hours, prerequisites, and description MSED 6200 was approved effective Fall 2017 (pages 155-157).
- 39. New course MSED 6021-"Clinical Seminar Full-time Student Track-1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour was approved effective Fall 2017 (pages 158-166).
- 40. New course MSED 6201-"Clinical Seminar Employed Teacher Track-1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour was approved effective Fall 2017 (pages 167-175).
- 41. Revised course title for KSPE 7130 approved effective Fall 2017 (pages 176-178).

C. College of Nursing and Health Sciences

- 1. New degree proposal for the Bachelor of Science in Health Sciences was noted (pages 179-181).
- 2. Revised catalogue copy for the Bachelor of Science in Health Sciences was approved. Committee will review curriculum and the formal proposal at next Academic Committee meeting. It was noted that the program should explore other courses that are available with the hopes of not duplicating courses. Courses that were noted were HSHS 3250, HSHS 4000, and HSHS 4400 (pages 182-186).
- 3. New course descriptions for the new courses in the program (HSHS 3000,3100, 3100L, 3250, 3300, 3310L, 3350, 3400, 3410L, 3600, 3700, 3800, 3900, 3950, 4000, 4050, 4060L, 4100, 4200, 4500, 4650, 4800, 4810L, and 4900) are being edited and revised and will be resubmitted to the Academic Committee for review at its next meeting.

D. College of Arts and Sciences

- Inclusion of ARAB 1001 into the Core Curriculum was approved. Will be sent to General Education Council at the BOR for approval (pages 419-444).
- Inclusion of ARAB 1002 into the Core Curriculum was approved. Will be sent to General Education Council at the BOR for approval (pages 445-468).
- 3. Inclusion of ARAB 2001 into the Core Curriculum was approved. Will be sent to General Education Council at the BOR for approval (pages 469-494).
- 4. Inclusion of ARAB 2002 into the Core Curriculum was approved. Will be sent to General Education Council at the BOR for approval (pages 495-520).
- 5. Revised prerequisites MATH 2008-Foundations of Numbers and Operations was approved effective Fall 2017 with the note to not list MATH 1001 in the catalog (pages 521-524).
- 6. Revised admission requirements for the BS in Criminal Justice was approved effective Fall 2017 (pages 525-526).
- 7. Revised requirements for the minor in Criminal Justice was approved effective Fall 2017 (pages 527-
- 8. Revised course description for LEAS 4802 was approved effective Fall 2017 (pages 533-535).
- 9. New course LEAS 4270-Immigration Law-3 credit hours, 3 lecture hours, and 3 contact hours was approved effective Fall 2017 with the following change to the description..."An overview of...". It was determined after the meeting that this course should have a prerequisite of LEAS 1100 (pages 536-545).
- 10. New course LEAS 4280-Health Care Law-3 credit hours, 3 lecture hours, and 3 contact hours was approved effective Fall 2017 (pages 546-556).
- 11. New course LEAS 4290-Tort Law-3 credit hours, 3 lecture hours, and 3 contact hours was approved effective Fall 2017 (pages 557-566).
- 12. Revised curriculum for BA in English-Journalism and Editing Track was approved effective Fall 2017 with the total hours for the new path changed to 42, hours changed to 2 for JOUR 3520, and the total hours changed to 60 (pages 567-568).
- 13. Revised curriculum for the BA in English-Literature, Language, and Letters Track was approved effective Fall 2017 with the hours for the creative writing path changed to 33 and the total minor and/or elective course hours changed to 20 (pages 569-572).
- 14. Deactivation of the BA in English-Professional Writing Track was approved effective Fall 2017 (pages 573-574).
- 15. New minor in English Studies was approved effective Fall 2017 (pages 575-578). Notification to be sent to BOR.
- 16. New certificate in Online Writing was approved effective Fall 2017 (pages 579-581).
- 17. New course ENGL 3340-Topics in Diversity- 3 credit hours, 3 lecture hours, and 3 contact hours was approved effective Fall 2017 with the estimated frequency of course offerings changed to once per year (pages 582-593).
- 18. New course ENGL 4480-Advanced Creative Nonfiction- 3 credit hours, 3 lecture hours, and 3 contact hours-was approved effective Fall 2017 (pages 594-600).
- 19. Revised course title, prerequisite, and description for ENGL 4630-Advanced Professional Writing-was approved Spring 2017 (pages 601-603).

- 20. Revised course prerequisite and description for ENGL 4350 was approved effective Fall 2017 with the note to remove all the "or's" except the last one from the prerequisite and replace with commas (pages 604-606).
- 21. Revised course title for ENGL 3010-Professional Writing-approved effective Fall 2017 (page 607-609).
- 22. Revised course title for ENGL 3060-Intro to Criticism and Research-approved effective Fall 2017 (pages 610-611).
- 23. Revised course prefix for ENGL 3400-Introduction to Creative Writing-deactivate CWCL 3400 was approved effective Fall 2017 (pages 612-613).
- 24. Revised course prefix, prerequisite, and description for ENGL 4410-Genre Form and Theory-deactivate CWCL 4410 was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 614-616).
- 25. Revised course prefix, prerequisite, and description for ENGL 4440-Advanced Poetry Writing-deactivate CWCL 4440 was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites and remove "may be repeated for credit (page 617-619).
- 26. Revised course prefix, prerequisite, and description for ENGL 4460-Advanced Fiction Writing-deactivate CWCL 4460 was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites and remove "may be repeated for credit (page 620-622).
- 27. Revised prerequisite for AFAM 3220-Studies in African American Literature-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 623-625).
- 28. Revised prerequisite for ENGL 3110-British Literature I-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 626-627).
- 29. Revised prerequisite for ENGL 3120-British Literature II-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 628-629).
- 30. Revised prerequisite for ENGL 3210-American Literature I-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 630-631).
- 31. Revised prerequisite for ENGL 3215-American Literature II-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 632-633).
- 32. Revised prerequisite for ENGL 4110-Studies in British Literature to 1500-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 634-636).
- 33. Revised prerequisite for ENGL 4120-Studies in British Literature 1500-1660-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 637-639).
- 34. Revised prerequisite for ENGL 4130-Studies in British Literature 1660-1800-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 640-642).
- 35. Revised prerequisite for ENGL 4140-Studies in British Literature: The Romantics-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 643-645).
- 36. Revised prerequisite for ENGL 4145-Studies in British Literature: The Victorians-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 646-648).
- 37. Revised prerequisite for ENGL 4150-Studies in British Literature 1910-1968-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 649-651).
- 38. Revised prerequisite for ENGL 4160-Studies in British Literature: 1910-1968-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 652-653).
- 39. Revised prerequisite for ENGL 4210-Studies in British Literature Since 1968-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 654-656).
- 40. Revised prerequisite for ENGL 4220-Studies in American Literature 1800-1865-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 657-659).
- 41. Revised prerequisite for ENGL 4230-Studies in American Literature 1865-1914-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 660-662).
- 42. Revised prerequisite for ENGL 4240-Studies in American Literature 1914-1945-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 663-665).
- 43. Revised prerequisite for ENGL 4250-Studies in American Literature since 1945-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 666-668).
- 44. Revised prerequisite for ENGL 4300-Special Topics in Literature-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 669-671).
- 45. Revised prerequisite for ENGL 4310-Studies in Major Writers-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 672-674).

46. Revised prerequisite for ENGL 4320-Studies in Poetry-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 675-677).

47. Revised prerequisite for ENGL 4330-Studies in Narrative-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 678-680).

- 48. Revised prerequisite for ENGL 4340-Studies in Drama-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 681-683).
- 49. Revised prerequisite for ENGL 4360-Special Topics in Language and Writing-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 684-686).
- 50. Revised prerequisite for ENGL 4600-Rhetorical Issues in Professional Writing-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 687-689).
- 51. Revised prerequisite for ENGL 4610-History of the English Language-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 690-692).
- 52. Revised prerequisite for ENGL 4620-Survey of the History of Rhetoric-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 693-695).
- 53. Revised prerequisite for ENGL 4640-Studies in Composition Theory-was approved effective Fall 2017 with note to remove all "or's" except the last one from prerequisites (page 696-698).
- 54. Revised prerequisite for JOUR 4570-Introduction to Sportswriting-was approved effective Fall 2017 (page 699-701).
- 55. Revised prerequisite for LING 4000-Principles of Language Study-was approved effective Fall 2017 (page 702-704).
- 56. Revised prerequisite for LING 4160- Language in Society-was approved effective Fall 2017 (page 705-707).

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MAR **29** 2017 REQUEST FOR A REVISED CATALOGUE COPYLLDOSTA STATE UNIVERSI **GRADUATE SCHOOL** (New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University Senior ☐ Core Area of Change: **Proposed Effective Date for Revised** Current Catalogue Page Number: Catalogue Copy: (new or revised) http://catalog.valdosta.edu/graduate/academic-Fall 2017 standards-regulations/#Theses and Dissertations Degree and Program Name: Graduate Academic Standards-Regulations/Thesis & **Dissertations** Proposed Requirements: (highlight changes **Present Requirements:** after printing) **Thesis** Thesis All students must register for thesis credit each All students must register for thesis credit each semester in which they are actively working on semester in which they are actively working on

All students must register for thesis credit each semester in which they are actively working on their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. For general thesis regulations, click here.

When a thesis is required, the approved, defended thesis must be submitted to the Graduate School not less than 21 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. After the Graduate School's review and approval, two copies of the thesis (plus others, if required by the department), signed by the major professor, the members of the Thesis Committee, and the Dean of the Graduate School, shall be submitted to the library not less than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page. Signature on the thesis by the Dean of the

Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of

their thesis. The total number of thesis credit hours required for the degree will be determined by the individual departments. Students must enroll in the thesis course in the semester in which they graduate. All thesis courses will be graded on a "satisfactory" or "unsatisfactory" basis. For general thesis regulations, click here. When a thesis is required, the defended thesis must be submitted to the Graduate School not less than 21 days before the scheduled date of graduation. The Thesis Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the thesis at a scheduled defense. Submit the final, defended thesis to gradreviewer@valdosta.edu. After the Graduate School's review, students are required to submit a copy in Word to the University Archives for its online respository (vtext). Optional: After review and approval, students may submit copies to the Library to be bound. A completed Binding Fee form must accompany copies to be bound. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information web pages. Signature on the thesis by the Dean of the Graduate School indicates final acceptance of the student's thesis and marks the completion of requirements for the master's degree. The Dean of the Graduate School will notify the Registrar's Office to authorize the student's graduation. Dissertation

requirements for the master's degree. The Dean of the Graduate School will notify the Registrar's Office to authorize the student's graduation. Dissertation

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.

All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. For general dissertation regulations, click here.

The approved, defended dissertation must be submitted to the Graduate School no fewer than 21 days before the scheduled date of graduation. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, two copies of the dissertation (plus others, if required by the department), signed by the Dissertation Chair and members of the Dissertation Committee, the Dean of the College of Education and Human Services or the Dean of the College of Arts and Sciences, and the Dean of the Graduate School, shall be submitted to the library no fewer than 35 days after the scheduled date of graduation. A completed Binding Fee form must accompany copies to be bound. Students are also required to submit a copy in Word format to the University Archives for its online repository. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information page. Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. degree or the D.P.A. degree. The Dean of the Graduate School

Students enrolled in a Doctor of Education (Ed.D.) program must complete a dissertation. Students enrolled in a Doctor of Public Administration (D.P.A.) program must complete a dissertation-quality final project. Both programs follow the dissertation guidelines referenced below.

All students must register for dissertation credit each semester in which they are actively working on this project. A minimum of 9 semester hours of dissertation credit is required for the degree. Students must be enrolled in dissertation hours in the semester in which they graduate. All dissertation courses must be graded on a "satisfactory" or "unsatisfactory" basis. For general dissertation regulations, click here. The defended dissertation must be submitted to the Graduate School no fewer than 21 days before the scheduled date of graduation. Submit the final, defended dissertation to gradreviewer@valdosta.edu. The Dissertation Committee shall certify in writing to the Dean of the Graduate School that the student has successfully defended the dissertation at an announced open meeting. After the Graduate School's review and approval, students are required to submit a copy in Word to the University Archives for its online repository (vtext). Optional: After review and Graduate School approval, students may submit copies to the Library to be bound. A completed Binding Fee form must accompany copies to be bound. The Binding Fee form and V-text instructions are included on the Thesis and Dissertation Information web pages.

Signature of the Dean of the Graduate School on the dissertation indicates final acceptance of the student's dissertation and marks the completion of requirements for the Ed.D. or SLPD degree or the D.P.A. degree. The Dean of the Graduate School will notify the Registrar's Office to authorize the student's graduation.

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Student 5 graduation.				
	·			
Justification: (select one or more of the following to beneficial, giving your justification. Include and/or a	to indicate why the requested change will be append relevant supporting data.)			
☐ Improving Student Learning Outcomes				
Adopting Current Best Practice(s) in Field Theorems brings VSU in line with other colleges a				
☐ Meeting Mandates of State/Federal/Outside	Accrediting Agencies			
Other				
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.) Review of submitted theses and dissertations.				
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, employed Direct measures: Materials collected and e (tests, portfolios, specific assignments, etc.) Fee committee members.	valuated for program assessment purposes			
1				

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 3-29-17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

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MAR 29 2017

toward graduate degree requirements.

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	Enrollment by Undergraduates in Accelerated Programs (4 +1)		
	1. A student enrolled in an Accelerated (4 + 1)		
	Program may enroll in graduate hours if they		
	have earned at least 60 undergraduate hours and		
	have an overall academic grade point average of		
	3.0.		
	2. The number of hours of graduate coursework		
	taken as an undergraduate will be established by		
	the Accelerated Program guidelines.		
	3. Permission for an undergraduate student to		
	take graduate courses in the Accelerated		
	Program is granted only by the Dean of the		
	Graduate School upon recommendation from the		
	student's advisor. To request permission, the		
	student's advisor must submit a request to the		
	Dean of the Graduate School on behalf of the		
	student. The request should contain the student's full name, the student ID number, and		
	verification that the student meets all		
	requirements outlined in the Accelerated		
	Program guidelines.		
	4. Students in the Accelerated Program must		
	take at least 21 graduate hours post-		
• •	baccalaureate to earn the master's degree.		
	5. Deficiency points will apply once a student is		
	admitted to his/her graduate program and the		
	courses are counted toward graduate degree		
	requirements.		
Justification: (select one or more of the following			
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 Establishing accellerated programs similar to what other universities are offering			
will help boost low-enrollment graduate program			
will help boost low-emornment graduate program	113.		
Source of Data to Support Suggested Change	:		
Indirect measures: SOIs, student, employe	er or alumni surveys etc		
Direct measures: Materials collected and evaluated for program assessment purposes			
(tests, portfolios, specific assignments, etc.)			

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.)

Approvals:	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 3-29-17
Graduate Exec. Corkm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

MAR 23 2017

Valdosta State University CHANGE			
Select Area of Change:	Valuosta Sta	.o chiverenty	
☐ Core Curriculum ☐ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum			
Specify: Area A,B,C,D,F			
• • • • • • • • • • • • • • • • • • • •			
Current Catalog Page Number:	Proposed Effect		Degree & Program Name:
	Curriculum Ch		(e.g., BFA, Art): Minor in
· · · · · · · · · · · · · · · · · · ·	(Month/Year):		Middle Eastern Studies
Present Requirements:			ments (Underline changes
		after printing this	3 - 6
			0 - 3
•			3
		711010 1002	
		If the student does i	not take ARAB 1001 in Area C,
		he/she must take it	
		Electives	12-15
			he following courses. Students
			e at least 9 credit hours at the
		3000-level and abo	
		ARAB 2001 Interm	Gidate Arabic Language and 3
			nediate Arabic Language and
			3
			sm 3
			raphy of the Middle East 3
·		ECON 4800 Econo	mics of Terrorism 3
		HIST 4501 Islamic	World I 3
	•		World II 3
			es 3
			cient Near East
			ianity and Islam (plus a one- ential Learning Directed Study) 3
			arative Politics
			n Politics3
			s of Developing Nations
		POLS 4420 Global	
		REL 3520 Islam	
		REL 3510 Judaism	
		REL 3504 The Arc	cheology of Ancient Israel
Justification:			
G. L. A			
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.			
Justification. Include and/or append relevant supporting data.			
☐ Improve student learning outcomes:			
Adopting current best practice(s) in field: Arabic is one of the critical languages identified by the State			

Department and the National Security Education Program.
Meeting mandates of state/federal/outside accrediting agencies:
Other: Arabic language and the Middle East are hot topics, currently much in demand. Our graduates' job prospectives will be greatly improved if they have a good understanding of the culture and traditions of the area and some fluency in the main language spoken there. Some universities in Georgia offer minors in Arabic, but not in Middle Eastern Studies.
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.)
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.)
Approvals:
Department Head: Ofel'a R. Nikolova Date: 3-22-17
Department Head: Of-Z'a R. Nikolova Date: 3-22-17 College/Division Exec. Committee: Unite Richards Date: 3/22/19
Dean(s)/Director(s): Connie Richards Date: 3/22/19
Grad. Exec. Committee: (for graduate course) Date:
Graduate Dean: (for graduate course) Date:
A cademic Committee: Date:

DECLIECT FOR A DEVICED CATALOGUEZ				
REQUEST FOR A REVISED CATALOGUE COPY				
(New Learning Outcomes, Admissions, or Other Program Policies)				
Valdosta Sta	ate University Q3/13/34			
Area of Changes Com Series				
Area of Change: Core Senior	Graduate			
Current Catalogue Page Number:	Proposed Effective Date for Revised			
	Catalogue Copy: (new or revised) October 12, 2016			
Degree and Program Name: BS in Applied M	lathematics			
Present Requirements:	Proposed Requirements: (highlight changes			
1. Students will solve problems involving	after printing) 1.Students will solve differential			
groups, rings, fields, and their applications.	equations of first and second order, linear equations			
2. Students will derive discrete and continuous	of higher order, and their applications.			
probability distributions and solve problems involving linear and non-linear optimization,	2. Students will derive discrete and continuous probability distributions and solve problems			
expected values and probabilities for discrete	involving linear and non-linear optimization,			
and continuous random variables, and	expected values and probabilities for discrete and			
numerical methods.	continuous random variables, and numerical			
3. Students will exhibit the logical reasoning	methods.			
skills and technical background necessary to do	3. Students will exhibit the logical reasoning skills			
mathematical proofs by proving theorems in	and technical background necessary to do mathematical proofs by proving theorems in			
Transitions to Higher Math, analysis, linear algebra, mathematical statistics, and modern	Transitions to Higher Math, linear algebra,			
algebra.	mathematical modeling, numerical analysis,			
4. Students will use mathematical software and	operations research, and differential equations.			
modeling to solve problems in numerical	4. Students will use mathematical software and			
analysis, operations research, and statistics.	modeling to solve problems in numerical analysis,			
5. Students will communicate mathematical	operations research, differential equations, linear algebra, and statistics.			
ideas and modeling and present them in class to the faculty.	5. Students will communicate mathematical ideas			
the factify.	and modeling and present them in class to the			
	faculty.			
Justification: (select one or more of the following to indicate why the requested change will be				
beneficial, giving your justification. Include and/or a	ppend relevant supporting data.)			
☐ Improving Student Learning Outcomes				
Adopting Current Best Practice(s) in Field				
Meeting Mandates of State/Federal/Outside A	Accrediting Agencies			
Other				
Source of Data to Support Suggested Change:				
F				
☐ Indirect measures: SOIs, student, employer ☐ Direct measures: Materials collected and ev	valuated for program assessment purposes (tests,			
portfolios, specific assignments, etc.) The new le	Parning Outcomes will allow more courses to			
The state of the s	arining outcomes will allow more courses to			

be assessed.					
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		-			
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	~				
Plan for assessing the	ffectiveness of	f the chanc			
G a harm last the	errectiveness of	the chang	ge in meeting	program's learning outcome	es
(i.e., now do these chan	iges fit within	the curren	t program as:	sessment plan and what sort	
					3
of data will be collected	i and evaluate	d to deteri	nine if these o	changes are meeting stated	S
of data will be collected	i and evaluate	d to deteri	nine if these (changes are meeting stated	3
of data will be collected program outcomes?).	i and evaluate	d to deteri	nine if these (changes are meeting stated	3
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of data will be collected program outcomes?). Data Sources:					S
of data will be collected program outcomes?). Data Sources: Indirect measures:	SOIs, student,	employer,	or alumni surv	/eys, etc.	
of data will be collected program outcomes?). Data Sources: Indirect measures: Direct measures: M	SOIs, student,	employer,	or alumni surv luated for prog	veys, etc. gram assessment purposes (tes	
of data will be collected program outcomes?). Data Sources: Indirect measures: Direct measures: M	SOIs, student,	employer,	or alumni surv luated for prog	veys, etc. gram assessment purposes (tes	
of data will be collected program outcomes?). Data Sources: Indirect measures: Direct measures: M	SOIs, student,	employer,	or alumni surv luated for prog	/eys, etc.	
of data will be collected program outcomes?). Data Sources: Indirect measures: Direct measures: M	SOIs, student,	employer,	or alumni surv luated for prog	veys, etc. gram assessment purposes (tes	
of data will be collected program outcomes?). Data Sources: Indirect measures: Direct measures: M	SOIs, student,	employer,	or alumni surv luated for prog	veys, etc. gram assessment purposes (tes	

Approvals:	
Department Head: My Have	Date: 3-2(- '7
College/Division Exec. Committee: Committee: College/Division Exec. Committee: Committee: College/Division Exec. Col	Date: 3/21/11
Dean(s)/Director(s):	Date: 3/21///
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

	MAR 2.3 2017		
Request for a Revised Course Valdosta State University			
Date of Submission: 03/02/2017 (mm/dd/yyyy)			
Department Initiating Revision: Mathematics Department	Faculty Member Requesting Revision: Dr. Charles Kicey		
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes)			
MATH 4980: Senior Seminar			
List Current and Requested Revisions:			
Current:	Requested:		
Course Prefix and Number: MATH 4980	Course Prefix and Number:		
Credit Hours: 3	Credit Hours:		
Course Title: Senior Seminar	Course Title:		
Pre-requisites: A 4000-level course in algebra, analysis, or topology.	Pre-requisites:MATH 2263 and one of MATH 4081, 4150, 4260, or 4540.		
Course Description: A capstone experience in pure mathematics. Topics in an area of algebra, analysis, or topology will be covered and presented in a written and/or oral form.	Course Description:		
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Once yearly		
Indicate if Course will be: Requirement for Major			
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please 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: Addition of course numbers allows prerequisite filter through BANNER; the MATH 2263 will ensure true senior status for this terminal course.			

Plans for assessing the effectiveness of the course: N/A				

Approvals:	
College/Division Exec. Comm.: Www Kulasals	Date: 3/21/17
Dept. Head: The Hance	Date: 3-21-17
Dean/Director: Typie Kickards	Date: 3/21/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 15, 2017

REQUEST FOR A REVISED CATALOGUE COPY (New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University ☐ Core Area of Change: Senior Senior Graduate Current Catalogue Page Number: Proposed Effective Date for Revised http://catalog.valdosta.edu/undergraduate/academic-Catalogue Copy: (new or revised) 8/1/17 programs/arts-sciences/sociology-anthropologycriminal-justice/ba-sociology-anthropology/ Degree and Program Name: BA Sociology and Anthropology **Present Requirements:** Proposed Requirements: (highlight Applied and Clinical Sociology Concentration changes after printing) SOCI 3190 Clinical Sociology & SOCI 3200 Applied **Applied Sociology Concentration** Sociology Track One SOCI 4800 or SOCI 4810 6 SOCI 3200 Applied Sociology 3 SOCI 4540 Internship in Sociology 3 SOCI 4800 or SOCI 4810 SOCI 4990 Senior Capstone 3 SOCI Elective from Foundation Areas C, Total hours 18 D, or E SOCI 4540 Internship in Sociology 3 SOCI 4990 Senior Capstone 3 Total hours 18 Track Two Four Plus One SOCI 3200 Applied Sociology SOCI 5000-8000 number courses (except SOCI 7800) SOCI 4540 Internship in Sociology 3 SOCI 4990 Senior Capstone 3 Total hours 18 Grade Point Average and Other Requirements for Track Two The Four Plus One Track is an accelerated undergraduate to graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the BA in Sociology and Anthropology. Students interested in continuing their graduate education may apply for admission to the Masters of Science in Sociology in their senior year or upon completion of their undergraduate degree. Students in the Four Plus One Track will not be required to take any additional admission tests but must meet all other graduate admission requirements. Students who have completed the Four plus



One track will be able to count the 9 graduate hours already taken as undergraduates toward the 30 hour MS Sociology degree requirement. Students who have made a C or less in any of their graduate classes as undergraduates will be subject to the MS Sociology Special Retention Policy regarding deficiency points. Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Four Plus One application with two letters of recommendation to the Undergraduate Sociology Coordinator. Once admitted, students will take 9 hours of graduate SOCI classes. A specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the student's 120 hour graduate requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into the Four Plus One Track, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who chose to not continue in the Four Plus One Track may revert to Track One to complete the Applied Sociology Concentration. 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.) Adopting Current Best Practice(s) in Field Meeting Mandates of State/Federal/Outside Accrediting Agencies Other | 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.)

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. Student surveys established interest and support for program. In addition, 2016 CAPACS self-study recommendations included developing an accelerated undergraduate program to attract new graduate students.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head:	Date: 3/24/17
College/Division Exec. Committee: Commi Richards	Date: 3/29/17
Dean(s)/Director(s): Cynny Kicker	ls Date: 3/29/17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Valdosta State University			
REQUEST FOR A CURRICULUM CHANGE Valdosta State University			
Select Area of Change: Core Curriculum Specify: Area A,B,C,D,F Senior Curriculum Graduate Curriculum Other Curriculum			
Current Catalog Page Number: Proposed Effective Date for Degree & Program Name):		
SOCI Homepage Curriculum Change: (e.g., BFA, Art): BA			
(Month/Year): 8/2017 Sociology and Anthropology Present Requirements: B: Applied and Clinical Proposed Requirements (Underline changes	gy		
Sociology after printing this form: B: Applied Sociology	,		
SOCI 3190, SOCI 3200	,		
SOCI 4800 or SOCI 4800 (either course be Track One	Track One		
taken twice with different topic) 6 hours SOCI 3200			
SOCI 4540			
SOCI 4990 3 hours taken twice with different topic) 6 hour			
Foundation Area C,D,E Elective 3 hour SOCI 4540			
SOCI 4990			
Track Two Four Plus One			
SOCI 32003 hour			
SOCI 5000-8000 level courses (except 780			
SOC1 4540 3 hour			
SOCI 4940 3 hour			
30Cl 4970 3 nouis			
Justification:			
Select one or more of the following to indicate why the requested change will be beneficial, giving you	ur		
justification. Include and/or append relevant supporting data.			
Improve student learning outcomes:			
Adopting current best practice(s) in field:			
Meeting mandates of state/federal/outside accrediting agencies:			
☑ Other:			
Justification for dropping SOCI 3190: Course is no longer needed as a required course to meet CAPACS accreditation requirements.			
Justification for Two Tracks in Concentration: Track Two Four Plus One for undergraduate SOCI majors admitted to an accellerated undergraduate sociology to graduate sociology degree.			
Source of Data to Support Suggested Change:			
Indirect measures: SOIs, student, employer, or alumni surveys, etc.			

Direct measures: Materials collected and evaluated for program asset	essment numoses (tests		
portfolios, specific assignments, etc.) Decision to eliminate SOCI 3190 resulted from loss of			
faculty as well as ending SOCI program's relationship with accrediting	a agency		
was any and was a second of the property of the second of	s agency.		
Plan for assessing the effectiveness of the change in meeting program's lear do these changes fit within the current program assessment plan and what s collected and evaluated to determine if these changes are meeting stated pro	sorts of data will be		
Data Sources:			
Indirect measures: SOIs; student, employer, or alumni surveys, etc. Direct measures: Materials collected and evaluated for program assessment portfolios, specific assignments, etc.) Assessment Plan in place.	t purposes (tests,		
	· · · · · · · · · · · · · · · · · · ·		
Approvals:			
	<i>y</i> .		
Department Head:	Date: 3/29/17		
land (i)	z holu		
College/Division Exec. Committee: WMC Mulls	Date: 2/8/1/1		
$A = \begin{pmatrix} -1 & -1 & -1 \\ -1 & -1 & -1 \end{pmatrix}$	al alor		
Dean(s)/Director(s): While Wastle	Date: 3/8/1///		
	· .		
Grad. Exec. Committee:			
(for graduate course)	Date:		
Graduate Dean:	_		
(for graduate course)	Date:		
	÷		
Academic Committee:	Date:		



MAR 3 0 2017

REQUEST FOR A REVISED CATALOGUE COPERADUATE SCHOOL (New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University ☐ Graduate Core Area of Change: Senior **Current Catalogue Page Number: Proposed Effective Date for Revised** http://catalog.valdosta.edu/graduate/graduate-Catalogue Copy: (new or revised) 8/1/17 degree-programs/arts-sciences/sociologyanthropology/ms-sociology/ Degree and Program Name: MS Sociology **Present Requirements:** Proposed Requirements: (highlight changes Requirements for the M.S. Degree with a Major in after printing) Requirements for the M.S. Degree with a Major Sociology 15 in Sociology **Core Courses** 9 Core Courses SOCI 7012 Sociological Theory 3 SOCI 7021 Statistical Application in Sociology 3 SOCI 7012 Sociological Theory 3 SOCI 7021 Statistical Applications in SOCI 7022 Research Methods SOCI 7050 Class, Gender, and Ethnic Issues in Sociology 3 SOCI 7022 Research Methods **Applied Settings** 3 3 Additional Coursework Additional Coursework 15 21 **Elective Courses** 15 **Elective Courses** Students may select from any SOCI prefix Students may select from any SOCI prefix course course numbered 5000-8000 except SOCI 7800 numbered 5000-8000 except SOCI 7800 SOCI 7800 Sociological Practice SOCI 7800 Sociological Sociological Practice 6 Successful completion of the Total Required for the degree 30 Graduate Comprehensive Examination Total Required for the degree 30 Requirements for the M.S. Degree with a Major in Sociology for Students who have completed the BA in Sociology and Anthropology Track Two Accelerated (4 + 1) at Valdosta State University. 0-9* Core Courses

Students may select from any SOCI preficurse numbered 5000-8000 except SOC	
SOCI 7800 Sociological Practice	6
Total Required for the degree	21
*Student must take all core courses not alr successfully completed for the BA in Society	
and Anthropology Track Two Accelerated 1) at Valdosta State University.	

SOCI 7012 Sociological Theory SOCI 7021 Statistical Application in Sociology

SOCI 7022 Research Methods

Additional Coursework

Elective Courses

3

3

12-21 6-15**

	**Total of 15 hours required to include graduate courses successfully completed for the BA in		
	Sociology and Anthropology Track Two Accelerated (4 + 1) at Valdosta State University.		
	Treconstance (1 × 1) at variable state outversity.		
Justification: (select one or more of the following to beneficial, giving your justification. Include and/or a			
☐ Improving Student Learning Outcomes			
Adopting Current Best Practice(s) in Field			
☐ Meeting Mandates of State/Federal/Outside A	Accrediting Agencies		
Other Program focus has shifted from an applied to generalist sociological orientation.			
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.)			
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. Survey of student interest established support for program changes.			
Direct measures: Materials collected and extension (tests, portfolios, specific assignments, etc.)	-		

Approvals:	
Department Head:	Date: 3/29/17
College/Division Exec. Committee: www Kilcards	Date: 3/29/17
Dean(s)/Director(s): Commit Kickards	Date: 3/29/11
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE				
Valdosta State University				
Select Area of Change:	•"	, <u>, , , , , , , , , , , , , , , , , , </u>		
Core Curriculum	Senior Curriculum	n 🛛 Graduate Cu	rriculum Other Curriculum	
Specify: Area A,B,C,D,F	Semor Carriouras	a Magagge Ca	Theulain Other Curriculum	
, speeny. 1 mou 1 1, 2, 3, 2, 1				
Current Catalog Page Number: Proposed Effec		tive Date for	Degree & Program Name:	
MS SOCI Homepage	Curriculum Ch		(e.g., BFA, Art): MS	
r. F. S.	(Month/Year):		(0.6.) 22.13,1110,1115	
Present Requirements:	(1.1011011)		ments (Underline changes	
Requirements for the M.S. Degre	e with a Maior	after printing this		
in Sociology	c with a Major	Requirements for the M.S. Degree with a Major in		
Core Courses	15	Sociology	ie Wi.s. Degree with a Major in	
SOCI 7012 Sociological Theory	3	Core Courses	0	
SOCI 7012 Sociological Theory SOCI 7021 Statistical Application			lagrical Theory	
SOCI 7021 Statistical Application SOCI 7022 Research Methods	in Sociology 3	SOCI 7012 Socio		
	<u> </u>	SOCI 7021 Statis	tical Application in Sociology 3	
SOCI 7050 Class, Gender, and Et				
Applied Settings Additional Coursework	3	Additional Coursey	vork 21	
Elective Courses	15	Elective Courses	15	
l .			ect from any SOCI prefix course	
Students may select from any SO		-	000 except SOCI 7800	
course numbered 5000-8000 exce	•	SOCI 7800 Sociological Practice 6		
SOCI 7800 Sociological Sociologi	ical Practice 6	Total Required for the degree 30		
Successful completion of the		D a musimama amata . Cam 41	MC Desired Main	
Graduate Comprehensive Examination			ne M.S. Degree with a Major in	
Total Required for the degree 30		Sociology for Students who have completed the BA in Sociology and Anthropology Track Two		
			at Valdosta State University.	
		Core Courses 0-9*		
		SOCI 7021 Statistical Application in Social and 3		
		SOCI 7022 Research Methods in Sociology 3		
		SOCI 7022 Research Methods 3 Additional Coursework 12-21		
·		- or respectational and an arrangement of the second of th		
		Elective Courses	6-15**	
			ect from any SOCI prefix course	
			000 except SOCI 7800	
		SOCI 7800 Socio		
		Total Required for	the degree 21	
		40.1	11	
			all core courses not already	
			eted for the BA in Sociology and	
			k Two Accelerated (4 + 1) at	
		Valdosta State Univ		
			required to include graduate	
	**		y completed for the BA in	
			ropology Track Two	
	*	Accelerated (4.±1)	at Valdosta State University.	
		,		
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.
☐ Improve student learning outcomes:
The proposed change is to reduce the total required core courses from five to three courses. This means eliminating two previously required courses. The first of these, SOCI 7011, was required for our MS program accredidation with the Council on Applied and Clinical Sociology. We have dropped that accreditation in 2016 to allow students greater flexibility in the program. A review of the degree requirements at sociology masters programs throughout the nation showed that the vast majority of programs have no more than three required courses. This increases flexibility as students can take additional elective courses that allow them to tailor their program based on career goals. We have proposed to drop SOCI 7050 and offer specific elective classes on these topics instead.
Adopting current best practice(s) in field: REDUCING HOURS IN CORE COURSES: In our review of MS/MA sociology programs, we have located any other programs that require 5 specific core courses. Nearly all the programs we reviewed required three core courses: theory, research methods, and statistics/data analysis. Some programs required a fourth course in stratification. In reducing the hours required in core courses, we are consistent with best practices in the field.
Meeting mandates of state/federal/outside accrediting agencies:
Other: Additional changes to the degree are required to demonstrate program requirements for those students admitted to the MS Sociology degree who have completed the BA in Sociology and Anthropology Track Two Accelerated (4 + 1) at Valdosta State University.
Source of Data to Support Suggested Change:
Moderate Moderates: SOIs, student, employer, or alumni surveys, etc. 1) Informal interviews with students: interviews with current MS students reveal that students would favor fewer required courses with greater flexibility in choosing classes; 2) review of degree requirments for the MS Sociology degree at peer institutions (those not offering a PhD in sociology) ☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
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. Student time to degree; SOIs ☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

		i
Approvals:		
Department Head: Taull Fon	Date 3/29/17	
College/Division Exec. Committee: United Residuals	Date: 3/29/	17
Dean(s)/Director(s): Consie Richards	Date: 3/29/	ly
Grad. Exec. Committee: (for graduate course)	Date: 4-3-17	
Graduate Dean: (for graduate course)	Date: Y-3-17	
Academic Committee:	Date	

MAR 29 2017

VALDOSTA STATE UNIVERSITY

O D GRADUATE SCHOOL

REQUEST FOR A REVISED CATALOGUE COPY GRADUATE SC			
(New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University			
Area of Change: Core Senior Scraduate			
Current Catalogue Page Number: http://catalog.valdosta.edu/graduate/graduate- degree-programs/arts-sciences/sociology- anthropology/	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 8/1/17		
Degree and Program Name: MS Sociology			
Present Requirements: The Department of Sociology, Anthropology, and Criminal Justice offers two Master of Science degrees, one with a major in criminal justice (MSCJ) having both a thesis and non-thesis option and one with a major in sociology (MS SOC) with a focus on applied sociology. The Applied and Clinical Sociology Graduate Program is accredited by the Commission on Applied and Clinical Sociology Proposed Requirements: (highlight changes after printing) The Department of Sociology, Anthropology, and Criminal Justice offers two Master of Science degrees, one with a major in criminal justice (MSCJ) having both a thesis and non-thesis option and one with a major in sociology (MS SOC).			
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 The MS Sociology is no longer accredited by the Commission on Applied and Clinical Sociology			
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.)			

Approvals:	
Department Head:	Date: 3/29/17
College/Division Exec. Committee:	Date: 3/39/117
Dean(s)/Director(s): Graduate Exec. Comm.:	Date: 3/29/11
(for grad program) Graduate Dean:	Date: 4-3-17
(for grad program)	Date: 4-3-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course

Valdosta Sta	te University VALDOSTA STATE UNIVE
Date of Submission: 02/13/2017 (mm/dd/yyyy	
Department Initiating Revision: SOCI	Faculty Member Requesting Revision: Dr. Chet Ballard
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog	for approved prefixes)
SOCI 6700 Family Sociology	
List Current and Requested Revisions:	
Current:	Requested:
Course Prefix and Number: 6700	Course Prefix and Number: 7700
Credit Hours: 3	Credit Hours: 3
Course Title: Family Sociology	Course Title: Family Sociology
Pre-requisites:	Pre-requisites:
Course Description: The social content of contemporary issuing facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single parenting, work families, sexual orientation, non-traditional families, and other relevant issues.	Course Description: Focuses on family as an institution and the interaction between family and society by considering the historical and social influences on family life and by examining how the family unit affects the social world. Readings draw on theory, history, and ethnographic materials. It also explores historical changes and societal variation in family patterns, changes over the life cycle, and alternative family forms.
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: 1/year
Indicate if Course will be: Requirement	for Major 🔀 Elective
Justification: (select one or more of the follow be beneficial, giving your justification. Please data.) Improving student learning outcomes: Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outsident of Updated course description reflects	include and/or append relevant supporting e Accrediting Agencies:
number will now be consistent with current co	urse offerings.

Plans for assessing the effectiveness of the cours and examinations.	e: In-course assessments, including papers

Approvals:	,
College/Division Exec. Comm.: Wyw. Rochard	Date: 3/29/17
Dept. Head:	Date: 3/29/17
Dean/Director: Uni Kuhuk	Date: 3/29/11
Graduate Exec. Comm.(if needed);	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: March 29, 2017

MAR **29** 2017

Request for a R Valdosta Stat	Revised Course GRADUATE SCI e University
Date of Submission: 2/25/2017 (mm/dd/yyyy)	
Department Initiating Revision:	Faculty Member Requesting Revision: Thomas Hochschild
Sociology Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog)	
SOCI 7050: Class, Gender, and Ethnic Issues in App	
List Current and Requested Revisions:	
Current:	Requested:
Course Prefix and Number: SOCI 7050	Course Prefix and Number: SOCI 7000
Credit Hours: 3	Credit Hours: 3
Course Title: Class, Gender, and Ethnic Issues in Applied Settings	Course Title: Sociological Issues in Race, Class, and Gender
Pre-requisites:Grad Standing	Pre-requisites:Grad Standing
Course Description: An in-depth study of the sensitivities needed by sociology students and other social science practitioners to the issues of social class, gender, and ethnicity. A multicultural perspective is developed by each student.	Course Description: Course focuses on socially structured inequlity in terms of societal resources such as power, status, and wealth. It especially focuses on stratification by economic class, race/ethnicity, and gender in contemporary society.
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Annual
Indicate if Course will be: Requiremen	t for Major
be beneficial, giving your justification. Please data.)	wing to indicate why the requested change will e include and/or append relevant supporting
☐ Improving student learning outcomes:	
Adopting current best practice(s) in field:	
☐ Meeting Mandates of State/Federal/Outside	de Accrediting Agencies:
The state of the second state of the state o	tanding. The description and title of the course

Approvals:	•
College/Division Exec. Comm.:	Charles Date: 3/29/17
Dept. Head:	Date: 3/29/1,7
Dean/Director: www kick	Oll Date: 3/29/11
Graduate Exec. Comm.(if needed):	Star Date: 4-3-17
Graduate Dean (if needed):	L Date: 4-3-17
Academic Committee:	Date:

Form last updated: March 29, 2017

MAR **24** 2017

REC	QUEST FOR Valdosta Sta	A NEW CO	URSE GRADUATE SCHOO	
Date of Submission: 2/13/2017				
Department Initiating Reques			ber Requesting:	
Sociology, Anthropology, and O Proposed New Course Prefix		Dr. Carl Hand		
(See course description abbreviation			w Course Title:	
for approved prefixes)	S	Environment		
SOC1 7060	(For		Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Environmental Sociology	
Semester/Year to be Effective Fall 2017	•	Estimated Fr 1/2 years	equency of Course Offering:	
Indicate if Course will be:	Requirement f	or Major 🛚 🗵	Elective	
Lecture Hours: 3	Lab Hours:		Credit Hours: 3	
problems. Topics include environ population dynamics, energy an and current environmental police.	d society, the envey discussions.	vironmental mo	vement, environmental justice,	
Justification: Select one or more beneficial, giving your justificat	e of the followin ion. Include and	g to indicate wheel or append rele	ny the requested change will be vant supporting data.	
☐ Improving student learning	outcomes:			
Adopting current best practic course is consistent with recommand interests of their students Association's Thinking About the	nendations for M reflect and respor	IA/MS Sociolog nd to these need	gy programs to "gauge the needs ls" (American Sociological	
☐ Meeting Mandates of State/	Federal/Outside /	Accrediting Age	encies:	
Other:			·	
			,	
Source of Data to Support Sug	gested Change:	•		
☐ Indirect Measures: SOIs, stu	-		eys, etc.	
	collected and eva		ram assessment purposes (tests,	

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course 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.)
Other:

 $^{{\}bf **Attach~a~course~syllabus~with~course~outcomes/assessments~and~general~education~outcomes/assessments.**}$

Approvals:	
Dept. Head: Tanell L. Kan	Date: 3-10-17
College/Division Exec. Comm.:	Date: 3/21/17
Dean/Director: Connie Richards	Date: 3/21/17
Graduate Exec. Comm.: (for graduate course):	Date: 4-3-17
Graduate Dean: (for graduate course):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: January 6, 2010

Course Syllabus Soc. 7060 Environmental Sociology Fall 2017

Dr. Carl Hand

Office: 1022 Nevins

Ph # 249-4973 email chand@valdosta.edu

Office Hours: MW 9:30-11:30, 1:00-2:00, TR 1:00-3:00

Course Overview

An examination of the sociological context of environmental problems. Topics include environmental thought, sustainable development, climate change, population dynamics, energy and society, the environmental movement, environmental justice, and current environmental policy discussions.

MS Sociology Program Outcomes

- 1. Competence in sociological research and evaluation.
- 2. Competence in social theory.
- 3. Competence as a sociological practitioner.
- 4. Competence addressing issues related to multiculturalism and diversity.
- 5. Mastery in an area of sociological practice.

Course Objectives

- a. Understand the development of environmental sociology
- b. Appreciate the role of sociology in both understanding and ameliorating environmental problems;
- c. Apply sociological skills and perspectives in analyzing local environmental problems;
- d. Understand the interrelationship of global, national, and local environmental problems and their connection to society.

Required Texts/Readings

King, Leslie, and Deborah McCarthy. 2014. Environmental Sociology: From Analysis to Action. Third Edition. New York: Rowman and Littlefield.

https://rowman.com/ISBN/9781442220768/Environmental-Sociology-From-Analysis-to-Action-Third-Edition#

Other Readings as assigned

Course Requirements

- I. Examinations--Three exams. See schedule
- II. Sustainable Community Paper. See Schedule

Students will develop a 6-8 page paper (double spaced and typed) on an environmental issue that relates to community sustainability--(see attached instructions). Papers will be docked one letter grade for each day late. This paper will be evaluated using SafeAssign. By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool

withinBlazeVIEW. For more information on the use of SafeAssign at VSU see <u>SafeAssign</u> for Students (<u>http://www.valdosta.edu/academic/SafeAssignforStudents.shtml</u>).

III. Group Power Point Presentation—Dec. 2 PowerPoint Due and Presentations

Students will work with small groups to develop a PowerPoint presentation that examine interlinkages between different environmental issues and community problems. This project is worth 30 points (see attached instructions). Students will also be graded on the extent of their participation in the discussion component of the group—10 points.

IV. Reading Assignments and Class Participation

In order for this course to accomplish its goals, students must be active in the learning process. Thus, students are expected to read all reading assignments and be prepared to engage in classroom participation. To this end, students will submit a carefully considered idea that is generated from the reading (not a question ABOUT the reading) on WebCT. The idea paper should be at least a paragraph long. For each idea paper, students must reference at least one page number from the chapter. Without such a reference, students will not receive credit for the assignment. Assignments are graded as a 0 or 10. Students will be called on selectively to present their idea to class. Idea paper due dates are posted on the WebCT page. Once the due date has passed, students will not be able to post. Students should NOT share these idea papers with anyone else. Everyone's work must be their own (note warning about academic integrity). I may call on students at the beginning of each new chapter to share their idea papers. Late papers will not be accepted.

Grading

Grades will be based on a ten point scale. Each of the assignments will contribute to the student's final grade as follows:

	Points
Exam I	100
Exam II	100
Exam III	100
Community Paper	100
Power Point Presentation	30
Idea Paper	100
Class Participation	40
Total	570
Grade point breakdown: A>=513 poin	ts; $B > = 456$ points; $C > = 399$ points.
-	

MAR **24** 2017

VALDOSTA STATE UNIVERSITY

OPTION

REQUEST FOR A REVIS	ED CATALOGUE COPY GRADUATE SC	
(New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University		
Area of Change: Core Senior	☑ Graduate	
Current Catalogue Page Number: http://catalog.valdosta.edu/graduate/graduate- degree-programs/education-human- services/middle-secondary-reading-deaf- education/med-programs-middle-grades-math- science-curriculum-instruction-accomplished- teaching/	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2017	
Degree and Program Name: Online Graduate Master of Education with a Major in Middle (Master of Education with a Major in Curricul Teaching	Grades Math and Science	
Present Requirements: Online Graduate Education Programs and Collaboratives Selected Educational Outcomes 1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they will teach. 2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice. 3. Candidates in advanced teacher education programs reflect on their practice and identify their strengths and areas of needed improvement. 4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driver decisions about strategies for teaching and learning so that all students learn.	Proposed Requirements: (highlight changes after printing)	
Selected Program Assessments 1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project. 2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode. 3. Candidates in advanced teacher education programs will document reflection and will identify	3. Candidates in advanced teacher education programs will document reflection and will identify	

areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.

Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement in an electronic portfolio. The M.Ed. collaborative programs in Middle Grades Math and Science (MGMS) and Curriculum and Instruction in Accomplished Teaching (ACTE) utilize a sequenced, two-semester admission process. To be reviewed for semester one quick admission, applicants must submit the collaborative online education programs application and application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. To be fully admitted to the program for "semester two," applicants must complete all admission requirements in full prior to the deadline for that term.

Admission Deadlines

Collaborative online education programs deadlines are established each term. Check the website for admission deadlines and application forms.

Go to the Graduate School website and click on

Go to the Graduate School website and click on Our Programs, then click on M.Ed. MGMS and ACTE Program for information on:

- Specific M.Ed. MGMS and ACTE
 Program Admission Requirements
- M.Ed. MGMS and ACTE Program
 Retention, Dismissal, and Readmission Policies
- M.Ed. MGMS and ACTE Program

Graduation Requirements

Master of Education with a Major in Middle Grades Math and Science

On-line collaborative degree with North Georgia College and State University

Admission Requirements

- 1. Cumulative undergraduate minimum GPA of 2.5 on all undergraduate courses taken
- 2. Clear and renewable teaching certificate
- 3. Georgia passing scores on GACE or PRAXIS II content assessments

Code Title Hours

Core Courses 15

MGMS 5999

Professional Orientation0

MGMS 7100

Research Methodology in Education

areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.

4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning through documentation of student performance and achievement.

The M.Ed. collaborative programs in Middle Grades Math and Science (MGMS) and Curriculum and Instruction in Accomplished Teaching (CIAT) utilize a sequenced, two-semester admission process. To be reviewed for semester one quick admission, applicants must submit the collaborative online education programs application and application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status. To be fully admitted to the program for "semester two," applicants must complete all admission requirements in full prior to the deadline for that term.

Master of Education with a Major in Middle Grades Math and Science

On-line collaborative degree with North Georgia College and State University

Admission Requirements

- 1. Must hold a bachelor's degree from a regionally-accredited institution.
- 2. Cumulative undergraduate minimum GPA of
- 2.75 on all undergraduate courses taken
- 3. Must hold a current induction certificate that meets pathway 1, 2, or 3 in Middle Grades Math or Science in the State of Georgia, or a current professional teaching certificate in Middle Grades Math or Science in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia

MGMS 7000 Professional Development Seminar I (VSU) MGMS 7200 Conceptualizing Middle Level Learning and Diversity in Context (NGCSU) 3 MGMS 7240 Instructional Leadership, Curriculum and Assessment (NGCSU) 3 MGMS 7400 Physical Science for Middle Grades (NGCSU) 3 Content Courses MATH 5180 Mathematics for Middle School Teachers (VSU)3 MATH 5190 Algebra and Geometry for Teachers (VSU) MATH 6161 Mathematical Reasoning (VSU) 3 MGMS 7400 Physical Science for Middle Grades MGMS 7401 Chemistry, Earth Science and Astronomy for Middle Grades 3 **MGMS 7402** Life Science and Natural History for Middle Grades (NGCSU) Capstone Course MGMS 7650 Teaching Practicum Total Hours Required for the Degree 36 Course List

3

professional teaching certificate in Middle Grades Math or Science.

Program Retention, Dismissal, and Readmission

- 1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Dean of the Graduate School.
- 2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- 3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and the rafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Gandidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "E") "WF" "U") will be dismissed from the program. One grade below or "C" results in examine.
- 4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- 1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

and Instruction in Accomplished Teaching On-line collaborative degree with Columbus State and Georgia Southern Universities Admission Requirements 1. Cumulative minimum GPA of 2.5 on all undergraduate courses taken 2. Clear and renewable teaching certificate 3. Georgia passing scores on GACE or PRAXIS II content examinations Code Title Hours Core Courses 9 **EDAT 5999** Professional Orientation 0 **EDAT 7100** Research Methodology in Education **EDAT 7133** Trends, Issues and Research in Education **EDAT 6159** Multicultural Studies across the Curriculum Georgia Framework Domains 18 **EDAT 6226** Curriculum Design for Student Achievement **EDAT 6115** Knowledge of Students and Their Learning **EDAT 7132** Framework for Teaching 3 EDAT 6001 Using Assessment to Improve Teaching and Learning **EDAT 7131** Enhancing Student Performance 3 **EDAT 6000** Professional Decision Making 3 Approved Electives Total Hours Required for the Degree 36 Course List

Master of Education with a Major in Curriculum

Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching On-line collaborative degree with Columbus State and Georgia Southern Universities

Admission Requirements

3

3

3

3

- 1. Must hold a bachelor's degree from a regionallyaccredited institution.
- 2. Cumulative minimum GPA of 2.75 on all undergraduate courses taken
- 3. Must hold a current induction certificate that meets pathway 1, 2, or 3 in any field in the State of Georgia or a current professional teaching certificate in any field in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate.

Program Retention, Dismissal, and Readmission **Policies**

- 1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Dean of the Graduate School.
- 2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- 3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted REFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF", "U") will he dismissed from the program.
 One grade below a "C-results in a warning.
- 4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be

considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. **Program Completion Requirements** 1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. 2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date. 3. Candidates must attempt all Georgia stateapproved educator certification assessments for the degree program and major. Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Curriculum and Instruction are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Curriculum and Instruction. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) for program completion. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Curriculum and Instruction. 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 Clarifying program requirements Source of Data to Support Suggested Change: Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student inquiries and confusion regarding requirements Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)
·
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.) Educator Preparation Program (EPP) and program
assessment data (including GACE).

Approvals:	
Department Head:	Date: 2/23/17
College/Division Exec. Committee: Lyn C Min	Date: 2/23/17
Dean(s)/Director(s): Lype C. Min	Date: 2/23/17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

Form last updated: January 6, 2010

MAR **24** 2017

Request for a Revised Course

RSITY

Valdosta Stat	しんし ひへんてん のでんずに しいい / かた
Date of Submission: February 13, 2017 (mm/dd.	/уууу)
Department Initiating Revision: Middle, Secondary, Reading, and Deaf Education	Faculty Member Requesting Revision: Ellice Martin
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for	or approved prefixes)
EDET 8880: Capstone Seminar	
List Current and Requested Revisions:	
Current:	Requested:
Course Prefix and Number: EDET 8880	Course Prefix and Number:
Credit Hours: 3	Credit Hours:
Course Title: Capstone Seminar	Course Title:
Pre-requisites:EDET 8020, EDET 8030, EDET	Pre-requisites:
Rouse Description: Prerequisites: EDET 8020, 8030, and 8040. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes form teacher leader residency courses, and candidates' school improvement project.	Course Description: Prerequisites: EDET 8020, 8030, and 8040. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidates' school improvement project.
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Spring/Summer/Fall
Indicate if Course will be: Requirement	for Major
Justification: (select one or more of the follow beneficial, giving your justification. Please incl Improving student learning outcomes: Adopting current best practice(s) in field: Meeting Mandates of State/Federal/Outside Other:	

Plans for assessing the eff	Plans for assessing the effectiveness of the course:				

Approvals:	
College/Division Exec. Comm.: Le C. Mini	Date: 2/23/17
Dept. Head:	Date: 2/23/17
Dean/Director: Land C. Municipal Communication of the Communication of t	Date: 2/23/17
Graduate Exec. Comm.(if needed):	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: February 15, 2017

MAR 24 2017

	Revised Course te University VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
Date of Submission: February 13, 2017 (mm/dd	/уууу)
Department Initiating Revision: Middle, Secondary, Reading, and Deaf Education	Faculty Member Requesting Revision: Ellice Martin
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for	or approved prefixes)
EDET 8001: Teacher Leadership Residency I	
List Current and Requested Revisions:	
Current:	Requested:
Course Prefix and Number: EDET 8001	Course Prefix and Number:
Credit Hours: 1	Credit Hours:
Course Title: Teacher Leadership Residency I	Course Title:
Pre-requisites:	Pre-requisites:
Course Description: Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of school culture, mentoring and coaching, and interpersonal skills/problem solving in at least two school settings and with at least two stakeholder groups	Course Description: Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the area of collaboration with families and the community, and in the area of adult learning and the collaborative culture.
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Spring/Summer/Fall
Indicate if Course will be: Requirement	for Major
Justification: (select one or more of the follow beneficial, giving your justification. Please incl	ring to indicate why the requested change will be ude and/or append relevant supporting data.)
☐ Improving student learning outcomes:	
Adopting current best practice(s) in field:	
Meeting Mandates of State/Federal/Outside assessment, which is Georgia's first performance complete and submit six specific major projects courses (EDET 8001, 8002, and 8003) were red the requirements and that all six projects would process. This change clarifies the two projects to	te-based assessment, requires candidates to a scoring agency. The clinical residency designed to ensure that assigned projects matched be completed through the clinical residency

Other:			
		·.	
D1 0		-	
assessment will pr	ng the effectiveness of to ovide evidence for prog	the course: Results from the state-manda gram assessment.	ted
assessment will pr	ng the effectiveness of to ovide evidence for prog	the course: Results from the state-manda gram assessment.	ted

Approvals:	
College/Division Exec. Comm.: Lyn C. Min	Date: 2/23/17
Dept. Head:	Date: 2/23/17
Dean/Director: Land C. Min	Date: 2/23/17
Graduate Exec. Comm.(if needed):	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: February 15, 2017

MAR **24** 2017

_	Revised Course VALDOSTA STATE UNIVERSITY te University GRADUATE SCHOOL			
Date of Submission: February 13, 2017 (mm/dd/yyyy)				
Department Initiating Revision: Middle, Secondary, Reading, and Deaf Education	Faculty Member Requesting Revision: Ellice Martin			
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for EDET 8002: Teacher Leadership Residency II	or approved prefixes)			
List Current and Requested Revisions:	· · · · · · · · · · · · · · · · · · ·			
Current:	Requested:			
Course Prefix and Number: EDET 8002	Course Prefix and Number:			
Credit Hours: 1	Credit Hours:			
Course Title: Teacher Leadership Residency II	Course Title:			
Pre-requisites: EDET 8001.	Pre-requisites:			
Course Description: Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the areas of curriculum, assessment, and conducting and applying research. Residency hours are completed in at least two school settings and with at least two stakeholder groups.	Course Description: Graded "Satisfactory" or "Unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates complete residency requirements in the area of			
Semester/Year to be Effective: Fall 2017	Estimated Frequency of Course Offering: Spring/Summer/Fall			
Indicate if Course will be: Requirement f	for Major			
Justification: (select one or more of the follows beneficial, giving your justification. Please included in the second se				
Improving student learning outcomes:				
Adopting current best practice(s) in field:				
Meeting Mandates of State/Federal/Outside assessment, which is Georgia's first performance complete and submit six specific major projects courses (EDET 8001, 8002, and 8003) were redethe requirements and that all six projects would process. This change clarifies the two projects the	to a scoring agency. The clinical residency esigned to ensure that assigned projects matched be completed through the clinical residency			

Other:				
Plans for assessing to assessment will prove			om the state-manda	nted
	6	÷		

Approvals:	
College/Division Exec. Comm.: L. C. Mui	Date: 2/23/17
Dept. Head:	Date: 2/23/17
Dean/Director: Le C. Mein	Date: 2/23/17
Graduate Exec. Comm.(if needed):	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: February 15, 2017

Request for a Revised Course Valdosta State University VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL Date of Submission: February 13, 2017 (mm/dd/yyyy) **Department Initiating Revision: Faculty Member Requesting Revision:** Middle, Secondary, Reading, and Deaf Ellice Martin Education Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) EDET 8003: Teacher Leadership Residency III List Current and Requested Revisions: **Current:** Requested: Course Prefix and Number: EDET 8003 Course Prefix and Number: Credit Hours: 1 Credit Hours: Course Title: Teacher Leadership Residency II Course Title: Pre-requisites: EDET 8001 and EDET 8002. Pre-requisites: Course Description: Prerequisites: EDET 8001 Course Description: Prerequisites: EDET 8001 and 8002. Graded "Satisfactory" or and 8002. Graded "Satisfactory" or "unsatisfactory". Clinical practice related to "unsatisfactory". Clinical practice related to Teacher Leadership Standards. Candidates Teacher Leadership Standards. Candidates design and conduct professional learning that complete residency requirements in the area of is data-driven and research-based. Results are design and implementation of professional analyzed quantitatively and qualitatively, and learning, and in the area of collaborative teams are presented to appropriate stakeholders. and advocacy. Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall 2017 Spring/Summer/Fall **Indicate if Course will be:** Requirement for Major Elective Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please 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: The state-mandated assessment, which is Georgia's first performance-based assessment, requires candidates to complete and submit six specific major projects to a scoring agency. The clinical residency courses (EDET 8001, 8002, and 8003) were redesigned to ensure that assigned projects matched the requirements and that all six projects would be completed through the clinical residency process. This change clarifies the two projects that are required in EDET 8003.

Other:				
	sing the effective		ne state-mandated	

Approvals:	
College/Division Exec. Comm.: Ly C. Muma	Date: 2/23/17
Dept. Head:	Date: 2/23/17
Dean/Director: Lyn Cymui	Date: 2/23/17
Graduate Exec. Comm.(if needed):	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: February 15, 2017

MAR **24** 2017

REQUEST TO DEACTIVATE A COURSE/PROGRAMMADUATE SO Valdosta State University Date of Submission: February 13, 2017		
List of courses (or the program or track) to be EDET 8010: Reflective Teaching Practices Seminar		
Justification: Select one or more of the following beneficial, giving your justification. Include and	ng to indicate why the requested change will be d/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 Replaced by EDET 8001, 8002, and 8 which are 1 hr each)	003 (Teacher Leadership Residency Courses,	
Source of Data to Support Suggested Change	:	
Indirect measures: SOIs, student, employe	er, or alumni surveys, etc.	
Direct measures: Materials collected and e portfolios, specific assignments, etc.)	evaluated for program assessment purposes (tests,	

Approvals:	
College/Division Exec. Comm.: Lease C. Min	Date: 2/23/17
Dept. Head: Refull	Date: 2/23/17
Dean/Director:	Date: 2/23/17
Graduate Exec. Comm.: (for grad course/program)	Date: 4-3-17
Graduate Dean: (for grad course/program)	Date: 4-3-17
Academic Committee:	Date:

Form last updated: January 6, 2010

MAR 24 2017

REQUEST FOR A REVISED CATALOGUE @OBYA STATE UNIVERSITY (New Learning Outcomes, Admissions, or Other Program Policia RADUATE SCHOOL

(New Learning Outcomes, Admissions, or Other Program Policies)			
Valdosta St	ate University		
Area of Change: Core Senior	⊠ Graduate		
Current Catalogue Page Number: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/mat-special-education-deaf-hard-hearing/	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2017		
Degree and Program Name: Master of Arts f Education Deaf and Hard-of-Hearing	or Teachers with a Major in Special		
Present Requirements: Selected Educational Outcomes 1. Candidates in special education/deaf	Proposed Requirements: (highlight changes after printing)		
education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.			
2. Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have			
a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.			
3. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.			
4. Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.			
Examples of Outcome Assessments 1. Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.			
2. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures			

and effective content pedagogy.

- 3. Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
- 4. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Candidates wishing to pursue the M.A.T. in Special Education—Deaf and Hard-of-Hearing must complete the Deaf Studies minor at VSU or have completed the equivalent of these courses at another institution.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

Go to the Graduate School website and click on Our Programs, then click on Deaf & Hard-of-Hearing M.A.T. Special Education Program for information on:

- Specific Deaf & Hard-of-Hearing M.A.T.
 Special Education Program Admission
 Requirements
- Deaf & Hard-of-Hearing M.A.T. Program
 Special Education Retention, Dismissal, and
 Readmission Policies
- Deaf & Hard-of-Hearing M.A.T. Special Education Program Graduation Requirements

Admission Requirements

M.A.T. in Special Education-Deaf and Hard-of-Hearing

- 1. Hold a bachelor's degree from a regionally-accredited institution.
- 2. Have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate coursework taken.
- 3. Submit a completed application packet to the Graduate School by the admission deadline.

Program Retention, Dismissal, and Readmission

- 1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval of the Dean of the Graduate School.
- 2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- 3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "C"

4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- 1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.
- 3. Candidates must attempt all Georgia stateapproved educator certification assessments for the degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

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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: Clarifying program requirements
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.)
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.): Educator Preparation Program (EPP) and program assessment data (including GACE).

Approvals:	
Department Head:	- 01 /
Soparament Floud. 7	Date: 2/23/17
College/Division Exec. Committee:	Date: 2/23/17
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Dean(s)/Director(s):	2 2 22 122
Graduate Exec. Comm.:	Date: 2/23/17
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(for grad program)	Date: $U = 2 - 12$
Graduate Dean:	
(for grad program)	D. (
(Not grade program)	Date: 4-3-17
Academie Committe	
Academic Committee:	Date:

MAR **24** 2017 VALDOSTA STATE UNIVERSITY REQUEST FOR A REVISED CATALOGUE CORKADUATE SCHOOL (New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University ⊠ Graduate Senior Core Area of Change: **Proposed Effective Date for Revised** Current Catalogue Page Number: Graduate Catalogue Copy: (new or revised) Fall 2017 Catalog/ Graduate Degree Programs/James L.and Dorothy H. Dewar College of Education & Human Services Degree and Program Name: James L. and Dorothy H. Dewar College of Education and **Human Services** Proposed Requirements: (highlight changes **Present Requirements:** after printing) Accreditation Accreditation The Dewar College of Education and Human The Dewar College of Education and Human Services maintains accreditation with the Council Services maintains accreditation with the

Council for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission ion Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:

- Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology),
- Instructional Technology-Library Media (Association for Educational Communications

for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Training and Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). In addition, the Master of Library and Information Science is accredited by the American Library Association Commettee or The College of Education and Human Services also Accorderates houses graduate programs that are nationally recognized by specialized professional

Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology),

associations:

Instructional Technology-Library Media (Association for Educational Communications and

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and Technology and American Library	Technology and American Library
Association/American Association of School	Association/American Association of School
Librarians)	Librarians)
Reading Education (International	Reading Education (International Reading
Reading Association)	Association)
 Special Education/Deaf Education 	Special Education/Deaf Education
(Council for Exceptional Children)	(Council for Exceptional Children)
	•
InctiCation ()	
Justification: (select one or more of the following t	o indicate why the requested change will be
beneficial, giving your justification. Include and/or a	ppend relevant supporting data.)
☐ Improving Student Learning Outcomes	
Adopting Current Best Practice(s) in Field	
Meeting Mandates of State/Federal/Outside A	correditing Aganging T and Jack Custon L
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Other Other	w. cccccs
Source of Data to Support Suggested Change:	
Indirect measures: SOIs, student, employer,	, or alumni surveys, etc.
Direct measures: Materials collected and ev	aluated for program assessment purposes (tests.
portfolios, specific assignments, etc.)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Plan for assessing the effectiveness of the chan	ge in meeting program's learning outcomes
(i.e., how do these changes fit within the curren	at program assessment plan and what sorts
of data will be collected and evaluated to deter	mine if these changes are meeting stated
program outcomes?).	mose emanges are meeting stated
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Data Sources:	
Indirect measures: SOIs, student, employer,	or alumni surveys etc
Direct measures: Materials collected and eva	aliated for program assessment numases (tasts
portfolios, specific assignments, etc.)	mand for program assessment purposes (tests,
portionos, specific assignments, etc.)	
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Approvals:	
Department Head:	Date:
College/Division Exec. Committee: Ly C. Min	Date: 3 - 23-17
Dean(s)/Director(s): Lyn C. Mi	Date: 3-23-17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

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REQUEST FOR A REVISED CATALOGUE COPY

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

(New Learning Outcomes, Admissions, of Other Hogram Policies)		
Valdosta State University		
Area of Change: Core Senior	Graduate	
Current Catalogue Page Number: Proposed Effective Date for Revised		
Undergraduate Catalog/Academic	Catalogue Copy: (new or revised) Fall 2017	
Programs/James L.and Dorothy H. Dewar		
College of Education & Human Services		
Degree and Program Name: James L. and Dorothy H. Dewar College of Education and Human Services		

Present Requirements:

Teaching Degree Programs in the College of **Education and Human Services** Degree Grade Art Education P-12 Early Childhood Education P-5 1Deaf Education P-12 Early Childhood Special Education General Curriculum P-5 Foreign Language Education: French, Spanish P-Health and Physical Education P-12 Middle Grades Education Workforce Education and Development 6-

Teaching Degree Programs

Denotes a 5-year program. The master's degree is required for teacher certification.

Professional P-12 Education Field Experiences Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the fieldbased courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will discuss any concerns with student and may report these concerns to the student's department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the students' continuation in professional education course work. Generally, students will not be placed beyond a 60Proposed Requirements: (highlight changes after printing)

Teaching Degree Programs in the College of Education and Human Services

Degree Grade

Art Education P-12

Early Childhood Education P-5

1Deaf Education

Early Childhood Special Education General

Curriculum

Foreign Language Education: French, Spanish P-

Health and Physical Education P-12 4-8

Middle Grades Education

Workforce Education and Development 6-12 Teaching Degree Programs

Denotes a 5-year program. The master's degree is required for teacher certification.

Professional P-12 Education Field Experiences Valdosta State University's teacher preparation program places a strong emphasis upon professional field experiences in public school settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses and the Office of Clinical Experiences and Certification. With each of the field-based courses, students will be evaluated on their performances in the public school environment. Faculty members responsible for the courses will discuss any concerns with the student and may report these concerns to the student's department head. Repeated concerns or serious singular offenses in any field experiences will jeopardize the student's continuation in professional education course work. Generally,

mile radius of VSU. The Dewar College of Education and Human Services reserves the right to refuse to place a student at any particular school or within any particular school system. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Field Experiences and Clinical Practice.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1) pass or exempt GACE Program Admission Assessment; (2) overall GPA of at least 2.75; (3) completion of all coursework; (4) a grade of "C" or higher in all Area F courses, all professional education courses, and all major courses; (5) completion of criminal background check; and (6) current liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Field Experiences and Clinical Practice website.

Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment for their major by the completion of student teaching. Students do not have to pass the exams in order to complete student teaching successfully, but they do have to provide evidence that they have taken the exams. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate. A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a COEHS

students will not be placed beyond a 60-mile radius of VSU. The Dewar College of Education and Human Services reserves the right to refuse to place a student at any particular school or within any particular school system. The COEHS reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Clinical Experiences and Certification.

Student Teaching

Student teaching is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements to student teach are: (1)-pass-or-exempt GACE Program Admission Assessment; admission to Teacher Education; (2) overall GPA of at least 2.75; (3) completion of all coursework; (4) a grade of "C" or higher in all Area F courses, all professional education courses, and all major courses; (5) completion of criminal background check (if required by school system); (6) current liability insurance; and (7) valid pre-service or other teaching certificate. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Clinical Experiences and Certification website. Student teaching is not offered in the summer. Students are not permitted to student teach in a school from which they graduated in the last seven years, where they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment for their major and successfully submit the edTPA portfolio for their major by the completion of student teaching. A successful submission of edTPA occurs when the student receives a composite score from Pearson for his or her portfolio submission. Students do not have to pass the GACE Content Assessment or edTPA in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major and successfully

Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Field Experiences and Clinical Practice.

Teacher Certification

Georgia Teacher Certification Testing Program
The Georgia Professional Standards Commission
requires applicants seeking initial certification to
demonstrate proficiency in their certification area
by passing the tests appropriate to their program of
study. These certification tests are the GACE
Content Assessments, and registration applications
are available online.

A passing score must be obtained on these tests before a student may be recommended to the Georgia Professional Standards Commission for a clear, renewable Georgia certificate. The GACE Program Admission Assessment (or exemption) test is also required for certification, but it is met through the admission requirements for Teacher Education.

submitted the edTPA portfolio. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Clinical Experiences and Certification.

Teacher Certification

Georgia Teacher Certification Testing Program
The Georgia Professional Standards Commission
requires applicants seeking initial certification to
demonstrate proficiency in their certification area
by passing the content tests appropriate to their
program of study. These certification tests are the
GACE Content Assessments, and registration
applications are available online. The Georgia
Professional Standards Commission also requires
applicants seeking initial certification to complete
the Georgia Educator Ethics- Exit assessment and
pass the state approved performance-based

	effectiveness assessment (edTPA). A passing score must be obtained on both the GACE Content Assessment and edTPA before a candidate may be recommended to the Georgia Professional Standards Commission for a certificate of eligibility. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics-Entry assessment are also required for certification, but they are met through the admission requirements for Teacher Education.	
Justification: (select one or more of the following t beneficial, giving your justification. Include and/or a		
☐ Improving Student Learning Outcomes		
Adopting Current Best Practice(s) in Field		
Meeting Mandates of State/Federal/Outside Accrediting Agencies To address current GaPSC and state mandates		
Other		
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.)		
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.)		

Approvals:	
Department Head:	Detai
	Date:
College/Division Exec. Committee: L. Mini	Date: 3 -23-17
Dean(s)/Director(s): C. Mu	Date: 3 -23 -17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

MAR 24 2017

REQUEST FOR A REVISED CATALOGUE CORRADUATE SCHOOL (New Learning Outcomes, Admissions, or Other Program Policies) Valdosta State University ☐ Graduate Area of Change: Core Senior **Current Catalogue Page Number: Proposed Effective Date for Revised** http://catalog.valdosta.edu/graduate/graduate-Catalogue Copy: (new or revised) Fall, 2017 degree-programs/education-humanservices/middle-secondary-reading-deafeducation/med-special-education-deaf-hardhearing-education/ Degree and Program Name: Master of Education with a Major in Special Education --Deaf and Hard-of-Hearing Education and Master of Education with a Major in Special Education -- Deaf and Hard-of-Hearing Track 2 **Present Requirements:** Selected Educational Proposed Requirements: (highlight changes Outcomes after printing) 1. Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. 2. Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. 3. Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice. Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. **Examples of Outcome Assessments** Candidates in special education/deaf 1. education will demonstrate content knowledge through passing the state-required content assessment in deaf education. Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based

strategies through development of lesson plans



identifying use of research validated procedures and effective content pedagogy.

- Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.
- Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate-School. A completed application packet includes official transcripts from all institutions previouslyattended, official test scores (GRE or MAT). completed application form, fee, and any additional program requirements submitted by the admissiondeadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for documentsubmission and to ensure receipt of documents. Admission Deadlines

Fall Deadline: July 15

This program considers applications for Fall term only.

Go to the Graduate School website and click on Our Programs, then click on Deaf and Hard-of-Hearing Education M.Ed. Special Education Program for information on:

- Specific Deaf and Hard-of Hearing Education M.Ed. Special Education
- **Program Admission Requirements**
- Deaf and Hard-of-Hearing Education M.Ed. Special Education Program Retention, Dismissal, and Readmission Policies
- Deaf and Hard-of-Hearing Education
- M.Ed. Special Education Program Graduation Requirements

To Apply Online, click here.

Admission Requirements

M.Ed. in Special Education-Deaf and Hard-of-Hearing (MED-Track 1)

- 1. Hold a bachelor's degree from a regionallyaccredited institution.
- 2. Have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate coursework taken.
- 3. Submit a completed application packet to the Graduate School by the admission deadline.

Admission Requirements

School.

M.Ed. in Special Education-Deaf and Hard-of-Hearing (MED-Track 2)

- 1. Hold a bachelor's degree from a regionallyaccredited institution.
- 2. Have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate coursework taken.
- 3. Hold a professional teaching certificate outside the field of Deaf Education.
- 4. Submit a completed application packet to the Graduate School by the admission deadline.

Program Retention, Dismissal, and Readmission 1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval of the Dean of the Graduate

2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department. 3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grant of "C" ... It is a warning. 4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- 1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.
- 3. Candidates must attempt all Georgia stateapproved educator certification assessments for the degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a certificate in Special Education: Deaf and Hard of Hearing are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing.

	The Valdosta State University Dewar College of
	Education and Human Services requires all
	candidates to take the appropriate state-approved
	assessment(s) in order to graduate from the
	program but cannot be recommended for
	certification until they successfully complete all
	coursework and pass the Georgia state-approved
	assessment(s) for certification in Special
	Education: Deaf and Hard of Hearing.
Justification: (select one or more of the following beneficial, giving your justification. Include and/or	to indicate why the requested change will be append relevant supporting data.)
☐ Improving Student Learning Outcomes	
Adopting Current Best Practice(s) in Field	
☐ Meeting Mandates of State/Federal/Outside	Accrediting Agencies
M Other: Clarifying program requirements	
C. CD 4 4 C	
Source of Data to Support Suggested Change	•
☐ Indirect measures: SOIs, student, employe ☐ Direct measures: Materials collected and e portfolios, specific assignments, etc.)	er, or alumni surveys, etc. valuated for program assessment purposes (tests,
DI A	
Plan for assessing the effectiveness of the character, how do these changes fit within the curre of data will be collected and evaluated to determine program outcomes?).	ent program assessment plan and what sorts
Data Sources:	
Indirect measures: SOIs, student, employe Direct measures: Materials collected and exportfolios, specific assignments, etc.) Educator Passessment data (including GACE).	valuated for program assessment purposes (tests.
	·

Approvals:	
Department Head:	Date: 2/2/17
College/Division Exec. Committee: Lyn C. Man	Date: 2/23/17
Dean(s)/Director(s):	Date: 2/23/17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

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MAR **24** 2017

VALDOSTA STATE UNIVERSITY

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: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/education-specialist-teacher-leadership/ Degree and Program Name: Ed.S. Degree with a Major in Teacher Leadership Present Requirements: Selected Educational Outcomes 1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards. 2. Candidates will model best practices in pedagogy and serve as mentors and coaches for other educators. 3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas. 4. Candidates will design and implement
Area of Change: Core Senior Graduate Current Catalogue Page Number: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/education-specialist-teacher-leadership/ Degree and Program Name: Ed.S. Degree with a Major in Teacher Leadership Present Requirements: Selected Educational Outcomes 1. Candidates will demonstrate knowledge of the content necessary to successfully meet the Teacher Leadership Program Standards. 2. Candidates will model best practices in pedagogy and serve as mentors and coaches for other educators. 3. Candidates will conduct research related to school culture, curriculum, and assessment, and apply the findings to improving those areas. 4. Candidates will design and implement
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4. Candidates will design and implement
professional learning based on student and
teacher needs. Examples of Outcome Assessments
1. Candidates will demonstrate the content
knowledge by passing the state-required
content assessment.
2. Candidates will demonstrate best
practices in pedagogy, mentoring, and coaching through faculty and supervisor observation of
those practices.
3. Candidates will demonstrate the ability
to conduct and apply research through a review
of literature and an associated action research
project scored by a departmentally created rubric.
4. Candidates will demonstrate the ability
to design and implement professional learning
through faculty and supervisor observation of
clinical practice.
Prior to admission to any graduate program at Valdosta State University, applicants must first

submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines:

Collaborative online education program deadlines are established each term. Check the website for admission deadlines and application forms.:

Go to the Graduate School website and click on Our Programs, then click on Ed.S. in Teacher Leadership for information on:

- Specific Program Admission Requirements
- Program Retention, Dismissal, and Readmission Policies
- Program Graduation Requirements
 Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code Title Hours

Core Courses 15

EDET 5999

Professional Orientation

EDET 8020

Using Assessment and Research Data 1

EDET 8030

Developing and Leading a Community of Diverse

3

3

3

Learners

EDET 8040

Strategic Planning for School Reform 1

EDET 8050

Action Research 1 3

EDET 8880

Capstone Seminar

All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.

Teacher Leadership Residency Courses EDET 8001

Teacher Leadership Residency I

Admission Requirements

- Application to VSU Graduate School and fee
- One official transcript from each college/university attended, even for transfer credit or undergraduate work. A cumulative graduate GPA of 3.0 is required.
- Official test scores on the GRE (minimum combined score of 850 with a verbal no less than 400 OR if taken July 2011 or later, a combined minimum score of 286 with a verbal no less than 143) or MAT (minimum score of 390 if taken October 2004 or later, or 36 if taken before October 2004).
- Must hold clear renewable teaching or service certificate at the Master's level or higher.
- Letter of Assurance form from a current administrator (form required).
- Distance Learning Exemption of the VSU Medical Form
- Must be employed teachers able to spend a minimum of 20 hours per week in a classroom.

Program Retention, Dismissal, and Readmission Policies

- 1. The maximum time allowed for completion of the education specialist degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor, Dean of the College of Education and Human Services, and approval from the Dean of the Graduate School.
- 2. No more than 6 semester hours of academic

EDET 8002

Teacher Leadership Residency II 1
EDET 8003
Teacher Leadership Residency III 1
Specialization Courses (numbered 5000 & above) 2 9
Total Hours Required for the Dagree 27

Total Hours Required for the Degree 27 Course List

- 1 Work in course must focus on content of candidate's certification field.
- Themes to select from, in consultation with advisor, include but are not limited to:
 Early Childhood Education
 ESOL (endorsement)
 Career and Technical Education
 Gifted Education (endorsement)
 Instructional Technology
 Leadership (GaPSC pre-service courses)
 Online Teaching (endorsement)
 Physical Education
 Reading (endorsement)
 Special Education
 Any combination of above

work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.

- 3. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Full 1851 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Gandidates admitted BEFORE Fall 2011 and receiving two gandes below "C" ("D", "F", "WF" "LI") will be dismissed from the program. One grade below a "C" "GUILLE in a warning."
- 4. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

- 1. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.
- 2. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.
- 3. Candidates must attempt all Georgia stateapproved educator certification assessments (excludes GACE Content) for the degree program and major.

Note: According to the Georgia Professional Standards Commission (GaPSC), all candidates applying for a Standard Professional certificate in the field of Teacher Leadership are required to present passing scores on Georgia's state-approved educator certification assessment(s) for Teacher Leadership. Candidates are not required to pass the state-approved assessment(s) in order to graduate from the program but cannot be recommended for certification until they successfully complete all

	coursework and pass the Georgia state-approved assessment(s) for certification in Teacher Leadership.	
Justification: (select one or more of the following to beneficial, giving your justification. Include and/or a	·	
☐ Improving Student Learning Outcomes		
Adopting Current Best Practice(s) in Field		
Meeting Mandates of State/Federal/Outside Accrediting Agencies		
Other		
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.) The state-mandated assessment, which is Georgia's first performance-based assessment, requires candidates to complete and submit six major projects to a scoring agency. The clinical residency courses (EDET 8001, 8002, and 8003) were redesigned to ensure that assigned projects matched the requirements and that all six projects would be completed through the clinical residency process.		
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.) Results from the state-mandated assessment will provide evidence for program assessment.		

Approvals:	
Department Head: RAM	Date: 2/23/17
College/Division Exec. Committee: Lyn C. Mu	Date: 2/23/17
Dean(s)/Director(s): L. C. Min	Date: 2/23/17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

MAR 24 2017

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(New Learning Outcomes, Admissions, or Other Program Policies) GRADUATE S		
Valdosta Sta	ate University	
Area of Change:	⊠ Graduate	
Current Catalogue Page Number: Graduate Catalog/ Graduate Degree Programs/James L.and Dorothy H. Dewar College of Education & Human Services	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2017	
Degree and Program Name: James L. and Dorothy H. Dewar College of Education and Human Services		
Present Requirements: Field Experiences in P-12 Educator Preparation Programs Valdosta State University's educator preparation program places a strong emphasis on professional field experiences in schools or other educational settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. A criminal background check and current liability insurance are required for all students participating in field experiences. The COEHS Office of Field Experiences and Clinical Practice reserves the right to make all final decisions about field placements. For additional information, consult with the Office of Field Experiences and Clinical Practice.	Proposed Requirements: (highlight changes after printing) Progression/Retention in Professional P-12/Education Programs Education majors are required to earn minimum grades of "C" in all professional education courses. Students must also maintain a minimum 3.00 GPA, update criminal background checks as requested, and assure professional liability insurance is current. Student progress will be monitored through (a) GPA, (b) observations, (c) faculty's and public school teachers' documented feedback, and (d) demonstration of appropriate dispositions. Students who do not maintain these requirements will be prevented from continuing in professional education course work, may be placed on a Professional Improvement Plan, and may be dismissed from the program. Field Experiences in P-12 Educator Preparation Programs Valdosta State University's educator preparation program places a strong emphasis on professional	
Clinical Practice in P-12 Educator Preparation Programs Student teaching and internships provide students with intensive culminating activities that immerse them into schools or other educational settings. These clinical experiences provide opportunities to develop and demonstrate competence in the professional roles for which they are preparing. A criminal background check and current liability insurance is required for all students participating in clinical practice. Refer to specific programs for clinical practice requirements. The COEHS Office of Field Experiences and Clinical Practice reserves	field experiences in schools or other educational settings. Many of the major courses require that students be involved in field-based activities; these activities will be coordinated by the instructors responsible for the courses. With each of the field-based courses, students will be evaluated on their performances in the public school environment. A criminal background check and current liability insurance are required for all students participating in field experiences. The COEHS Office of Clinical Experiences and Certification reserves the right to make all final decisions about field placements. For additional information, consult with the Office of	

Clinical Experiences and Certification.

the right to make all final decisions about field placements. For additional information, consult

with the Office of Field Experiences and Clinical Practice.

Clinical Practice in P-12 Educator Preparation Programs

Student teaching/internship is the culminating professional experience and is scheduled during the last term of university enrollment. The requirements for student teaching/internship are: (1) admission to Teacher Education; (2) overall GPA of at least 2.75; (3) completion of all coursework; (4) a grade of "C" or higher in all Area F courses, all professional education courses, and all major courses; (5) completion of criminal background check; and (6) current liability insurance. Except for Special Education majors, students are not permitted to take any coursework concurrently with student teaching except the student teaching seminar. Student teaching applications and submission deadlines are available on the COEHS Office of Clinical Experiences and Certification website.

Student teaching is not offered in the summer. Students are not permitted to student teach or intern in a school from which they graduated in the last seven years, where they have family members employed or enrolled, in which they have worked as a paraprofessional, or in a system in which they have family members employed in the system office in an administrative capacity or on the board of education. Student teachers are required to take the appropriate GACE Content Assessment for their major and successfully submit the edTPA portfolio for their major by the completion of student teaching. Students do not have to pass the GACE Content Assessment or edTPA in order to complete student teaching successfully, but they do have to provide evidence that they have taken both GACE Content Assessment tests for their major and successfully submitted the edTPA portfolio and received a composite score. Students who do not meet this requirement will receive an Incomplete ("I") in student teaching/internship for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of a school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of

P-12 Educator Certification

Georgia Educator Certification Testing Program The Georgia Professional Standards Commission (GaPSC) requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the tests appropriate to their program of study. These certification tests are the GACE Content Assessments (for Communication Disorders majors, the Praxis II Assessment), and registration applications are available online at http://gace.ets.org (for Praxis II, the website is www.ets.org). A passing score must be obtained on these tests before a student may be recommended to the GaPSC for a clear, renewable Georgia certificate. The GACE Program Admission Assessment (or exemption) is also required for certification.

the remediation. The student will be required to complete a prescribed plan before being permitted to attempt student teaching a second time. During this second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. Generally, student teachers will not be placed beyond a 60-mile radius of VSU. The COEHS reserves the right to refuse to place a student teacher at any particular school or within any particular school system. Every effort is made to place student teachers at one of their preferred schools or systems; however, the COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Clinical Experiences and Certification.

P-12 Educator Certification

The Georgia Professional Standards Commission requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the content tests appropriate to their program of study. These certification tests are the GACE Content Assessments (for Communication Disorders majors, the Praxis II Assessment), and registration applications are available online at http://gace.ets.org (for Praxis II, the website is www.ets.org). The Georgia Professional Standards Commission also requires applicants seeking initial certification to pass the state approved performance-based effectiveness assessment (edTPA) and pass the Georgia Educator Ethics Assessment - Exit.

A passing score must be obtained on all of these assessments before a candidate may be recommended to the Georgia Professional Standards Commission for a certificate of eligibility or induction certificate. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics Assessment Entry are also required for certification, but it is met through the admission requirements for Teacher Education.

T (100)
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 To address current GaPSC and state mandates
Other
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.)
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.)

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: L. C-Mi	Date: 3-23-17
Dean(s)/Director(s):	Date: 3-23-17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

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REQUEST FOR A REVISED CATALOGUE COPGRADUATE SCH		
(New Learning Outcomes, Admissions, or Other Program Policies)		
Valdosta State University		
Area of Change:		
Current Catalogue Page Number: Graduate	Proposed Effective Date for Revised	
Catalog/ Graduate Degree Programs/James	Catalogue Copy: (new or revised) Fall 2017	
L.and Dorothy H. Dewar College of Education	1,0 (
& Human Services		
Degree and Program Name: James L. and Dorothy H. Dewar College of Education and		
Human Services		
Present Requirements:	Proposed Requirements: (highlight changes	
Master's Degree Programs	after printing)	
Master's degree programs are designed to enhance	Master's Degree Programs	
and extend the knowledge and skills of students	Master's degree programs are designed to enhance	
beyond the undergraduate level. Programs at the	and extend the knowledge and skills of students	
master's level develop the students' ability to use	beyond the undergraduate level. Programs at the	
and apply research skills, become familiar with	master's level develop the students' ability to use	
current issues and trends in their fields, and review and apply research skills, become familiar with		
material related to legal issues and ethics. The	current issues and trends in their fields, and review	
degree programs offered are as follows:	material related to legal issues and ethics. The	
Department of Adult and Career Education	degree programs offered are as follows:	
M.Ed. Adult and Career Education (online and	Department of Adult and Career Education	
face-to-face)	M.Ed. Adult and Career Education (online and	
Department of Communication Sciences and Disorders	face-to-face)	
M.Ed. Communication Disorders	Department of Communication Sciences and	
Department of Curriculum, Leadership, and	Disorders M.E.d. Communication Disorder	
Technology	M.Ed. Communication Disorders	
M.Ed. Educational Leadership	Department of Curriculum, Leadership, and	
M.Ed. Instructional Technology (online)	Technology M.Ed. Educational Leadership	
Department of Early Childhood and Special	M.Ed. Instructional Technology (online)	
Education Education	Department of Early Childhood and Special	
M.A.T. Special EducationAdapted	Education	
Curriculum or General Curriculum	M.A.T. Special EducationAdapted	
 M.Ed. Early Childhood Education 	Curriculum or General Curriculum	
 M.Ed. Interrelated Special Education 	M.Ed. Early Childhood Education	
/Early Childhood General Curriculum	• M.Ed. Interrelated Special Education	
Department of Kinesiology and Physical Education	/Early Childhood General Curriculum	
M.Ed. Health and Physical Education (online)	Department of Kinesiology and Physical Education	
Department of Library and Information Studies	M.Ed. Health and Physical Education (online)	
M.L.I.S. Library and Information Science (online)	Department of Library and Information Studies	
Department of Marriage and Family Therapy	M.L.I.S. Library and Information Science (online)	
M.S. Marriage and Family Therapy	Department of Marriage and Family Therapy	
Department of Middle, Secondary, Reading, and	M.S. Marriage and Family Therapy	
Deaf Education	Department of Middle, Secondary, Reading, and	
M Ed Middle Grades Education	Doof Education	

Math/Science (online)

M.Ed. Middle Grades Education-

- M.Ed. Reading Education
- M.Ed. Accomplished Teaching (online)
- M.Ed. Special Education--Deaf Deaf Education (online)
- M.A.T. Special Education—Deaf Education (online)
- M.A.T. Middle Grades Education
- M.A.T. Secondary Education

Department of Psychology and Counseling

- M.Ed. School Counseling
- M.S. Psychology

Department of Social Work

M.S.W. Social Work

Education Specialist Degree Programs

The Education Specialist (Ed.S.) degree is designed to enhance and extend the knowledge and skills of students beyond the master's level. The core course at the specialist level is designed to develop the students' ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are:

Department of Curriculum, Leadership, and Technology

- Ed.S. Performance-Based Educational Leadership
- Ed.S. Instructional Technology (online)
 Department of Kinesiology and Physical Education
 Ed.S. Coaching Pedagogy in Physical Education
 (online)

Department of Middle, Secondary, Reading, and Deaf Education

Ed.S. Teacher Leadership (online)

Department of Psychology and Counseling

Ed.S. School Counseling

Doctoral Degree Programs

The doctoral degree program is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting a broad range of academic, social, economic, cultural, and organizational issues. The degrees offered are as follows:

Department of Adult and Career Education

Ed.D. Adult and Career Education

Department of Curriculum, Leadership, and

Technology

Ed.D. Leadership

Ed.D. Curriculum and Instruction

Department of Communication Sciences and Disorders

Math/Science (online)

M.Ed. Reading Education

• M.Ed. Curriculum and Instruction in Accomplished Teaching (online)

- M.Ed. Special Education--Deaf Deaf Education (online)
- M.A.T. Special Education—Deaf Education (online)
- M.A.T. Middle Grades Education
- M.A.T. Secondary Education

M.A.T. Agriculture Education

Department of Psychology, Counseling and Family Therapy

- M.Ed. School Counseling
- M.S. Psychology
- M.S. Marriage and Family Therapy

Department of Social Work

M.S.W. Social Work

Education Specialist Degree Programs
The Education Specialist (Ed.S.) degree is designed to enhance and extend the knowledge and skills of students beyond the master's level. The core course at the specialist level is designed to develop the students' ability to apply research skills in the field to solve problems and improve services in a variety of settings. The degrees offered are:

Department of Curriculum, Leadership, and Technology

- Ed.S. Performance-Based Educational Leadership
- Ed.S. Instructional Technology (online)

Department of Kinesiology and Physical Education

Ed.S. Coaching Pedagogy in Physical Education (online)

Department of Middle, Secondary, Reading, and Deaf Education

- Ed.S. Teacher Leadership (online)
 Department of Psychology, Counseling, and
 Family Therapy
- Ed.S. School Counseling

Doctoral Degree Programs

The doctoral degree program is an advanced program of study based upon the assumption that an interdisciplinary curriculum can serve as the primary intellectual framework for investigating, understanding, and affecting a broad range of academic, social, economic, cultural, and organizational issues. The degrees offered are as follows:

Department of Adult and Career Education

• Ed.D. Adult and Career Education

Department of Curriculum, Leadership, and

The College also offers non-degree programs LEd.D. C	eadership urriculum and Instruction
1 5	
approved for Gar SC certification and endorsement. Departing	nent of Communication Sciences and
Gifted Endorsement (online) Disorde	rs
Online Teaching Endorsement (online) SLP.D.	with a major in Speech-Language
Performance-Based Leadership Certification Patholo	
	ations and Endorsements
	lege also offers non-degree programs
1 2	d for GaPSC certification and endorsement:
1 0	Endorsement (online)
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, · · · · · · · · · · · · · · · · · · ·	ance-Based Leadership Certification
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	nal Education Degrees
1 = ·F ···· · · · · · · · · · · · · · · ·	ducation degrees and programs offered in
	tion with departments outside the Dewar
	of Education and Human Services are
	elow. Information related to these degrees
l ·	found in the catalog section of the pertinent
departn	ents.
M.M.E. M.A.T. Departr College M.A.T. Educati M.A.T. Educati M.A.T. Langua	Education/Spanish Foreign Language
Justification: (select one or more of the following to indicate beneficial, giving your justification. Include and/or append re-	e why the requested change will be elevant supporting data.)
Improving Student Learning Outcomes	
Adopting Current Best Practice(s) in Field	
Meeting Mandates of State/Federal/Outside Accredit and state mandates	ing Agencies To address current GaPSC
Other	
Source of Data to Support Suggested Change:	

Indirect measures: SOIs, student, employer, or alumn	
Direct measures: Materials collected and evaluated fo	r program assessment purposes (tests,
portfolios, specific assignments, etc.)	
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Plan for assessing the effectiveness of the change in mee	ting program's learning outcomes
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of data will be collected and evaluated to determine if the program outcomes?). Data Sources: Indirect measures: SOIs, student, employer, or alumn Direct measures: Materials collected and evaluated for	nese changes are meeting stated

Approvals:	
Department Head:	Date:
College/Division Exec. Committee C- Prin	Date: 2-23-17
Dean(s)/Director(s): Ly C-Mi	Date 2-23-17
Graduate Exec. Comm.: (for grad program)	Date: 4-3-17
Graduate Dean: (for grad program)	Date: 4-3-17
Academic Committee:	Date:

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MAR **2 4** 2017

REQUEST F	OR A CU	RRICULUM C	HANGE	
		te University	VALDOSTA STAT	
Select Area of Change:				
Core Curriculum So	enior Curriculun	n 🛛 Graduate Curri	culum Other Curriculu	ım
Specify: Area A,B,C,D,F			_	
Current Catalog Page Number:	Proposed Effec	tive Date for	Degree & Program Name:	
	Curriculum Ch	l l	e.g., BFA, Art): M.Ed. in	
	(Month/Year):			
Early Childhood Education	,			
Present Requirements:		Proposed Requirements (Underline changes		
•		after printing this form:		
College of Education and Human S	Services Core		and Human Services Core	
Courses	6	Courses		6
EDUC 5999 Professional Orientatio	on 0	EDUC 5999 Profession	onal Orientation	0
PSYC 7010 Learning and Assessment	ent 3	PSYC 7010 Learning	and Assessment	3
RSCH 7100 Research Methodology			Methodology in Education	
	3		-	3
Early Childhood Education Core	24	Early Childhood Edu	cation Core	24
ECED 7210 Assessment in Early C	Childhood	ECED 7210 Assessn	nent in Early Childhood	
Education	3	Education		3
ECED 7220 Early Childhood Inclu	ısive	ECED 7220 Early Childhood Inclusive		
Environments	3	-		3
ECED 7230 Teaches as Mentors, C	•			3
Leaders in Early Childhood Educa		-		3
ECED 7320 Curriculum and Instr		ECED 7320 Curriculum and Instructional		
Strategies P-5		3 Strategies P-5		- 1
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Childhood Education		3 Education 3		
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ECED 7540 Developing Creativity				
Thinking in Early Childhood Educ		Thinking in Early Childhood Education 3		3
ECED 7550 Differentiating Instru			ntiating Instruction in P-5	
Classrooms	3	Classrooms		3
Elections		Floatings		
Electives	6	Electives		6
Suggested Electives: ECED 6000 (3	• •	Suggested Electives:	nd 6120 (V 5 Sais	
ENGL 8690, LEAD 7020, LEAD 7		ECED 6110, 6120, and 6130 (K-5 Science		
electives approved by advisor. Stud	•	Endorsement) ECED 6010, 6020, and 6030 (K-5 Mathematics		
apply elective credit toward an end	iorsement.		estimation (c-a) ucuu dii	
Endorsements:	120	Endorsement)	ad 6030 (English to Speaker	.
READ 7010, READ 7100, READ 7 ESOL 6010, ESOL 6020, ESOL 60		of Other Languages 1	nd 6030 (English to Speaker	5
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7000		READ 7010, 7100,	and 7130 (Reading	
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	Educational Leadership Certification)	
	ECED 6000 (3-6 hours)	
	Other electives as approved by advisor	
	Total Hours Required for the Degree 36	
	-	
	·	
Justification:		
Select one or more of the following to indicate why the justification. Include and/or append relevant supportion	ne requested change will be beneficial, giving your ng data.	
☐ Improve student learning outcomes:		
Adopting current best practice(s) in field:		
☐ Meeting mandates of state/federal/outside accredit	ing agencies:	
Other: Additional electives have been added (Path to Tier 1 Educational Leadership Certification).		
2 suite. Plantional electives have been added (1 and	to Tier i Educational Leadership Certification).	
Source of Data to Support Suggested Change:		
Indirect measures: SOIs, student, employer	or alumni surveye etc	
Direct measures: Materials collected and ev	/aluated for program assessment nurnoses (tests	
portfolios, specific assignments, etc.) Electronic	portfolio assessment	
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 as collected and evaluated to determine if these change	sessment plan and what sorts of data will be	
Data Sources:		
Indirect measures: SOIs; student, employer, or a	dumni survays, ato	
Direct measures: Materials collected and evaluate	ted for program assessment purposes (tests,	
portfolios, specific assignments, etc.) The effectivenes	ss of the course will be determined by the Educator	
Preparation Program and program assessments approved Commission.	/ed by the Georgia Professional Standards	

A	
Approvals:	
Department Head: Shurley 1. Andrew	Date: 2 - 23 - 17
College/Division Exec. Committee: Lyn C. Min	Date: 2-23-17
Dean(s)/Director(s): Lyn C Min	Date: 2-23-17
Grad. Exec. Committee: (for graduate course)	Date: 4-3-17
Graduate Dean: (for graduate course)	Date: 4-3-17
Academic Committee:	
Academic Commutee:	Date:

RECEIVED

MAR **24** 2017 Request for a Revised Course VALDOSTA STATE UNIVERSITY Valdosta State University **GRADUATE SCHOOL** Date of Submission: 2/15/17 (mm/dd/yyyy) **Department Initiating Revision: Faculty Member Requesting Revision:** Early Childhood and Special Education Shirley Andrews Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) ECED 7540 Developing Creativity and Critical Thinking in Early Childhood Education List Current and Requested Revisions: Current: Requested: Course Prefix and Number: ECED 7540 Course Prefix and Number: Credit Hours: 3 Credit Hours: Course Title: Developing Creativity and Course Title: Integrating Creativity and Critical Thinking in Early Childhood Critical Thinking in Early Childhood Education Education Pre-requisites: Pre-requisites: Course Description: An examination of how Course Description: An examination of how creativity and thinking skills can be developed creativity and thinking skills can be integrated across the curriculum. across the curriculum. Semester/Year to be Effective: **Estimated Frequency of Course Offering:** Fall 2017 All Semesters Indicate if Course will be: Requirement for Major Elective Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please 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: The change in the wording of the course title and description best fits the design and

requirements of the course.

Plans for assessing the effectiveness of the course: The effectiveness of the course will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.:	Date: 2-23-17
Dept. Head: Shurley P. Andrews	Date: 2 -23-17
Dean/Director: Lu C Min	Date: 2-23-17
Graduate Exec. Comm.(if needed):	Date: 4-3-17
Graduate Dean (if needed):	Date: 4-3-17
Academic Committee:	Date:

Form last updated: February 23, 2017

KPK 03 2017

REQUEST FOR A NEW COURSE Valdosta State University **Date of Submission:** 03/22/17 (mm/dd/yyyy) **Faculty Member Requesting: Department Initiating Request:** Dr. Sonya Sanderson **KSPE Proposed New Course Title:** Proposed New Course Prefix & Number: (See course description abbreviations in the Fitness in Rhythms and Dance catalog for approved prefixes) KSPE 1040 **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Fitness Rhythms/Dance **Estimated Frequency of Course Offering:** Semester/Year to be Effective: fall 2017 ⊠ Elective Requirement for Major Indicate if Course will be: Credit Hours: 1 Lab Hours: 0 Lecture Hours: 1 Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Designed to improve fitness by strengthening, toning, improving coordination, and increasing balance through fundamental components of rhythm and dance. An introduction and development of rhythmic skills, aerobic activities, dance movements, and exercises to improve physical fitness. 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: Feedback from students who are currently in the KSPE 1030 (step aerobics) and other KSPE 1000 level courses that they would enjoy and participate in said course. This course is designed to teach a variety of rhythms in relation to today's "fads" and dance "crazes" (i.e. fitness drumming, hip-hop dances, cross-fit types of training, etc.). Source of Data to Support Suggested Change: ☑ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Feedback from students over the past few years have asked the department to develop courses that they have interest in taking. The KSPE department has hired an adjunct who is extremely excited and more than capable to teaching this type of course. There are no other courses offered on

campus in the 1000 area such as this course.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course 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.) see syllabus.
Other:

 ${\tt **Attach~a~course~syllabus~with~course~outcomes/assessments~and~general~education~outcomes/assessments.} \\$

Approvals:	
Dept. Head: Sown Syngerson	Date: 3 - 23-17
Dept. Head: Somy Ambusan College/Division Exec. Comm.: Lyn C. Mini	Date: 3 -23 - 17
Dean/Director: L. C. Mini	Date: 3 -23-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services Valdosta State University Department of Kinesiology & Physical Education

KSPE 1040

Fitness in Rhythms and Dance

1 SEMESTER HOUR

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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.

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

Impact Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

COURSE DESCRIPTION

Designed to improve fitness by strengthening, toning, improving coordination, and increasing balance through fundamental components of rhythm and dance. An introduction and development of rhythmic skills, aerobic activities, dance movements, yoga, and exercises to improve physical fitness.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

No text is required.

COURSE OBJECTIVES

At the completion of the course, the student should be able to:

1. Discuss the five fitness components.

- 2. Perform various stretching and warm up exercises.
- 3. Compare conditioning and fitness through diversity of rhythmic movements and activities such as but not limited to aerobics, fitness routines and dances, drumming, and jump ropes.
- 4. Demonstrate an acceptable level of fitness during various fitness testing.
- 5. Demonstrate coordination and rhythm.
- 6. Perform vigorous, nonstop rhythmic movements.
- 7. Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)
- 8. Demonstrate appropriate social skills and etiquette while performing a variety of dances.
- 9. Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, and line dance)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Midterm and Written Final Exam
- 2. Attendance/Participation
- 3. Develop a line dance/jump rope routine/drum routine/aerobic dance

COURSE EVALUATION

Written tests (midterm 100) (Final Exam 100)	200 points
Participation/Attendance	100 points
Routines (4 @ 25)	100 points
	400 points

Final Grading Scale

90-100	A	376-400
80-89	В	320-348
70-79	C	280-308
60-69	D	240-268
Below 60	F	less than 240

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

ACCESSIBILITY STATEMENT

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: 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 pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning

nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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 on BANNER. 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, and 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 to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

2102 EU 300

Request for a Revised Course Valdosta State University Date of Submission: 02/24/17 (mm/dd/yyyy) Faculty Member Requesting Revision: **Department Initiating Revision:** Psychology, Counseling, & Family Therapy Dr. Deb Briihl Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) PSYC 4500 List Current and Requested Revisions: Requested: **Current:** Course Prefix and Number: PSYC 4500 Course Prefix and Number: PSYC 4500 Credit Hours: 3 Credit Hours: 3 Course Title: Special Topics in Psychology Course Title: Special Topics in Psychology Pre-requisites: PSYC 3600 and Senior Pre-requisites: PSYC 3600 and Senior standing. standing. Course Description: Issues of topical Course Description: Issues of topical importance in psychology are explored. May importance in psychology are explored. May be repeated for a maximum of 3 hours credit be repeated for a maximum of 6 hours credit in the major. in the major. **Estimated Frequency of Course Offering:** Semester/Year to be Effective: Annually Fall 2017 Elective Requirement for Major Indicate if Course will be: Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please 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: Expanded special topic offerings to increase the breadth of knowledge for psychology majors.

Plans for assessing the effectiveness of the course: The plans for assessing the effectiveness of the course will not change.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: Kolly	Date: 3-27-17
Dean/Director: Lune C. Min	Date: 3-27-17
Graduate Exec. Comm.(if needed):	Date: 3 -27 -17
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 27, 2017

REQUEST FOR A NEW COURSE Valdosta State University			
Date of Submission: 2/24/17 (mm/dd/yyyy)		
Department Initiating Reque Psychology, Counseling, & Far		Faculty Members Rodefer	per Requesting:
Proposed New Course Prefix (See course description abbreviation catalog for approved prefixes) PSYC 4170	& Number:	Drugs, Mental Proposed New	W Course Title: Health, & Behavior W Course Title Abbreviation: ascript, limit to 30 character & Behavior
Semester/Year to be Effective Fall 2017	e :	Estimated Free Annually	equency of Course Offering:
Indicate if Course will be:	Requirement	for Major	Elective
Lecture Hours: 3	Lab Hours: 0		Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduction to the principles of psychopharmacology with a focus on recreational substances and drugs used in the treatment of psychiatric and behavioral disorders. Prerequisites: PSYC 1101 AND senior standing or permission of instructor.			
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: National Certification Commission for Addiction Professionals (NCCAP)			
Other: This course is currently offered as a Psychology 4500 Advanced Topics in Psychology course and as such fulfills one of the 4000-level elective department requirements. It is a popular course that is taught at least once each year and thus, the department wished to make it a regular course intead of a special topics.			
Source of Data to Support Suggested Change:			
Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs; student and alumni surveys.			
Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pre- and post-tests			

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)
Data Sources: ☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs; student and alumni surveys.
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pre- and post-tests
Other:

^{**}Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**

Approvals:	
Dept. Head: Kathuy W	Date: 3.27.17
College/Division Exec. Comm.: Leave C Mi	Date: 3 -27 -17
Dean/Director: Line C. Muni	Date: 3 -27 - 17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services Valdosta State University Department of Psychology, Counseling, & Family Therapy

PSYC 4170 Drugs, Mental Health, & Behavior 3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes (All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

INSTRUCTOR

Name:

Office Number: Psychology

Telephone Number:

Email Address: @valdosta.edu

Office Hours:

Website: <BlazeView course website>

COURSE DESCRIPTION

Introduction to the principles of psychopharmacology with a focus on recreational substances and drugs used in the treatment of psychiatric and behavioral disorders. **Prerequisite**: PSYC 1101 <u>AND</u> Senior standing, or consent of instructor.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

- McKim, W.A. (7th ed.). Drugs & Behavior. Pearson Publications. ISBN: 9780205242658
- You will also need to get a pack of scantrons from the bookstore (\$1) for the tests.

COURSE OBJECTIVES

The student will:

- 1. Students will use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
- 2. Students will review empirical studies of psychology, analyze, and synthesize their research findings and draw appropriate inferences.
- 3. Students will use appropriately the technical language of the science of psychology in oral and written communication.
- 4. Students will use appropriate computer technology to complete relevant assignments.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Exams (60% of your grade). 4 exams x 100 pts=400 pts however I will drop your *lowest* exam grade, so there will only be 300 exam points maximum): There will be four (4) regular multiple choice exams (100 pts each) given throughout the semester. You can find the specific dates on the course schedule. Each exam is worth an equal amount. You are responsible for providing your own scantron for each exams during the semester. The forms may be purchased from the bookstore (1st floor), labeled "Psychology" (little green forms) and purchased 10/\$1. Alternatively you might be able to purchase single scantrons from the Psychology main office for \$0.25/each during normal business hours.
- 2. <u>Assignments & Exercises</u> (20% of your grade; 10 exercises x 10 pts=100 pts): Throughout the semester, we will use class time to complete exercises (e.g., quizzes based on outside readings; short writing assignments; discussion & debates; etc) that are designed to increase the frequency of exposure you have to the material. These exercises may or may not be announced prior to class and may require outside work (e.g., library). Only excused absences will be permitted to make up these exercises (alternative exercises or assignments may be provided in some of these instances).
- 3. <u>Project</u> (20% of your grade =100 pts). As part of your course grade, you will complete a project that will be turned in by the end of the semester. There will be options regarding the different types of projects that may be undertaken (e.g., literature review paper, research experiment, etc) The specific dates of each assignment will be detailed in class.
- 4. Late penalty: assignments or exercises turned in late will be penalized 1 grade (10%) per day.

Extra Credit: Periodically throughout the semester, extra credit opportunities may present themselves either in class or on exams.

COURSE EVALUATION

Exams (drop lowest) [100 points x 3] = 300 points
Assignments & exercises [100 pts] = 100 points
Project [100 pts] = 100 points
Total Points: = 500 points

GRADING CRITERIA

This course will utilize a straight 10-percentage point scale:

ATTENDANCE POLICY

As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course. Poor attendance will considerably affect a student's grade.

There are only two kinds of absences: excused and unexcused. An excused absence is due to one of five possible reasons: (a) illness of student or serious illness of a member of the student's immediate family; (b) death of a member of the student's immediate family; (c) attendance on a sponsored university trip; (d) major religious holidays; and (e) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified and documented as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence.

Religious Observance & University-Business Policy: Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event <u>must provide notice of the date to the instructor</u>, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

PROFESSIONALISM

Students withdrawing from the course before mid-term (Thursday, October 2) will be assigned a nonpunitive W. After midterm, a punitive WF is assigned and forwarded to the Registrar's Office for processing. To stop attending class does not constitute a withdrawal.

Students are welcome to email the course instructor for course-related questions, concerns, or communication. When emailing please use your Valdosta State University email. This enables the instructor to verify the sender of the email. While I may read an email from other source (e.g. gmail, yahoo) I will **not** respond to an email that does not end with @valdosta.edu. Be mindful that email communication between students and instructors is a professional correspondence. Lastly, put the course name and meeting time in the "subject" line. This will facilitate a quick and clear response.

Turn off your cell phone prior to the start of class & refrain from using lab computers during class time. Taking notes on lab computers is prohibited.

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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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

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Instructor information

email: @valdosta.edu

Psychology Building, Room

Office Hours:
Office phone:

APA Learning Goals

Program and Course ; BA/BS Psychology Degree Outcomes	Activity	Assessment
Physiological Psychology (PSYC 4500)		
Goal 2: Scientific Inquiry and Critical thinking. The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. 2.1 Use scientific reasoning to interpret psychological phenomena	Interpret biological basis of various neurological and psychological disorders as well as normal functioning of the CNS	Class discussion and completion of worksheets and assignments
2.2 Demonstrate psychology information literacy	Students read current articles related to course content	Quizzes and exam material over articles that are read
Goal 4: Communication. Students should demonstrate competence in writing and in oral and interpersonal communication skills. 4.3 Interact effectively with others	Students work in groups of 2 or 3 to conduct group exercises.	Guidelines for the various assignments are handed out and students follow the instructions for presentations or leading discussions.

REQUEST FOR A NEW COURSE Valdosta State University			
Date of Submission: 02/24/17	(mm/dd/yyyy)		
Department Initiating Request Psychology, Counseling, and Far Proposed New Course Prefix (See course description abbreviation catalog for approved prefixes) PSYC 3950	mily Therapy & Number: ons in the	Mark A. Whatle Proposed New Applied Topics Proposed New (For student transpaces) Applied Topics	Course Title: in Psychology Course Title Abbreviation: script, limit to 30 character in Psychology
Semester/Year to be Effective: Estimated Frequency of Course Of Twice a year		quency of Course Offering:	
Indicate if Course will be:	Requirement	t for Major	Elective
Lecture Hours: 3	Lab Hours:		Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: PSYC 1101. Examination of topical and applied issues in psychology, including contemporary attitudes, knowledge, and research. May be repeated for a maximum of 6 hours credit.			
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 opportunity while addressing d syllabus).	goutcomes: Thi epartmental lea	s course will pro rning outcomes (vide a unique learning (see page 11 of the attached
Adopting current best practice(s) in field: Psychology is an interdisciplinary field drawing on the work of biologists, physiologists, medical researchers, psychologists, sociologists, anthropologists, and historians. Applied special topics are offered by colleges and universities across the country.			
Meeting Mandates of State/Federal/Outside Accrediting Agencies:			
Other:			
	vaganted Cham	go.	
Source of Data to Support So			veys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams, quizzes, and specific assignments (see syllabus).
Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course 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.) Exams, quizzes, and specific assignments (see syllabus).
Other:

 $[\]hbox{**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.}\\$

Approvals:	
Dept. Head: Kaling M	Date: 3.27.17
College/Division Exec. Comm. Lan C. Muni	Date: 3-27-17
Dean/Director: Line C. Mini	Date: 3 -27-17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services Valdosta State University Department of Psychology, Counseling, & Family Therapy

PSYC 3950 Applied Psychology: Specific Topic 3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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.

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

Impact Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum: http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml

LEARNING OUTCOMES: B.A./B.S. PSYCHOLOGY DEGREE

Goal 1. Knowledge Base in Psychology

Goal 2. Scientific Inquiry and Critical Thinking

Goal 3. Ethical and Social Responsibility in a Diverse World

Goal 4. Communication

Goal 5. Professional Development

INSTRUCTOR

Name: Dr.

Office: Psychology Building, Room

Phone: (229) xxx-xxxx or 333-5930 (Secretary)

Email: @valdosta.edu

Office hours: Website:

COURSE DESCRIPTION

Examination of topical and applied issues in psychology, including contemporary attitudes, knowledge, and research. May be repeated for a maximum of 6 hours credit. **Prerequisite: PSYC 1101.**

REQUIRED TEXTBOOK

COURSE OBJECTIVES

This course is designed to provide you with a background in the issues involved in . . . The primary goal of the course is to familiarize you with the fundamental principles . . .

1. Students will synthesize psychological theory and relevant research.

2. Students will use appropriate computer technology (e.g., statistical software, word processing programs, internet resources. etc.) to complete relevant assignments.

3. Students will communicate and present psychological concepts, principles, and theories clearly and effectively, both in oral and written form.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Program and Course	Activity	Assessment
Applied Topics in Psychology (PSYC 3950)	·	
VSU General Education Outcomes		
2. Students will demonstrate cross- cultural perspectives and knowledge of other societies.	Lecture, Discussion, Assigned text readings, Interviews.	Exams, The instructor uses appropriate grading criteria to evaluate students' work.
3. Students will use computer and information technology when appropriate.	Assignments, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.	Class activities, Interviews, Projects.	The instructor uses appropriate grading criteria to evaluate students' work.
BA/BS Psychology Degree Outcomes		
Goal 1. Knowledge Base in Psychology	Activities, Interview, Project, Videos.	Quizzes, Exams, the instructor uses appropriate grading criteria to evaluate students' work.

Goal 4: Communication.	Activities, Homework Assignments, Interview, Project.	The instructor uses appropriate grading criteria to evaluate students' work.
	·	

COURSE EVALUATION

Midterm Date: October 13th - THURSDAY

Final Exam Date and Time: TUESDAY, DECEMBER 6th - BLAZEVIEW Note: You must take your final exam during your scheduled final exam time.

Final grades will be based on:

A = 90%

B = 80%

C = 70%

D = 60%

F = below 60%

ATTENDANCE POLICY

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Important information. As stated in the Undergraduate Catalog, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course.

Course Withdrawal Policy. Students who withdraw from the course must follow Valdosta State University's withdrawal policy:

http://www.valdosta.edu/academics/academic-affairs/vp-office/advising/withdrawal-policy.php

PROFESSIONALISM

All emails will be written in a manner expected of a college student (e.g., free of writing errors, etc.). Do not use abbreviations like you do when texting. You will consider any email you send me "professional correspondence." The email will start with a proper greeting or salutation, such as "Dr. Whatley," "Hi," "Hello," etc. Although used frequently among friends and acquaintances, "Hey" or "What's Up" are not formal greetings. Please do not send me irrelevant emails, or forward emails that you think are "cute," etc.

However, when you send me an email, I require that you include the course abbreviation and number, and a brief statement/phrase indicating what the email concerns in the subject line of the email. For example, if you had a question about the course, then you would include the following in the subject line of your email:

PSYC 3950: Course Question

Note: Emails that do not follow the above guidelines will be ignored.

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Students are required to be familiar with Valdosta State University's Policy on plagiarism and cheating. This policy can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section. The most severe academic action that may be administered by any faculty member is a grade of "F" in the course. The most severe disciplinary action that may be administered by the VSU Judicial Committee is expulsion or suspension.

Plagiarism refers to reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend, or some other resource. When a student's assignment involves research from outside sources or information, he or she must carefully acknowledge exactly what, where, and how he or she has employed them. If the words of someone else are used, then the student must put quotation marks around the passage in question and add in appropriate indication of its origin. If you make simple changes while leaving the organization, content, and phraseology intact, then you are guilty of plagiarism. Any student who is found to have plagiarized in this course will, at minimum, receive a zero for that assignment and a possible F for the course.

Cheating is defined as the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself or herself or another student on any academic work which is considered in any way in the determination of the final grade. If you let someone else copy your work or share answers with them, then that action is cheating. A more detailed description can be found in the Valdosta State University Student Handbook in the "Student Code of Conduct" section.

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one week before the end of the term). SOI responses are anonymous, and 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 to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at:

http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

A FINAL WORD

I want to convey to you that I am firm on these policies. However, I am aware that individual circumstances may arise warranting a change in some of these procedures or policies, but you **should not** count on that being the case. If you have any questions regarding where you stand in the course, then I strongly recommend that you come and talk to me. I want to emphasize the importance of consulting with me **as soon as possible** should any difficulties arise in your life that might interfere with your performance in the course. I reserve the right to add, remove, or modify course assessments as necessary.

TENTATIVE COURSE SCHEDULE

Educational Outcomes of BA and BS Psychology Degrees Identified courses address listed outcomes explicitly.	
Goal 1.	Knowledge Base in Psychology
Goal 2.	Scientific Inquiry and Critical Thinking
Goal 3.	Ethical and Social Responsibility in a Diverse World
Goal 4.	Communication
Goal 5.	Professional Development