VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
April 9, 2018

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
April 9, 2018

1. Minutes of the March 5, 2018 meeting. (pages 1-5) were approved by email March 14, 2018.

2. **COLLEGE OF THE ARTS**
   a. Revised curriculum for the BA in Art (pages 6-11)
   b. Revised credit hours, title, and description for MUSC 4511 (pages 12-14)
   c. Deactivation of MUSC 4512 and 6520 (pages 15-16)
   d. Revised title and description MUSC 6510 (pages 151-153)

3. **COLLEGE OF ARTS AND SCIENCES**
   a. Revised course description CRJU 4910 (pages 17-19)
   b. Revised curriculum for the BA in Mathematics – Secondary Certification Track (pages 20-21)
   c. Revised credit hours MAED 4790 (pages 22-24)
   d. Revised credit hours MAED 4800 (pages 25-27)
   e. Revised prerequisites and description for BIOL 3000 (pages 28-30)
   f. Revised prerequisites and description for BIOL 5000 (pages 31-33)
   g. New course BIOL 3601L (pages 34-38)
   h. New course BIOL 3602 (pages 39-45)

4. **COLLEGE OF EDUCATION AND HUMBAN SERVICES**
   a. New course FRMS 7535 (pages 46-50)
   b. Revised catalogue copy for the MED in Counselor Education (pages 51-55)
   c. Revised curriculum for the MAT in Education – Health and Physical Education Track (pages 56-59)
   d. Revised catalogue copy for the MED in Educational Leadership – Higher Education Leadership Option (pages 60-62)
   e. Revised curriculum for the MAT in Special Education – Adapted Curriculum Track (pages 63-65)
   f. Revised curriculum for the MAT in Special Education – General Curriculum Track (pages 66-68)
   g. New course SEAC 5531 (pages 69-75)
   h. New course SEGC 6060 (pages 76-83)
   i. Revised credit hours, title and description SEAC 5530 (pages 84-94)
   j. Revised prerequisite and description SEAC 6110 (pages 95-97)
   k. Revised description SEAC 6200 (pages 98-100)
   l. Revised prerequisite and description SEGC 6110 (pages 101-103)
   m. Revised description SEGC 6200 (pages 104-106)
   n. Deactivation of SEAC 6100, 5510, and 6030 (pages 107-108)
   o. Deactivation of SEAC 5190 (pages 109-110)
   p. Deactivation of SERD 6040 and 6060 (pages 111-112)
   q. New course SPEC 6999 (pages 113-118)
   r. New course SPEC 7000 (pages 119-128)
   s. Revised catalogue copy for the MAT in Education – ESOL Track (pages 129-132)
   t. Revised curriculum for the MAT in Education – ESOL Track (pages 133-135)
   u. Revised catalogue copy for the MAT in Education – FLED – French or Spanish Track (pages 136-139)
   v. Revised curriculum for the MAT in Education – FLED – French or Spanish Track (pages 140-142)

5. **MISCELLANEOUS**
   a. Online – New course form (pages 143-144)
   b. Online – Revised course form (pages 145-146)
   c. Online – Revised catalogue and curriculum form (pages 147-148)
   d. Online – Deactivate/Activate a course or program (pages 149-150)

6. Pending items
   a. Revised course CHEM 1010 – USG General Education Council approval
   b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
   c. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
   d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
March 5, 2018

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 5, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Amy Chew (Proxy Catherine Bowers), Dr. Bobbie Ticknor, Dr. Ellis Heath (Proxy Dr. Gary Futrell), Dr. Diane Wright, Dr. Frank Flaherty (Proxy Ms. Sarah Arnett), Mr. Craig Hawkins, Mr. Craig Hawkins (Proxy Dr. Nicole Cox), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Eugene Asola, Dr. Colette Drouillard, Ms. Kwanza Thomas, Ms. Jessica Lee and Ms. Amy Chew.

Members Absent: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Nicole Cox, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Fred Downing, Dr. Shirley Andrews, Ms. Alicia Roberson, Dr. Mark Borzi, Dr. Leon Pate, Dr. Lynn Minor, Mr. Ernest Smith, Mr. Dominque Harris, Dr. Sonya Sanderson, Dr. Lai Orenduff, and Dr. Matthew Grant.

The Minutes of the January 8, 2018 meeting were approved by email on January 23, 2018. (pages 1-5).

A. College of Business

1. New course – ECON 1000 – (pages 5-12) TABLED.

B. College of the Arts

1. Revised course number, credit hours, title and description, Dance (DANC) 3930, "Ballroom Dance", (BALLROOM DANCE – 1 credit hour, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Spring Semester 2019. (pages 13-14). Deactivation DANC 3910.

2. Revised curriculum for the BFA in Dance was approved effective Fall Semester 2018. (pages 15-16).

3. Revised curriculum for the BFA in Theatre Arts – Musical Theatre Track was approved effective Fall Semester 2018. (pages 17-18)

4. Revised catalogue copy for the BFA in Theatre Arts was approved effective Fall Semester 2018. (pages 19-21).

5. Revised curriculum for the BFA in Art was approved effective Fall Semester 2018. (pages 22-23).

6. Revised curriculum for the BFA in Communication – Public Relations Track was approved effective Fall Semester 2018. (pages 24-25).

7. Revised course number, and prerequisites, Communications Arts (COMM) 3112, "Data Analytics in Communication", (COMM DATA ANALYTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 26-27). Deactivation COMM 4111.

8. Revised prerequisites, Public Relations (PREL) 4200, "Public Relations Research", (PUBLIC RELATIONS RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 28-29).

9. Revised prerequisites, Theatre Arts (THEA) 3720, "Theatre Production", (THEATRE PRODUCTION – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 30-32).

10. New course, Theatre Arts (THEA) 4850, "Applied Theatre", (APPLIED THEATRE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read – An examination of the theories.. . (pages 33-39).

C. College of Arts and Science

1. New course, Italian (ITAL) 1001, "Beginning Italian Language and Introduction to Italian Culture I", (BGN ITAL LG&INTRO CULT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 40-45).

2. New course, Italian (ITAL) 1002, "Beginning Italian Language and Introduction to Italian Culture II", (BGN ITAL LG&INTRO CULT II– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …distinctiveness of certain cultural traditions are studied. (pages 46-54).

3. New course, Italian (ITAL) 2001, "Intermediate Italian Language and Introduction to Italian Culture I", (INTERM ITAL LG&CULT I– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …equivalent. The development of proficiency and communicative… .(pages 55-63).

4. New course, Italian (ITAL) 2002, "Intermediate Italian Language and Introduction to Italian Culture II", (INTERM ITAL LG&CULT II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 64-72).

5. Deactivation of SPAN 2010 was noted effective Summer Semester 2018. (pages 73-74).

6. New course, African American Studies (AFAM) 3030, "African to African American Philosophy and Religious Studies", (AFRICAN TO AFRICAN AMER PHIL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …Americas. The course emphasizes ontological… . (pages 75-77).

7. New course, Native American and Indigenous Studies (NAIS) 3030, "African to African American Philosophy and Religious Studies", (AFRICAN TO AFRICAN AMER PHIL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …Americas. The course emphasizes ontological… . (pages 78-80).

8. New course, Philosophy (PHIL) 3030, "African to African American Philosophy and Religious Studies", (AFRICAN TO AFRICAN AMER PHIL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …Americas. The course emphasizes ontological… . (pages 81-83).

9. New course, Religious Studies (REL) 3030, "African to African American Philosophy and Religious Studies", (AFRICAN TO AFRICAN AMER PHIL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …Americas. The course emphasizes ontological… . (pages 84-86).

10. New course, Philosophy (PHIL) 3920, "Fate, Free Will and Time", (FATE, FREE WILL, & TIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with a comma after "Will" in title abbreviation, and the description changed to read …3920. An in-depth…determinism and its relation… . (pages 87-93).

11. New course, Religious Studies (REL) 3920, "Fate, Free Will and Time", (FATE, FREE WILL, & TIME – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with a comma after "Will" in title abbreviation, and the description changed to read …3920. An in-depth…determinism and its relation… . (pages 94-96).

12. New course, Philosophy (PHIL) 3240, "Philosophy of Sex", (PHILOSOPHY OF SEX – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized. And the last sentence deleted from the description. (pages 97-99).

13. New course, Religious Studies (REL) 3240, "Philosophy of Sex", (PHILOSOPHY OF SEX – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized. And the last sentence deleted from the description. (pages 100-107).

14. New course, Women and Gender Studies (WGST) 3240, "Philosophy of Sex, (PHILOSOPHY OF SEX – 3 credit hours,

3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …sexuality. Religious and philosophical constructs in both Western and non-Western cultures will be emphasized. And the last sentence deleted from the description. (pages 108-110).

15. Revised curriculum for the BA in Philosophy and Religious Studies was approved effective Fall Semester 2018. (pages 111-113).

16. Revised curriculum for the BA in Philosophy and Religious Studies – Religious Studies Track was approved effective Fall Semester 2018. (pages 114-116).

17. Revised catalogue copy and minor requirements for the Native American and Indigenous Studies was approved effective Fall Semester 2018. (pages 117-120).

18. Revised prefix, Native American and Indigenous Studies (NAIS) 3000, "Survey of Native American Languages", (SURVEY NATIVE AME LANGUAGES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 121-122). Deactivation NAS 3000.

19. Revised prefix and description, Native American and Indigenous Studies (NAIS) 3500, "Contemporary Native American Experience", (CONTEMP NATIVE AMER EXPER – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 123-124). Deactivation NAS 3500

20. Revised prefix, Native American and Indigenous Studies (NAIS) 3610, "Native American Thought and Culture", (NATIVE AM THGHT AND CULTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 125-126). Deactivation NAS 3610.

21. Revised prefix, Native American and Indigenous Studies (NAIS) 3620, "Post Colonization Issues in Indigenous Cultures", (POST-COL ISSUES IN INDIG CUL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 127-128). Deactivation NAS 3620.

22. Revised prefix, Native American and Indigenous Studies (NAIS) 3630, "Native American Women", (NATIVE AMERICAN WOMEN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 129-130). Deactivation NAS 3630.

23. Revised prefix, Native American and Indigenous Studies (NAIS) 4100, "Native Americans and Criminal Justice", (NATIVE AMERICANS AND CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 131-132). Deactivation NAS 4100.

24. New course, Native American and Indigenous Studies (NAIS) 4200, "Federal Indian Law", (FEDERAL INDIAN LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to read …Law. The legal premise of "discovery", matters of jurisdiction the plenary power…self-determination and other topics will be illustrated.. . (pages 133-135).

25. Revised prefix, title, and description, Native American and Indigenous Studies (NAIS) 4500, "Special topics in Native American and Indigenous Studies", (SPEC TOPICS NATIVE AMER STUD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 136-137). Deactivation NAS 4500.

D. College of Education and Human Services

1. Revised catalogue copy for the BSED in Workforce Education and Development – WED Track effective Fall Semester 2018. (pages 138-140).

2. Revised curriculum for the BSED in Workforce Education and Development – WED Track effective Fall Semester 2018. (pages 141-142).

3. Revised course title, prerequisite, and description, Adult and Career Education (ACED) 4690, "Instructional Methods and Materials in Adult and Career Education", (INSTRUCTNAL MTHD/MATRL IN ACED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …laboratory. The instructor's…content in emphasized. . (pages 143-144).

4. Revised curriculum for the MLIS – optional track Library Management was approved effective Fall Semester 2018 with effective date changed from Spring 2018 to Fall 2018. (pages 145-146).

5. Revised catalogue copy for the MLIS – optional track Library Management was approved effective Semester 2018 with the effective date changed from Spring 2018 to Fall 2018. (pages 147-149).

6. New course, Library Science (MLIS) 7280, "Community Building", (COMMUNITY BUILDING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...social learning, media, civic... . (pages 150-158).

7. New course, Library Science (MLIS) 7280, "Project Management for Libraries", (PROJECT MANAGEENT FOR LIB – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read – An introduction to fundamental... . (pages 159-166).

8. Deactivation of MLIS 7270 was noted effective Spring Semester 2018. (pages 167-168).

9. Revised catalogue copy for the Mathematics Endorsement for K-5 Teachers was approved effective Fall Semester 2018. (pages 169-173).

10. Revised catalogue copy for the Science Endorsement for K-5 Teachers was approved effective Fall Semester 2018. (pages 174-178).

11. Revised credit hours and description, Education Leadership (LEAD) 8920, "Advanced Field-Based Experiences I", (ADV LDRSHIP FIELD EXP I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the correction of the spelling of "personnel". (pages 179-181).

12. Revised catalogue copy for the MAT in Music Education was approved effective Fall Semester 2018. (pages 182-185).

13. New track for the MAT in Education – Health and Physical Education was approved effective Summer Semester 2018. (pages 186-189).

14. New curriculum for the MAT in Education – Health and Physical Education was approved effective Summer Semester 2018. (pages 190-193).

15. Revised catalogue copy for the MAT in Education – Health and Physical Education was approved effective Summer Semester 2018. (pages 194-202).

16. New course, Kinesiology/Physical Education (KSPE) 6101, "Foundations and Technology in Health and Physical Education", (FOUNDATIONS & TECH IN HPE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the comma removed between practical and principles. (pages 203-212).

17. New course, Kinesiology/Physical Education (KSPE) 6150, "Applied Sports Science", (APPLIED SPORT SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to read ...exercise physiology, and... . (pages 213-221).

18. New course, Kinesiology/Physical Education (KSPE) 6200, "Nutrition for Health and Human Performance", (NUTRI FOR HLTH & HUMAN PERFORM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 222-230).

19. New course, Kinesiology/Physical Education (KSPE) 6220, "Management of Physical Education Programs", (MANAGEMENT OF PE PROGRAM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with "organizing" changed to "organization" in the description. (pages 231-240).

20. New course, Kinesiology/Physical Education (KSPE) 6301, "Contemporary and Comprehensive Health Issues", (CONTEMP & COMP HLTH ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to – A study of contemporary and comprehensive health issues. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary schools levels. (pages 241-249).

21. New course, Kinesiology/Physical Education (KSPE) 6401, "Instructional Planning and Evaluation", (INSTRUCT PLAN AND EVAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018. (pages 250-261).

22. New course, Kinesiology/Physical Education (KSPE) 6700, "Elementary Physical Education Methods and Content", (ELEM PE METHODS AND CONTENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to read …2999. A study of physical education methodologies… . (pages 262-275).

23. New course, Kinesiology/Physical Education (KSPE) 6710, "Middle Grades & Secondary Physical Education Health Methods & Content", (MIDDLE GRADES/SEC HPE METHODS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to read …2999. A study of physical education methodologies… . (pages 276-288).

24. New course, Kinesiology/Physical Education (KSPE) 6790, "Student Teaching in Health and Physical Education", (STUDENT TEACHING IN HPE – 5 credit hours, 5 lecture hours, 0 lab hours, and 5 contact hours), was approved effective Summer Semester 2018 with the description changed to read …catalog. Graded "Satisfactory" or "Unsatisfactory". The students reflect on educational…emanating from their teaching… . (pages 289-302).

25. New course, Kinesiology/Physical Education (KSPE) 6800, "Student Teaching Seminar in Health and Physical Education", (STUDENT TEACH SEMINAR IN HPE – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hours), was approved effective Summer Semester 2018 with the description changed to read …catalog. Graded "Satisfactory" or "Unsatisfactory". Reflection… . (pages 303-311).

26. New course, Kinesiology/Physical Education (KSPE) 6890, "Internship in Health and Physical Education", (INTERNSHIP IN HPE – 5 credit hours, 5 lecture hours, 0 lab hours, and 5 contact hours), was approved effective Summer Semester 2018 with the description changed to read … catalog. Graded "Satisfactory" or "Unsatisfactory". The students reflect on educational…emanating from their teaching… . (pages 312-325).

27. New course, Kinesiology/Physical Education (KSPE) 6900, "Internship Seminar in Health and Physical Education", (INTERNSHIP SEMINAR IN HPE – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2018 with the description changed to read …catalog. Graded "Satisfactory" or "Unsatisfactory". Reflection… . (pages 326-334).

28. New course, Kinesiology/Physical Education (KSPE) 6911, "Diversity in Sport and Physical Education", (DIVERSITY IN SPORT & PE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2018 with the description changed to read …populations. An overview of litigation and the federal laws… . (pages 335-348).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/ba-art/	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2018	**Degree & Program Name: (e.g., BFA, Art):** BA, Art

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
This liberal arts degree with a major in art enables students to develop the range of knowledge, skills, and competencies expected of those holding a liberal arts baccalaureate degree in art. This degree differs from the Bachelor of Fine Arts degrees in that it allows the flexibility to design a comprehensive liberal arts curriculum that may include a minor outside of art.	This liberal arts degree with a major in art enables students to develop the range of knowledge, skills, and competencies expected of those holding a liberal arts baccalaureate degree in art. This degree differs from the Bachelor of Fine Arts degrees in that it allows the flexibility to design a comprehensive liberal arts curriculum that may include a minor outside of art.
Candidates for this degree must meet all requirements set by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence (9 hours or 3 courses, see catalog requirements). In addition to the required art studio and art history requirements (54 total hours), the BA degree offers flexibility in course work with 6-15 hours of electives in art studio or art history and 6-15 hours in guided electives outside of art (6 of the hours outside of art must be comprised of course work at the 3000 or 4000 level). These two areas should total 21 hours of credit.	Candidates for this degree must meet all requirements set by the College of Arts and Sciences and the College of the Arts, including a foreign language sequence (6 hours or 2 courses, see catalog requirements). In addition to the required art studio and art history requirements (57 total hours), the BA degree offers flexibility in course work with 6-18 hours of electives in art studio or art history and 6-18 hours in guided electives outside of art (6 of the hours outside of art must be comprised of course work at the 3000 or 4000 level). These two areas should total 24 hours of credit.
Ultimately, the Bachelor of Arts degree with a major in art is a versatile degree for art students interested in foreign languages and in investigating subjects outside of art. **The BA with a major in art may be an appropriate selection for a transfer student or a change of major. Students may be able to utilize some of those hours already completed. The BA degree may be the appropriate degree choice for students who are interested in preparing for advanced specialized degree programs.**	Ultimately, the Bachelor of Arts degree with a major in art is an excellent choice for students who want to craft an interdisciplinary path in order to create unique perspectives into making, presenting, and engaging with visual culture. This degree may also be an appropriate selection for a transfer student or a change of major, as the interest that motivated the earlier course of study can be used to enhance this versatile degree. The BA degree is an appropriate degree choice for students who are interested in preparing for a variety of advanced specialized degree programs.
This is a 120-hour degree program.	This is a 120-hour degree program.

Selected Educational Outcomes and Competencies **Students pursuing a BA degree with a major in art will:** **1. demonstrate a developed visual sensitivity.** **2. demonstrate the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media.** **3. develop the ability to make workable connections between concept and media.** **4. demonstrate some familiarity with the works and intentions of major artists/designers and movements of the past and the present, in both the Western and the non-Western worlds.** **5. show evidence of an understanding of the nature of contemporary thinking on art and design and have gained at least a rudimentary discernment of quality in design projects and works of art.** **Examples of Outcome Assessments** **1. Assessment and evaluation of art works produced.** **2. Senior exhibition and presentation review by committee using a criterion-based rubric.** **3. Departmental review of student competition exhibition using a criterion-based rubric.** **4. Comparisons of transcript audit results with accreditation curriculum requirements.** **5. Review of selected artists' statements and art history research papers.** **6. Review of program make-up (variety of courses) based on the liberal arts degree concept.** **Requirements for B.A. Degree with a Major in Art** **Code Title Hours** **Core Curriculum 60** **Core Curriculum Areas A-E (See VSU Core Curriculum) 42** **Core Curriculum Area F** **ART 1010** **Drawing I 3** **ART 1020** **Two Dimensional Design 3** **ARTH 2121** **Art History Survey I 3**	Selected Educational Outcomes and Competencies Students pursuing a BA degree with a major in art will: 1. demonstrate a developed visual sensitivity. 2. demonstrate the technical skills, perceptual development, and understanding of principles of visual organization sufficient to achieve basic visual communication and expression in one or more media. 3. develop the ability to make workable connections between concept and media. 4. demonstrate some familiarity with the works and intentions of major artists/designers and movements of the past and the present, in both the Western and the non-Western worlds. 5. show evidence of an understanding of the nature of contemporary thinking on art and design and have gained at least a rudimentary discernment of quality in design projects and works of art. Examples of Outcome Assessments 1. Assessment and evaluation of art works produced. 2. Senior exhibition and presentation review by committee using a criterion-based rubric. 3. Departmental review of student competition exhibition using a criterion-based rubric. 4. Comparisons of transcript audit results with accreditation curriculum requirements. 5. Review of selected artists' statements and art history research papers. 6. Review of program make-up (variety of courses) based on the liberal arts degree concept. Requirements for B.A. Degree with a Major in Art Code Title Hours Core Curriculum 60 Core Curriculum Areas A-E (See VSU Core Curriculum) 42 Core Curriculum Area F ART 1010 Drawing I 3 ART 1020 Two Dimensional Design 3 ARTH 2121 Art History Survey I 3 ART 1030 3-Dimensional Design 3 ART 1011 Drawing II 3 ART 2030

ART 1030 **3-Dimensional Design 3** **ART 1011** **Drawing II 3** **ART 2030** **Computers in Art 3** **Major Curriculum 60** **Major Core Studio Sequence 18** **Select three course sequences from the following:** **Select two of the following:** **ART 3023** **Figure Drawing** **ART 4024** **Advanced Drawing** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3041** **Painting I** **ART 4042** **Painting II** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3051** **Printmaking I** **ART 4052** **Printmaking II** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3061** **Ceramics I** **ART 4062** **Ceramics II** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3071** **Black and White Photography** **ART 3072** **Digital Photography** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3081** **Sculpture I** **ART 4082** **Sculpture II** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3091** **Graphic Design I** **ART 3092** **Graphic Design II**	Computers in Art 3 Major Curriculum 60 Major Core Studio Sequence 18 Select three course sequences from the following: Select two of the following: ART 3023 Figure Drawing ART 4024 Advanced Drawing ART (3xxx-4xxx course in content area) Select two of the following: ART 3041 Painting I ART 4042 Painting II ART (3xxx-4xxx course in content area) Select two of the following: ART 3051 Printmaking I ART 4052 Printmaking II ART (3xxx-4xxx course in content area) Select two of the following: ART 3061 Ceramics I ART 4062 Ceramics II ART (3xxx-4xxx course in content area) Select two of the following: ART 3071 Black and White Photography ART 3072 Digital Photography ART (3xxx-4xxx course in content area) Select two of the following: ART 3081 Sculpture I ART 4082 Sculpture II ART (3xxx-4xxx course in content area) Select two of the following: ART 3091 Graphic Design I ART 3092 Graphic Design II ART 4093 Graphic Design III ART (3xxx-4xxx course in content area) Select two of the following: ART 3101

ART 4093 **Graphic Design III** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3101** **Jewelry and Metalsmithing I** **ART 4102** **Jewelry and Metalsmithing II** **ART (3xxx-4xxx course in content area)** **Select two of the following:** **ART 3111** **Aqueous Media I** **ART 4112** **Aqueous Media II** **ART (3xxx-4xxx course in content area)** **ARTH 2122** **Art History Suvery II 3** **Art History (ARTH) Electives 6** **Studio and/or Art History and Criticism Electives 6-15** **Guided Electives or Minor 1 6-15** **Foreign Language (three courses in sequence) 9** **ART 4170** **Professional Preparation 1** **ART 4171** **Senior Exhibition Seminar 1** **ART 4172** **Senior Portfolio Presentation 1** **Total hours required for the degree 120** **Course List** **1 The degree program must include a minimum of 39 hours at the 3000 or 4000 level.**	Jewelry and Metalsmithing I ART 4102 Jewelry and Metalsmithing II ART (3xxx-4xxx course in content area) Select two of the following: ART 3111 Aqueous Media I ART 4112 Aqueous Media II ART (3xxx-4xxx course in content area) ARTH 2122 Art History Survey II 3 Art History (ARTH) Electives 6 Studio and/or Art History and Criticism Electives 6-18* Guided Electives or Minor 1 6-18* If no minor is declared, at least 6 semester hours of course work numbered 3000 or above in a single discipline outside the major must be completed. *(Guided Electives/Minor + Art Studio/Art History/Criticism must total 24hrs) Foreign Language (two courses in sequence) 6 Preparation / Capstone Courses 3 ART 4170 Professional Preparation 1 ART 4171 Senior Exhibition Seminar 1 ART 4172 Senior Portfolio Presentation 1 Total hours required for the degree 120 Course List 1 The degree program must include a minimum of 39 hours at the 3000 or 4000 level.

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 Bachelor of Arts degree in Art is a versatile major that allows each student to incorporate of a variety of interdisciplinary experiences into their artistic research interests. While the degree is enriched by students learning to both understand others and express themselves in a different language, currently this experience occupies 38% of the potential electives for this degree outside of Art. This focus not only limits the possibility of students incorporating other fields of study into their degree experience, it also makes the completion of a full minor (18hrs) more challenging.

☒ Adopting current best practice(s) in field: While the number of hours of modern foreign language for

BA in Art tends to vary by state, none of the other comprehensive regional universities in the USG system that offer the degree require more than six hours. This change also allows the program to more effectively transition incoming transfer students, who represent an increasing percentage of the students served by the program. Additionally, this change aligns the BA in Art program with the BA in Music program in the College of the Arts at VSU, which currently requires 6 hours of modern foreign language.

☒ Meeting mandates of state/federal/outside accrediting agencies: This change remains in keeping with NASAD requirements.

☒ Other: By allowing for more flexibility and personalization with the electives outside of Art, it is anticipated that more students will select this program option and, thus, increase the number of BA graduates, which has been cited as a low degree producing program. This would ultimately result in more Art students undertaking a foreign language and meaningfully engaging with another culture, highlighting the diversity of perspectives that exemplify the BA degree.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. During the advising process, many students have expressed unwillingness to pursue the BA degree because of the extensive language requirements.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The BA degree in Art has been regularly cited as a low-producing degree.

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.) Departmental program reports will continue to monitor the number of students selecting the BA and departmental assessments will evaluate the ongoing quality of artistic production and analysis by BA students.

Approvals:

Department Head: Holly R. Bates Date: 3-9-18

College/Division Exec. Committee: Date: 3/8/18

Dean(s)/Director(s): Date: 3/9/18

Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 02/20/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dorea Cook

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

MUSC 4511 Song Literature I

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours: 1	Credit Hours: 2
Course Title: Song Literature I	Course Title: Song Literature
Pre-requisites:	Pre-requisites:
Course Description: First course of a two semester sequesce. A survey of art song literature from the Renaissance through the German Lieder School of the nineteenth century and first half of the twentieth century.	Course Description: A survey course of German, French, Spanish, Italian, British, American, and Russian art song literature from the Renaissance through the 21st century.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Once per year

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: An Art Song Literature course is mandatory for many performance degrees at regional universities in the Southeast. Almost all of these classes are two credit hours.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: MUSC 4511 Song Literature I and MUSC 4512 Song Literature II are being combined into one course. MUSC 4512 Song Literature II will be deactivated, as its course content can be covered in one semester.

Plans for assessing the effectiveness of the course: Listening journals, class presentations, written exams, and a final paper.

Approvals:	
College/Division Exec. Comm.:	Date: 3/2/18
Dept. Head:	Date: 3/26/18
Dean/Director:	Date: 3/26/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 26, 2018

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 03/20/2018

Department Initiating Deactivation:	**Semester & Year to be Effective:**
Music	Fall 2018

List of courses (or the program or track) to be deactivated: MUSC 4512 Song Literature II and MUSC 6520 Song Literature II

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 course content of MUSC 4512 Song Literature II and MUSC 6520 Song Literature II (graduate course) will be covered in MUSC 4511 Song Literature I and MUSC 6510 Song Literature I (both courses are undergoing revisions to accommodate the additional content). At this time, there is no need to offer a second course in the song literature sequence with the expansion of MUSC 4511 and MUSC 6510.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student and faculty surveys.

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

Approvals:	
College/Division Exec. Comm.:	Date: 3/26/18
Dept. Head:	Date: 3/26/18
Dean/Director:	Date: 3/26/18
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 2/28/18 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Soci/Anth/Crju	Dr. R.K. Prine

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

CRJU 4910, Internship in Criminal Justice, 3/6 credit hours

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:CJ Major, permission of Advisor, permission of CJ Internship coordinator, and the Undergraduate Coordinator of CJ	Pre-requisites: CJ Major, minimum of 60 credit hours, permission of the CJ Intern Coordinator
Course Description:	Course Description:

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Three times per academic year

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: Requiring the permission of Advisor, Undergraduate Coordinator, and Intern Coordinator is redundant and not necessary.

RECEIVED

MAR 22 2018

VALDOSTA STATE UNIVERSITY

Plans for assessing the effectiveness of the course: This remains the same: student Interns receive a 24 item evaluation from their Agency Supervisor, this data is tracked and used for program assessment purposes

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dept. Head: Darrell L. Fox	Date: 3/20/18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 19, 2018

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☒ Senior Curriculum ☐ Graduate Curriculum ☐ Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:	**Proposed Effective Date for Curriculum Change: (Month/Year):** January 2019	**Degree & Program Name: (e.g., BFA, Art):** BA Mathematics with Secondary Certification

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
MAED 4790. Student Teaching. 10 Hours. **Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4800. Graded "satisfactory" or "unsatisfactory". Supervised teaching experience in secondary classrooms, providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency.** **MAED 4800. Senior Professional Development Seminar. 2 Hours.** **Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4790. Graded "satisfactory" or "unsatisfactory". Reflection on teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.**	MAED 4790. Student Teaching. 9 Hours. Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4800. Graded "satisfactory" or "unsatisfactory". Supervised teaching experience in secondary classrooms, providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency. MAED 4800. Senior Professional Development Seminar. 3 Hours. Prerequisite: Completion of all requirements to student teach and consent of the department. Co-requisite: MAED 4790. Graded "satisfactory" or "unsatisfactory". Reflection on teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.

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:

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

Approvals:

Department Head: _____ Date: 3/29/18

College/Division Exec. Committee: Lynn C. Miller / Connie Richards Date: 3/29/18 / 4/3/18

Dean(s)/Director(s): Lynn C. Miller / Connie Richards Date: 3/29/18 / 4/3/18

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 02/13/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Mathematics	Trowell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

MAED 4790 - Student Teaching

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MAED 4790	Course Prefix and Number: MAED 4790
Credit Hours: 10	Credit Hours: 9
Course Title: Student Teaching	Course Title: Student Teaching
Pre-requisites:Completion of all requirements to student teach and consent of the department.	Pre-requisites:Completion of all requirements to student teach and consent of the department.
Course Description: Supervised teaching experience in secondary classrooms, providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency	Course Description: Supervised teaching experience in secondary classrooms, providing an opportunity for students to implement theory and instructional practice and demonstrate teaching competency

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Spring 2019	once yearly

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 hours in this course need to be reduced as a result of the revisions to MAED 4800.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dept. Head:	Date: 3/20/18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 19, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/13/2018 (mm/dd/yyyy)

Department Initiating Revision: Mathematics	**Faculty Member Requesting Revision:** Trowell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

MAED 4800 - Senior Professional Development Seminar

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: MAED 4800	Course Prefix and Number: MAED 4800
Credit Hours: 2	Credit Hours: 3
Course Title: Senior Professional Development Seminar	Course Title: Senior Professional Development Seminar
Pre-requisites:Completion of all requirements to student teach and consent of the department.	Pre-requisites:Completion of all requirements to student teach and consent of the department.
Course Description: Reflection on teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.	Course Description: Reflection on teaching experience and discuss and present issues pertaining to the teaching and learning of mathematics.

Semester/Year to be Effective: Spring 2019	**Estimated Frequency of Course Offering:** once yearly

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 GaPSC requires a performance-based content pedagogy assessment that will be completed in MAED 4800. This requirement adds significantly more work for the students.

☐ Other:

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dept. Head: 3/20/18	Date: 3/20/18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 19, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2017 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Biology	Dr. Corey D. Anderson

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

Biol 3000: Biostatistics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: Biol 3000	Course Prefix and Number: Biol 3000
Credit Hours: 4	Credit Hours: 4
Course Title: Biostatistics	Course Title: Biostatistics
Pre-requisites: BIOL 1107K, BIOL 1108K, MATH 1113, MATH 2620	Pre-requisites:BIOL 1107K, BIOL 1108K, MATH 1112 or MATH 1113, MATH 2620. Recommended: CS 1010 or CS 1301.
Course Description: An introduction to univariate and multivariate analysis of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject those data to appropriate biometrical analyses, using a calculator or computer. Students will be required to keep a detailed lab notebook of the statistical methods studied and also complete a term project and a scientific report. Two 2-hour laboratory periods per week.	Course Description: An introduction to univariate and multivariate analysis of biological data, with emphasis on parameter estimation, hypothesis testing, and statistical programming.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Annual

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 second part of the current description reads more like somebody's syllabus than a course description. The course prerequisites and description have also been revised to

disclose the fact that this course includes an introduction to statistical programming (reflective of the trend in modern biostatistics).
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dept. Head:	Date: 3-20-18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 19, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 12/14/2017 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Biology	Dr. Corey D. Anderson

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

Biol 5000: Biostatistics

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: Biol 5000	Course Prefix and Number: Biol 5000
Credit Hours: 4	Credit Hours: 4
Course Title: Biostatistics	Course Title: Biostatistics
Pre-requisites:Admission to the graduate program or permission of the instructor.	Pre-requisites:Admission to the graduate program or permission of the instructor.
Course Description: An introduction to univariate and multivariate analysis of data. Laboratory work will allow students to collect data typical of the diverse disciplines in biology and subject those data to appropriate biometrical analyses, using a calculator or computer. Students will be required to keep a detailed lab notebook of the statistical methods studied and also complete a term project and a scientific report. Two 2-hour laboratory periods per week.	Course Description: An introduction to univariate and multivariate analysis of biological data, with emphasis on parameter estimation, hypothesis testing, and statistical programming.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Annual

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 second part of the current description reads more like somebody's syllabus than a course description. The course prerequisites and description have also been revised to

disclose the fact that this course includes an introduction to statistical programming (reflective of the trend in modern biostatistics).
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dept. Head:	Date: 3-20-18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 19, 2018

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/04/2018 (mm/dd/yyyy)

Department Initiating Request: Chemistry or Biology	**Faculty Member Requesting:**
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3601L	**Proposed New Course Title:** Laboratory Techniques in Biochemistry **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Biochemistry Laboratory I
Semester/Year to be Effective: Spring 2019	**Estimated Frequency of Course Offering:** twice a year (Spring and Fall)

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 1	**Lab Hours:** 3	**Credit Hours:** 2

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.) Corequisite or Prerequisite: CHEM 3601. Experiments to illustrate the principles and research techniques in biochemistry and molecular biology.

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: Currently CHEM 3601L is a required course only for chemistry majors. It is rarely taken by biology majors, as it does not fulfill the upper division biology requirements. However, current trends in biomedical industry and science require hands-on knowledge of biochemical techniques, which is provided by this course.

☒ Adopting current best practice(s) in field: Biochemistry laboratory is required for biology students in many schools.

☐ 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. SOI, student surveys

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests and lab reports

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. SOI, student surveys

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

☐ Other:

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

Approvals: Dept. Head:	Date: 3-20-18
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

SYLLABUS
CHEMISTRY 3601L
LABORATORY TECHNIQUES IN BIOCHEMISTRY

Valdosta State University
Dr. Yakov Y. Woldman
email: ywoldman@valdosta.edu
Office Hours: Thr 8:00-10:00 am or by appointment

Spring 2017
Office: BC 3075
Phone: (229) 333 5452

Corequisite or Prerequisite: CHEM 3601 (Biochemistry I) with grade C or better

Laboratory:

CHEM3601L	**Thursday**	**1:00 - 4:50**	**BC 3067**

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY). Students must also discuss this need with the professor at the beginning of the semester.

Materials Required:

Laboratory Manual: **Experiments in Biochemistry** (A Hands-on Approach) by Shawn O. Farrell and Lynn E. Taylor, Thomson Brooks/Cole, 2006.

Laboratory supplies: Safety goggles or safety glasses with side-shields.
Paper or cloth towels, scientific calculator, laboratory notebook.

Optional: lab coat

Course Content: A number of laboratory techniques common in biochemistry will be covered. Most of the experiments in the laboratory manual will be completed. Topics will include buffer solutions and their preparation, purification of proteins and their characterization by such techniques as spectroscopy, various chromatographic techniques and electrophoresis, kinetic experiments, preparation and characterization of nucleic acids and polymerase chain reaction. Data collection and analysis and record keeping will also be covered. Some experiments may be modified from that in the text, with separate handouts regarding laboratory modifications or substitutions distributed as appropriate. The order of the experiments will be announced in separate handout.

Attendance Policy: Attendance is mandatory. We work in pairs, so make up is next to impossible. Missed labs will receive no credit. No credit will be awarded unless the student actually performs a given laboratory (you cannot just do the report using someone else's data). According to the VSU policy, **failure to attend 20% of class-time (3 labs) without formally withdrawing from the class will result in a grade of "F".**

Lab Hours: Due to the nature of biochemical experiment, some labs will require longer than scheduled hours. You cannot leave the lab until the experiment is completed. You will be notified in advance if certain lab requires longer than scheduled hours.

Lab Notebook: Laboratory notebook is a permanent, primary record of laboratory observations. Pages are numbered and never torn out. Your notebook contains double pages, original for your permanent record and copy for the instructor. **Periodic table put underneath the page you are writing on prevents you from making copies on multiple pages.** All the entries should be dated and labeled with experiment title and

number. Never erase or white-out anything – cross it neatly if it is wrong, and continue with the right entry. Data copied from other sources should be clearly labeled (For ex.: Lab manual: … Jane's notebook: ..., Prelab lecture: ..., etc.). *If experiment is done in groups (pairs), each member's notebook should contain all the experimental data.* **All the data necessary for further calculations, all the calculations and all the conclusions should be neatly, in logical order entered in your notebook. What is not there – does not exist!** Notebook alone should be sufficient for you to get the results of any of your experiments, without the lab report that you turned in.

Grades and Rules: Grades will be based on your reports and a written lab final given during the final week.

Grading of reports will be based on the following:

1. Regular lab report, including prelab questions, notebook pages, results, calculations, additional problems and any additional assignments given for this lab will be graded on a 100 point scale.
2. Prelab (if any) for the current experiment is due at the beginning of the lab period (10-15pt.).
3. Copies of your notebook pages are collected at the end of the lab period (10 pt.).
3. All laboratory reports are due one week after a lab is finished, at the beginning of the lab. I will **not** remind you of this every week. It is your responsibility to hand these to me in a timely fashion. Any extension of due dates has to be requested from the instructor.
4. Late lab reports: the maximum possible score is 75 points, unless extension is granted by instructor.
5. *No late reports will be accepted after the corresponding report is graded and returned to students.*
6. Lab reports that are never turned in get a zero.
7. The last possible date to turn in lab reports (except for lab 12) is by 1 pm on the last day of the lab, April 27.
8. The last day to turn in the lab report for exp. 12 is before the final, Friday, May 3, 2:45 pm.

Regular laboratory reports (report sheets, notebook sheets, questions and problems)	100 points each
Final purification table	41 points
Exp. 12 report	200 points
Lab final	200 points

Grading Scale: **A 90-100%** (note: rounding off to the whole number)
B 80-89%
C 70-79%
D 60-69%
F < 60%

The instructor reserves the right to modify this scale; however, the scale will not be made more stringent than that stated above, but only relaxed, if necessary.

It is imperative that you read the whole chapter of the Manual ahead of time and be prepared to begin working when class begins. Quizzes will be added if it appears that students are coming to class unprepared.

IMPORTANT DATES:

Midterm		March 2
Last day of classes		May 1 (Monday)
Biochemistry Lab	**FINAL EXAM**	**Wednesday, May 3, 2:45 – 4:45 pm (room TBA)**

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/04/2018 (mm/dd/yyyy)

Department Initiating Request: Chemistry or Biology	**Faculty Member Requesting:**
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) BIOL 3602	**Proposed New Course Title:** Biochemistry II **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Biochemistry II
Semester/Year to be Effective: Spring 2019	**Estimated Frequency of Course Offering:** once a year (Spring)

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.) Prerequisite: CHEM 3601 with a grade of "C" or better. A continuation of CHEM 3601. Comprehensive discussion of regulatory, metabolic and biosynthetic pathways, advanced enzyme kinetics, regulation of gene expression, and recombinant DNA technology.

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: Currently CHEM 3602 is a chemistry elective. It is rarely taken by biology majors, as it does not fulfill the upper-division biology requirements. However, current trends in biomedical science require good understanding of biochemical pathways, which is the main topic of the course.

☒ Adopting current best practice(s) in field: Two semesters of biochemistry are required for biology students in many schools.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: As an elective, CHEM 3602 frequently has low student enrollment. Cross-listing it as biology upper division elective will increase enrollment

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOI, student surveys

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests and term papers

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. SOI, student surveys

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

☐ Other:

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

Approvals: Dept. Head: Robert Garrow	Date: 3-2018
College/Division Exec. Comm.: Connie Richards	Date: 3/21/18
Dean/Director: Connie Richards	Date: 3/21/18
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Syllabus Spring 2017

Course Title: Biochemistry II
Course Number: CHEM 3602
Prerequisite: Biochemistry I with a grade C or better
Meeting Time and Location:

	Lectures
Days	MWF
Time	1:00 pm – 1:50 pm
Place	BC 3017

Instructor: Yakov Woldman
Office: BC 3075
Office Hours: Thr, 8:00 am – 10:00 am, other times by appointment
Phone: 333 5452
e-mail: ywoldman@valdosta.edu

Calendar (tentative, subject to changes except for test dates)

Topic	Text	Dates		Points
Vitamins and microelements	Notes	Jan. 9, 11, 13		
Biosignaling	Ch 12	Jan. 18, 20, 23		
Principles of Bioenergetics	Ch 13	Jan. 25, 27		
		Jan. 30, Monday	**Test 1**	**100**
Glycolysis, Gluconeogenesis, and the Pentose Phosphate Pathway	Ch 14	Feb 1, 3, 6, 8		
Metabolic Regulation	Ch.15	Feb. 10, 13		
The Citric Acid Cycle	Ch 16	Feb. 15, 17, 20		
Fatty Acid Catabolism	Ch 17	Feb. 22, 24, 27		
		Mar. 1, Wednesday	**Test 2**	**100**
			Midterm, March 2	
Amino Acid Oxidation and the Production of Urea	Ch 18	March 3, 6, 8		
Oxidative Phosphorylation and Photophosphorylation	Ch 19	March 10		
		Spring Break!!!!!		
Oxidative Phosphorylation and Photophosphorylation	Ch 19	March 20, 22, 24		
		March 27, Monday	**Test 3**	**100**
Carbohydrate Biosynthesis in Plants and Bacteria	Ch 20	Mar. 29, 31		
Lipid Biosynthesis	Ch 21	April 3, 5, 7		
Biosynthesis of Amino Acids, Nucleotides, and Related Molecules	Ch 22	Apr. 10, 12, 14		
Reserve		Apr. 17, 19		
		Apr. 21, Friday	**Test 4**	**100**
Paper presentations		Apr 24, 26, 28, May 1		
		Wednesday, May 3, 12:30 – 2:30	**Final**	**200**

Reading: The required textbook is "**Lehninger Principles of Biochemistry**", by David L. Nelson and Michael M. Cox, 6th Edition, W. H. Freeman, and Co., 2013. The optional material is: **The Absolute, Ultimate Guide to Lehninger Principles of Biochemistry, Sixth Edition** by Marcy Osgood and Karen Ocorr, ISBN 1429294760 (Study Guide and Solution Manual). Sometime I will use for lectures material from other sources; therefore, taking notes is advisable.

Other required supplies: scientific calculator

Homework: Homework is given at the beginning of every chapter and is due the next meeting after the chapter is finished. Homework grades are based on complete or selective check. Besides, *students are expected to work as many after chapter problems as they can from recommended textbook.*

Exams: Four tests will be given. Each test will focus on the material covered since the last test (for the first one – since the beginning). There will be no make-up tests. In case of known time conflict, discuss it in advance; in case of emergency/sickness, the missed test is your drop grade.

Final: Comprehensive open-book 2 hours final will be given. It cannot be dropped.

Term Paper and Presentation. You will have to prepare a 5-10 page paper and give a 20 minutes presentation on a biochemistry topic. You can pick up your own topic (with my approval) or ask me for one. Presentations are scheduled for April 24 - May 1. Detailed instructions will be given later.

Grading: Grade will be based on the results of all exams, homework, and paper presentation, namely:

Tests (4 X 100 pts each, lowest dropped)	300 pts
Final exam	200 pts
Term paper & presentation	100 pts
Homework	140 pts (maximum)
Total	**740 pts** (maximum)

Grading Scale:	**A**	**≥87%**
	B	**≥75%**
	C	**≥63%**
	D	**≥51%**
	F	**<51%**

Attendance: Attendance is mandatory at all class meetings. **In accordance with VSU policy, failure to attend 20% of class meeting will result in a grade of "F".**

Additional Information: Please, keep your cell phones on **"silent"** or **"off"** during the class. Except for an emergency, do not expect me to call you back. Come to my office to talk, or e-mail me. All information about class, due dates, etc. is given in class or through VSU email. *Make sure to check it daily!*

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Attachment: Course Outcomes

Successful Students will:

1. Be able to calculate free energy and equilibrium constants for biologically important reactions.
2. Explain the metabolic role of glycolysis, Krebs cycle, fatty acids oxidation, oxidative phosphorylation as energy-yielding pathways; be able to describe the mechanisms of their regulation.
3. Demonstrate energetic and mechanistic basics for chemiosmotic theory, describe underlying experiments.
4. Connect the origin of various metabolic disorders to specific biochemical deficiencies/imbalance.
5. Trace the energy transformation in photosynthesis, be able to describe light and dark processes, show the difference between C3 and C4 plants and evolutionary implications of this difference.
6. Discriminate essential and non-essential amino acids, distribute amino acids in families based on biochemical precursors.
7. Trace the pathways of biosynthesis for nucleotides, lipids and related molecules, describe the coenzymes involved and relate them to antimicrobial and anticancer drugs.

3602 Outcomes

Outcome	Activity	Evaluation
Be able to calculate free energy and equilibrium constants for biologically important reactions.	Lecture, in-class problems, homework	quiz , test, homework
Explain the metabolic role of glycolysis, Krebs cycle, fatty acids oxidation, oxidative phosphorylation as energy-yielding pathways; be able to describe the mechanisms of their regulation.	Lecture	quiz , test
Demonstrate energetic and mechanistic basics for chemiosmotic theory, describe underlying experiments.	Lecture, homework	quiz , test, homework
Connect the origin of various metabolic disorders to specific biochemical deficiency/imbalance.	Lecture, in-class problems, homework	test, homework
Trace the energy transformation in photosynthesis, be able to describe light and dark processes, show the difference between C3 and C4 plants and evolutionary implications of this difference.	Lecture, homework	quiz , test, homework
Discriminate essential and non-essential amino acids, distribute amino acids in families based on biochemical precursors.	Lecture, in-class problems, homework	quiz , test, homework
Trace the pathways of biosynthesis for nucleotides, lipids and related molecules, describe the coenzymes involved, relate to antimicrobial and anticancer drugs.	Lecture, in-class problems, homework	quiz , test, homework

ADA Statement

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Access Office for Students with Disabilities in Farber Hall. The telephone numbers are 245-2498 (voice) and 219-1348 (TTY).
For more information, please visit http://www.valdosta.edu/student/disability/welcome.php or

email: access@valdosta.edu. Also please discuss this with the instructor at the time of the first class.

Title IX Statement

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

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 03/21/2018 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading, and Deaf Education	**Faculty Member Requesting:** Barbara Radcliffe
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) FRMS 7535	**Proposed New Course Title:** Teaching Middle Grades and Secondary Mathematics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Teach Middle and Sec Math
Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Twice per year

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.) An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

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: Sister institutions in our GOML Collaborative for the M.Ed. in Curriculum and Instruction - Accomplished Teaching have expanded their elective selections since the original collaboration began over a decade ago. FRMS 7535, a course offered by Georgia Southern University, will be offered this summer as an elective, however, in order to be posted to Banner the course must be approved and added to VSU's Graduate Catalog. This course has been offered by Georgia Southern University for a number of semesters.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Collaborative enrollment data

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

Approvals:	
Dept. Head:	Date: 3/22/18
College/Division Exec. Comm.	Date: 3/22/18
Dean/Director:	Date: 3/27/18
Graduate Exec. Comm.: (for graduate course):	Date: 3-29-18
Graduate Dean: (for graduate course):	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Georgia Southern University

College of Education

Department of Teaching and Learning

[redacted]

Instructor:	Phone & Text:
Class Meeting: Online Questions: Email/Phone Call/On-line Dedicated Times	Email: (Use GoView – Emails forwarded)

Catalog Description
An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

Instructional Strategies Used
Online instruction

Disability Accommodations
If a student has a documented and declared disability, reasonable accommodations will be provided when requested by the student according to the recommendations of your institution's Disabled Student Services office.

Course Objectives
By the end of the course, students will be able to:

1. Develop an understanding of current middle grades and secondary content standards.

2. Develop an understanding of NCTM recommendations and how they apply to the middle grade and/or secondary mathematics classroom.

3. Develop an understanding of differing assessment strategies that can be used to assess student knowledge, especially middle grade and/or secondary mathematics students' content knowledge.

4. Develop an understanding of how research can be applied to enhance student knowledge, especially middle grade and/or secondary mathematics students' content knowledge.

Subject Matter Content:

1. Trends and issues in teaching mathematics (primarily middle and secondary mathematics).
   a. National Council of Teachers of Mathematics (NCTM) recommendations
   b. Georgia Standards of Excellence
   c. Assessment
   d. Other

2. Trends and issues in mathematics assessment.
   a. NCTM Assessment Book (rubrics, etc.)
   b. NAEP; TIMSS; PISA

3. Trends and issues in middle grades and secondary mathematics research

Required Course Activities

1. Complete all readings and related assignments, includes diversity issues, on time.

2. Complete an assessment project.

3. Write a research paper on a mathematics topic.

4. Write reflection papers based on class readings.

Student Performance Requirements

1. Complete all assignments. [obj. 1]

2. Assessment project. [obj. 2]

3. Research Paper. [obj. 3]

4. Reflections papers. [obj. 4]

Course Policies

Required

Texts

Keeley, P. & Tobey, C. R. (2017). *Mathematics formative assessment: 50 more practical strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin Press.

National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all.* Reston, VA: NCTM.

Late Assignments
See assignments for policy.

Missed Assignments
No make-ups will be given unless discussed in advance with the instructor.

Academic Honesty
Students are expected to abide by your institution's Student Conduct Code and Regulations regarding academic integrity. Academic misconduct such as cheating and plagiarism will be reported to the Office of Judicial Affairs. Students caught violating the Student Conduct Code and Regulations regarding academic integrity will receive a 0 for the assignment and an F for the course.

Course Grading

Assignment	Percentage	Due Date
Research Paper (Part I - Draft)	5	June 1, 2017 (By 5:00 P.M.)
Research Paper (Part II - Final)	30	June 15, 2017 (By 5:00 P.M.)
Assessment Project (Part I – Draft)	5	June 29, 2017 (By 5:00 P.M.)
Assessment Project (Part II - Final)	35	July 11, 2017 (By 5:00 P.M.)
Reflection Papers (2 @ 7% each)	14	May 31, 2017 & June 22, 2017 (By 5:00 P.M.)
Postings/Discussion	11	As Assigned

Grades (course average)
A = 90 – 100 B = 80 – 89 C = 70 – 79 D = 60 –69 F = <60

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: online catalogue	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2018
Degree and Program Name: MEd School Counseling (Changing to MEd Counselor Education)	
Present Requirements: Must hold a bachelor's degree from a regionally-accredited institution in an appropriate major. Any major may apply. Minimum cumulative undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded. Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption. Qualifying exemptions on the ACT, GRE, and SAT or a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate:	**Proposed Requirements:** (highlight changes after printing) Must hold a bachelor's degree from a regionally-accredited institution. Any major may apply. 1. Must have a minimum cumulative undergraduate GPA of 2.75 on a 4.0 scale OR meet requirements for one of the following alternative pathways: • Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or • Alternative Pathway 2: Have a minimum GPA of 3.0 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or • Alternative Pathway 3: Have earned a cumulative undergraduate GPA between 2.50 and 2.74 on a 4.0 scale ten or more years prior to admission. Passing scores on the GACE Program Admission Assessment or GACE Basic Skills Assessment or a qualifying exemption. Applicants may submit a copy of the score report received when they complete the exam. • To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official

• SAT - 1000 (Verbal plus Quantitative) • ACT - 43 (English plus Math) • GRE - 297 (Verbal plus Quantitative) OR 1030 (Verbal plus Quantitative) for tests prior to August 2011	scores meeting the following thresholds on the following exams: o GRE taken before August 2011: 1030 (Verbal + Quantitative) o GRE taken August 2011 or later: 297 (Verbal + Quantitative) o SAT: 1000 (Verbal/Critical Reading + Math or Evidence-Based Reading and Writing + Math) o ACT: 43 (English + Math) o SAT and ACT scores may be documented by an official high school transcript, official college transcript with scores posted, or a score report from the testing service. • Professionally certified educators (valid or expired) enrolling for the purpose of adding a new field of certification are not required to meet the Program Admission Assessment requirement.
A written statement (250-500 words) describing your plans to pursue a degree in school counseling. Please see the linked prompts for more guidance. Candidates will respond to two case studies using the instructions provided in the link in the left column and address the questions at the end of each case study.	
• Minimum GRE Requirements: • 286 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 146. • Minimum MAT Requirement: 380	A written statement (250-500 words) describing your plans to pursue a degree in school counseling. Please see the linked prompts for more guidance. Candidates will respond to two case studies using the instructions provided in the link in the left column and address the questions at the end of each case study.
Recommendations from professionals familiar with your professional and/or academic background. The Psychology and Counseling Department prefers recommendations come from current or former Psychology professors who have had you in class.	
The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form	Three recommendations from professionals familiar with your professional and/or academic background.
This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.	The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission.

Complete list of accepted documents and information on residency.	Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency.

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 Meeting GaPSC preparation rules.

☒ Other Low GPA in the first two years of undergraduate work but particularly when in combination with higher GPA graduate work does not recognize the growth of students able to succeed.

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.) **GACE School Counseling Certification Exam and CPCE Comprehensive Exam.**

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.) **Increase in the number of successful applicants admitted.**

Approvals:	
Department Head: Kate Warner	Date: 3.14.18
College/Division Exec. Committee: Lynn C. Miller	Date: 3-15-18
Dean(s)/Director(s): Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for grad program) J. T. LaPlante	Date: 3-29-18
Graduate Dean: (for grad program) J. T. LaPlante	Date: 3.29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

☐ Core Curriculum ☐ Senior Curriculum ☒ Graduate Curriculum ☐ Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number: NA	**Proposed Effective Date for Curriculum Change: (Month/Year):** Summer 2018	**Degree & Program Name: (e.g., BFA, Art):** MAT in Education with a Concentration in Health & Physical Education

Present Requirements: NA	**Proposed Requirements (Underline changes after printing this form:**
	Admission Requirements Must apply to the Valdosta State University Graduate School through Online Graduate Application One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). GRE or MAT Official Score Report (if not meeting the 2.75 GPA requirement) 1. Must hold a minimum of a Bachelor's degree from a regionally-accredited institution. 2. Minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway.* *Admission by Alternative Pathway Requirements Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways: •Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or •Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or •Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:

	•GRE: Verbal – 143 and Quantitative -138 (or 750 combined higher if taken before August 1, 2011) •MAT: 375 ~~Have a transcript evaluation on file. Transcripts from ALL undergraduate and graduate institutions previously attended must be included for evaluation.~~ ~~Must have completed all specified prerequisite content coursework listed on the transcript evaluation.~~ ~~If content courses are still required, applicants must seek admission to Valdosta State University as a certification student.~~ 3. GACE Program Admission Assessment (previously GACE Basic Skills). Submit passing scores on the GACE Program Admission Assessment or exempt by acceptable SAT, ACT, or GRE scores. Exemption Scores •an SAT score of 1000 or greater or •an ACT score of 43 or greater or •a GRE score of 297 Verbal and Quantitative (or 1030 or higher if taken before August 1, 2011) ~~GACE Content Assessments: Submit a passing score on the GACE Content Assessment(s) in the intended area(s) for certification.~~ 4. Two Recommendations: Two recommendations from professionals familiar with your professional or academic background. Recommendation forms can be accessed via the Graduate School website 5. Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words. 6. Verification of Lawful Presence: This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver. This documentation must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency. Required Courses: KSPE 2999 Entry to Education 0 KSPE 6401 Instructional Planning & Evaluation 3 KSPE 6301 Contemporary and Comprehensive Health Issues 3

	KSPE 6200 Nutrition for Health & Human Performance 3 KSPE 6700 Elementary Physical Education Content & Methods 3 KSPE 6710 Middle Grades & Secondary Phys. Ed. And Health Content & Methods 3 KSPE 6150 Applied Sciences 3 KSPE 6101 Foundations & Technology in Health and Physical Education 3 KSPE 2150 CPR and First Aid 2 KSPE 1011 Personal Fitness 1 KSPE 6911 Special Populations & Diversity in Sport and Phys. Ed. Methods 3 KSPE 6220 Management of Physical Education Programs 3 KSPE 6790 Student Teaching in Health & Physical Education or KSPE 6890 Internship in Health and Physical Education 5 KSPE 6800 Student Teaching in Health & Physical Education Seminar or KSPE 6900 Internship Seminar in Health and Physical Education 1 36 hours

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:

☒ Adopting current best practice(s) in field: See all evidence provided with the Request for a New Program.

☐ 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. see syllabi

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

Approvals:

Department Head: Sonya Sanderson	Date: 3-13-18
College/Division Exec. Committee: Lynn C. Miller	Date: 3-15-18
Dean(s)/Director(s): Lynn C. Miller	Date: 3-15-18
Grad. Exec. Committee: (for graduate course) T. LaPlant	Date: 3-29-18
Graduate Dean: (for graduate course) T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: https://www.valdosta.edu/academics/graduate-school/our-programs/master-of-education-in-higher-education-leadership.php	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) as soon as possible: no later than June 1 2018.

Degree and Program Name: M.Ed. in ~~Higher Education Leadership)~~ Educational Leadership - Higher Education Leadership Option

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
To be considered for admission the applicant must hold a bachelor's degree from an accredited or approved college or university. The applicant must have a cumulative undergraduate grade point average of at least 3.0 on a 4.0 scale, calculated on all work attempted in which letter grades are awarded. Verification is required in the form of official transcripts. All master's degree programs require an acceptable Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are: ☐ GRE - 148 Verbal and 140 Quantitative ☐ MAT - 375 Applicants must submit a career goal statement serving as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and is to be submitted to the Graduate School with the other application materials.	To be considered for admission the applicant must have/hold a: - Bachelor's degree or higher from a regionally accredited college or university; - Cumulative grade point average of at least 3.0 on a 4.0 scale for an undergraduate or graduate degree calculated on all work attempted in which letter grades are awarded; applicants having a cumulative grade point average between 2.5 and 2.99 on a 4.0 scale for an undergraduate degree or a cumulative grade point average between 2.75 and 2.99 on a 4.0 scale for a graduate degree must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are: - GRE - 145 Verbal and 139 Quantitative - MAT - 380 Bachelor's degree or higher from a regionally accredited college or university; - A career goal statement which will serve as a writing sample. The statement must demonstrate 1) the ability to organize and articulate thoughts, 2) writing skills including grammar and punctuation, and 3) the ability to set goals consistent with one's desired career path. The statement must address the applicant's career goals, how the degree contributes to reaching these career goals, and why VSU was selected for this graduate work. This career goal statement should be no more than 250 words and

	is to be submitted to the Graduate School with the other application materials.

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 Most USG institutions have similar requirements for admissions

☐ 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.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) - **Immediate and long term assessments of actual program applicants**

Approvals:	
Department Head:	Date:
College/Division Exec. Committee: Lynn C. Miller	Date: 3-15-18
Dean(s)/Director(s): Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for grad program)	Date: 3-29-18
Graduate Dean: (for grad program)	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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 Curriculum Change: (Month/Year):** Fall 2018	**Degree & Program Name: (e.g., BFA, Art):** MAT Special Education Adapted Curriculum
https://www.valdosta.edu/colleges/education/deans-office/online-programs/m.a.t.-special-education-adapted-curriculum.php#1		

Present Requirements:		**Proposed Requirements (Underline changes after printing this form:**	
M.A.T. Core Curriculum in Special Education (9 hours):	**Hrs.**	M.A.T. Core Curriculum (9 hours)	Hrs.
SEAC 5140: Collaborative Roles In Education	**3**		
SEAC 5190: Physical and Health Management of Students with Disabilities	**3**	SPEC 2999: Entry to the Education Profession	0
		SEAC 5140: Collaborative Roles in Education	3
SEAC 6010: Integrated Instruction: Individualized Education Programs	**3**	SEAC 6010: Integrated Instruction: Individualized Education Programs	3
SPEC 2999	**0**	SEGC 6060: Transition Planning and Services	3
Major Area of Concentration (21 hours)	**Hrs.**	Major Area of Concentration (21 hours)	Hrs.
SEEC 5050: Assistive Technology	**3**	SEAC 5050: Assistive Technology	3
SEAC 5500: Characteristics of Students with Low Incidence Disabilities	**3**	SEAC 5500: Characteristics of Students with Low Incidence Disabilities	3
SEAC 5530: Systematic Instruction	**3**	SEAC 5530: Systematic Instruction for Students with Significant Disabilities	2
SEAC 5540: Positive Behavior Support	**3**	SEAC 5531: Practicum in Systematic Instruction for Students with Significant Disabilities	1
SEAC 5550: Communication Strategies for Students with Low Incidence Disabilities	**3**	SEAC 5540: Positive Behavior Support	3
		SEAC 5550: Communication Strategies for Students with Low Incidence Disabilities	3
SEAC 5570: Assessment and Curriculum for Students with Low Incidence Disabilities	**3**	SEAC 5570: Assessment and Curriculum for Students with Low Incidence Disabilities	3
SEAC 6200: Internship	**3**	SEAC 6200: Internship in Special Education - Adapted Curriculum	3
		SPEC 6999: edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Core (6 hours)	**Hrs.**	Research Core (6 hours)	Hrs.
SEAC 5030: Single Subject Research in Special Education	**3**		
SEAC 6110: Capstone Course	**3**		

	SEAC 5030: Single Subject Research in Special Education 3 SEAC 6110: Professional Capstone Course 3

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:

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

Approvals:
Department Head: C. Myers-Jennings Date: 2-22-18
College/Division Exec. Committee: Lynn C. Miller Date: 3-15-18
Dean(s)/Director(s): Lynn C. Miller Date: 3-15-18
Grad. Exec. Committee: (for graduate course) J. T. LaSalle Date: 3-29-18
Graduate Dean: (for graduate course) J. T. LaSalle Date: 3-29-18
Academic Committee: Date:

Form last updated: January 6, 2010

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: https://www.valdosta.edu/colleges/education/deans-office/online-programs/m.a.t.-special-education-general-curriculum.php	**Proposed Effective Date for Curriculum Change: (Month/Year):** Fall 2018	**Degree & Program Name: (e.g., BFA, Art):** MAT Special Education General Curriculum

Present Requirements:		**Proposed Requirements (Underline changes after printing this form:**	
M.A.T. Core Curriculum (6 hours):	**Hrs.**	M.A.T. Core (9 hours)	Hrs.
SEGC 6000: Integration of Instruction and Management	**3**	SPEC 2999: Entry to the Education Profession	0
SEGC 6040: Integrating Tech in Classrooms	**3**	SEGC 5140: Collaborative Roles in Education	3
		SEAC 6010: Integrated Instruction: Individualized Education Programs	3
SPEC 2999	**0**	SEGC 6060: Transition Planning and Services	3
Major Area of Concentration (21 hours)	**Hrs.**	Major Area of Concentration (21 hours)	Hrs.
SEAC 6010: Integrated Instruction: Ind. Education Programs	**3**	SEGC 6000: Integration of Instruction and Management	3
SEGC 5140: Collaborative Roles in Education	**3**	SEGC 6020: Integrated Instruction: Assessment and Learning	3
SEGC 6020: Integrated Instruction: Assessment & Lrng.	**3**	SEGC 6030: Integrated Instruction: Evidence-based Methods and Instruction	3
SEGC 6030: Integrated Instruction: Evidence-Based Methods & Inst	**3**	SEGC 6050: Language and Learning Disabilities	3
SEGC 6050: Language/Learning Disabilities	**3**	SEGC 6040: Technological Support Planning for Children and Youth with Disabilities	3
SERD 6030: Teaching Reading	**3**	SERD 6030: Teaching Reading	3
SERD 6040 or SERD 6060 Reading Elective (or other approved reading elective)	**3**	SEGC 6200: Internship in Special Education - General Curriculum	3
SEGC 6200: Internship	**3**	SPEC 6999: edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Core (6 hours)	**Hrs.**	Research Core (6 hours)	Hrs.
SEAC 5030: Single Subject Research in Special Education	**3**	SEAC 5030: Single Subject Research in Special Education	3
SEGC 6110: Capstone Course	**3**	SEGC 6110: Professional Capstone Course	3

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:

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

Approvals:

Department Head:	C. Myers-Jennings	Date: 2-22-18
College/Division Exec. Committee:	Lynn C. Mui	Date: 3-15-18
Dean(s)/Director(s):	Lynn C. Mui	Date: 3-15-18
Grad. Exec. Committee: (for graduate course)	J. T. DeMott	Date: 3-29-18
Graduate Dean: (for graduate course)	J. T. DeMott	Date: 3-29-18

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Request: Communication Sciences and Disorders and Special Education	**Faculty Member Requesting:** Kelly Heckaman
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SEAC 5531	**Proposed New Course Title:** Practicum in Systematic Instruction for Students with Significant Disabilities **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Practicum Systematic Instr
Semester/Year to be Effective: Fall 2019	**Estimated Frequency of Course Offering:** Spring semester

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 0	**Lab Hours:** 01	**Credit Hours:** 01

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: SEAC 5530. Supervised experienced during which teacher candidates implement instructional strategies in their own classrooms, and collect and graph data on student learning.

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:

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.)

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:

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

Approvals:	
Dept. Head: C. Myers-Jennings	Date: 2-22-18
College/Division Exec. Comm.: Lynn C. Munn	Date: 3-15-18
Dean/Director: Lynn C. Munn	Date: 3-15-18
Graduate Exec. Comm.: (for graduate course): T. LaMott	Date: 3-29-18
Graduate Dean: (for graduate course): T. LaMott	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University

Department of Communication Sciences and Disorders and Special Education

SEAC 5531
Practicum in Systematic Instruction for Students with Significant Disabilities
1 SEMESTER HOUR

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

REQUIRED TEXTBOOKS

No textbook required. Candidates are required have access to a digital video recording device to record the implementation of teaching strategies, which will be uploaded for the instructor.

COURSE DESCRIPTION

Prerequisite: SEAC 5530. Supervised experienced during which teacher candidates implement instructional strategies in their own classrooms, and collect and graph data on student learning

COURSE OBJECTIVES (CO):

Candidates will:

CO 1: Implement individualized programming across specialized curricular areas such as communicative, academic, social, domestic living/self-help, recreation/leisure, vocational, and general community living skills (InTASC 7)

CO 2: Implement systematic, data-based instruction (InTASC 8)

CO 3: Implement errorless instructional strategies (InTASC 8)

CO 4: Evaluate the effectiveness of instruction and make appropriate revisions in instructional strategies (InTASC 6)

CO 5: Collect, analyze, summarize, and/or report student performance data to aid in instructional decision-making (InTASC 6)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Reinforcer preference assessment: Candidates will complete a reinforcer preference assessment with a student. Detailed instructions will be provided for completing this assessment.
2. Functional skills programs: Candidates will teach and collect and graph data on two instructional skills programs; one program will focus on a chained task and the other program will focus on a discrimination task.
3. Competencies: Students will demonstrate, via video, competence (according to established protocols) in implementing instructional strategies while teaching skills aligned with the appropriate P-12 standards. **CPL_{2a}** ***This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***

COURSE EVALUATION

Task	Individual Value	Point Value
Reinforcer preference assessment	1 @ 20 pts. each	20
Functional skills program	2 @ 100 pts. each	200
Competencies	2 @ 100 pts. each	200

2. Functional skills programs: Candidates will teach and collect and graph data on two instructional skills programs; one program will focus on a chained task and the other program will focus on a discrimination task.
3. Competencies: Students will demonstrate, via video, competence (according to established protocols) in implementing instructional strategies while teaching skills aligned with the appropriate P-12 standards. **CPL_{2a}** ***This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty***

COURSE EVALUATION

Task	Individual Value	Point Value
Reinforcer preference assessment	1 @ 20 pts. each	20
Functional skills program	2 @ 100 pts. each	200
Competencies	2 @ 100 pts. each	200
Total		**420**

Please note: failure to complete and submit the functional skills programs and/or either of the required videos of teaching competencies will result in class failure.

Grading Scale:
93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. Organization and time management are critical components for success in online classes. Candidates must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found on the following URL http://www.gapsc.com/Ethics/NEthics.asp. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY STATEMENT ON PLAGIARISM

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

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.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Request: Communication Sciences and Disorders and Special Education	**Faculty Member Requesting:** Kelly Heckaman
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SEGC 6060	**Proposed New Course Title:** Transition Planning and Services **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Trans Planning and Services
Semester/Year to be Effective: Summer 2019	**Estimated Frequency of Course Offering:** Summer session

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 03	**Lab Hours:**	**Credit Hours:** 03

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.)
Theoretical constructs and practical considerations in programming for students with disabilities from preschool through secondary and post-secondary levels. Emphasis is placed on the transition planning process, including transition assessment and development of post-school goals, to develop a transition plan based on student's strengths and interests.

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: CEC Standard 5.5

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Meeting accreditation standards more directly

☐ 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.)

☐ Other:

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

Approvals:	
Dept. Head: C. Myers-Jennings	Date: 2-22-18
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for graduate course): J. T. LaPlant	Date: 3-29-18
Graduate Dean: (for graduate course): J. T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University

Department of Communication Sciences and Disorders and Special Education

SEGC 6060

Transition Planning and Services
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

COURSE DESCRIPTION

Theoretical constructs and practical considerations in programming for students with disabilities from preschool through secondary and post-secondary levels. Emphasis is placed on the transition planning process, including transition assessment and development of post-school goals, to develop a transition plan based on student's strengths and interests.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Wehman, P. (2009). *Life beyond the classroom: Transition strategies for young people with disabilities* (5th ed.). Baltimore, MD: Paul Brookes Publishing Co.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Candidates will:

CO 1: Demonstrate an understanding of state and federal transition requirements in the Individuals with Disabilities Education Act and the best practices in fulfilling those requirements (InTASC 9).

CO 2: Describe a variety of transition assessments that target career, recreation, and independent living skills and appropriately select assessments based on the needs and interests of the student (InTASC 1, 2, 6).

CO 3: Demonstrate an understanding of how cultural differences influence planning for student outcomes and develop transition plans that reflect sensitivity to individual student differences (InTASC 2, 7).
CO 4: Identify community resources and services needed in the transition process and evaluate the agency's scope of service relative to best practices outlined in this course (InTASC 3, 9, 10).
CO 5: Write measurable post-school goals for a student and annual IEP goals aligned to student's desired outcomes (InTASC 1, 2).
CO 6: Demonstrate an understanding of effective strategies to increase student involvement in transition planning (InTASC 7)
CO 7: Articulate the importance of post-school outcome data and describe how that data will be collected and used to improve services for students (InTASC 6)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Activities: Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner

2. Assignments:

   Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

   Attendance: Our class week will run from Tuesday through midnight on Monday. Students should be prepared to log in to the class a minimum of two times per week to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.

   Discussion questions: Students will be required to post responses to discussion questions on designated weeks. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure.

   Papers: Students will write two papers and one article review on assigned topics. Detailed guidelines for this assignment will be provided.

   Projects: Students will complete four projects: a brochure, a curriculum review, an assessment review, and a transition IEP. Detailed guidelines for these assignments will be provided.

3. Requirements

The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

Task	Individual Value	Point Value
Discussion Boards		
Discussion questions	3 @ 20 pts. each 1 @ 10 pts.	95
Video Discussion Board	1 @ 25 pts.	
Papers		
IRIS Modules	2 @ 25 pts. each	100
Article Review	1 @ 50 pts.	
Projects		
Curriculum Review	1 @ 25 pts.	150
Assessment Review	1 @ 25 pts.	
Brochure Assignment	1 @ 50 pts.	
Transition IEP	1 @ 50 pts.	
Total		**345**

** Please note: Late assignments will be accepted up to 2 days late at a 10% penalty per day late. After 2 days late, the assignment will not be accepted and a grade of zero will be awarded for the assignment. There are no points for late discussion questions.

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. Organization and time management are critical components for success in online classes. Candidates must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found on the following URL http://www.gapsc.com/Ethics/NEthics.asp. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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.

Request for a Revised Course
Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Commmunication Sciences and Disorders and Special Education	Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

SEAC 5530; Systematic Instruction for Students with Low Incidence Disabilities

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SEAC 5530	Course Prefix and Number: SEAC 5530
Credit Hours: 03	Credit Hours: 02
Course Title: Systematic Instruction for Students with Low Incidence Disabilities	Course Title: Systematic Instruction for Students with Significant Disabilities
Pre-requisites:	Pre-requisites:
Course Description: Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with low incidence disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.	Course Description: Strategies and methods to facilitate the acquisition, generalization, and maintenance of skills for children and youth with significant disabilities in both school and community-based settings. This course will focus on evidence-based methods of systematic instruction.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2019	Fall semester

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: Candidates need more time to learn how to plan to teach students with significant disabilities, as well as how to task analyze discrimination tasks and chained tasks. They also need more time to practice the instructional procedures with feedback. Currently in this course, candidates learn three different instructional strategies (Constant Time Delay, Systems of Least Prompts, and Most to Least Prompts). More time is needed for them to learn how to plan the lesson and how to implement these instructional procedures, with feedback from the instructor, in order to become competent in using these procedures. Splitting the class so that in the 2-credit hour class they learn how to plan to teach

discrimination tasks and chained tasks, they learn how to conduct task analyses, they learn about the different instructional strategies (including data collection for strategy, and they learn about the different strategies, will help them master this content. Then, a new 1-credit hour practicum class will be added that will be taught in the following semester, so that the candidates will have a full semester to practice implementing the strategies, collecting data on student performance, and making instructional decisions for their students while receiving feedback from their instructor. See attached program assessment data.

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

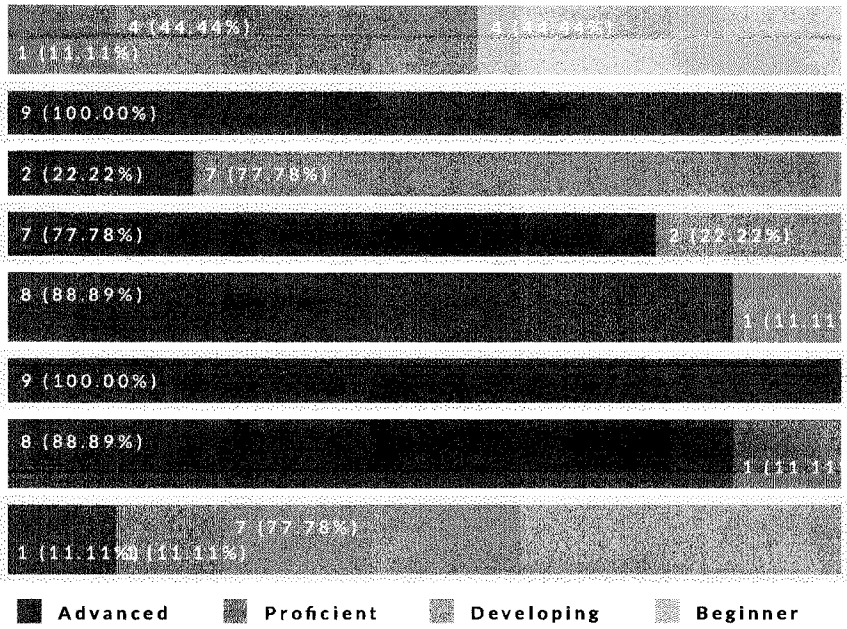
Plans for assessing the effectiveness of the course: SEAC 5530 currently includes three program assessments: an early field experience during which candidates demonstrate their ability to plan to teach a discrimination task (program assessment for lesson planning) and implement constant time delay (early field experience); and also implement either the system of least prompts (LTM) or most to least prompts (MTL) with their learner on a chained task.

Approvals:	
College/Division Exec. Comm.: Lynn C. Manning	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Manning	Date: 3-15-18
Graduate Exec. Comm.(if needed): T. LaPlante	Date: 3-29-18
Graduate Dean (if needed): T. LaPlante	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

Rubric View: LTM or MTL Competency CPL2a FALL 2017

	Advanced (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginner (1 pts)	*Mean*	*Mode*	*Stdev*
Baseline	0	1	4	4	1.667	1.000	0.667
Task Instruction	9	0	0	0	4.000	4.000	0.000
Teaching Procedure: LTM or MTL	2	0	7	0	2.444	2.000	0.831
Reinforcement	7	0	2	0	3.556	4.000	0.831
Data Collection	8	0	1	0	3.778	4.000	0.629
Materials	9	0	0	0	4.000	4.000	0.000
Management	8	1	0	0	3.889	4.000	0.314
Procedural Reliability	1	1	7	0	2.333	2.000	0.667



Roster View: LTM or MTL Competency CPL2a

Student	Assessor	Baseline	Task Instruction	Teaching Procedure: LTM or MTL	Reinforcement	Data Collection	Materials	Management	Procedural Reliability
Sarah [redacted]	Kelly Heckaman	Developing	Advanced	Advanced	Developing	Advanced	Advanced	Advanced	Proficient
Joan [redacted]	Kelly Heckaman	Beginner	Advanced	Developing	Advanced	Advanced	Advanced	Proficient	Developing
Cherie [redacted]									
Allyn [redacted]									
Hannah [redacted]									
Melissa [redacted]	Kelly Heckaman	Developing	Advanced	Developing	Advanced	Advanced	Advanced	Advanced	Developing
Karen [redacted]	Kelly Heckaman	Developing	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
Kathleen [redacted]	Kelly Heckaman	Developing	Advanced	Developing	Advanced	Advanced	Advanced	Advanced	Developing
Heather [redacted]	Kelly Heckaman	Beginner	Advanced	Developing	Advanced	Developing	Advanced	Advanced	Developing
Andrea [redacted]	Kelly Heckaman	Proficient	Advanced	Developing	Advanced	Advanced	Advanced	Advanced	Developing
Jessica [redacted]	Kelly Heckaman	Beginner	Advanced	Developing	Advanced	Advanced	Advanced	Advanced	Developing

Timothy [redacted]	Kelly Heckaman	Beginner	Advanced	Developing	Developing	Advanced	Advanced	Advanced	Developing
Sybil [redacted]									

Rubric View: Optional Early Field Experience Candidate Assessment on Performance Standards (Supervisor)

	Proficient - Level 3 (3 pts)	Developing - Level 2 (2 pts)	Ineffective - Level 1 (1 pts)	*Mean*	*Mode*	*Stdev*
Instructional Strategies - The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	7	2	0	2.778	3.000	0.416
Differentiated Instruction - The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	0	0	0	0.000	NA	0.000
Assessment Strategies - The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	0	0	0	0.000	NA	0.000
Assessment Uses -- The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.	6	3	0	2.667	3.000	0.471
Academically Challenging Environment - The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	0	0	0	0.000	NA	0.000
Overall Comments	1	0	0	3.000	3.000	0.000

Roster View: Optional Early Field Experience Candidate Assessment on Performance Standards (Supervisor)

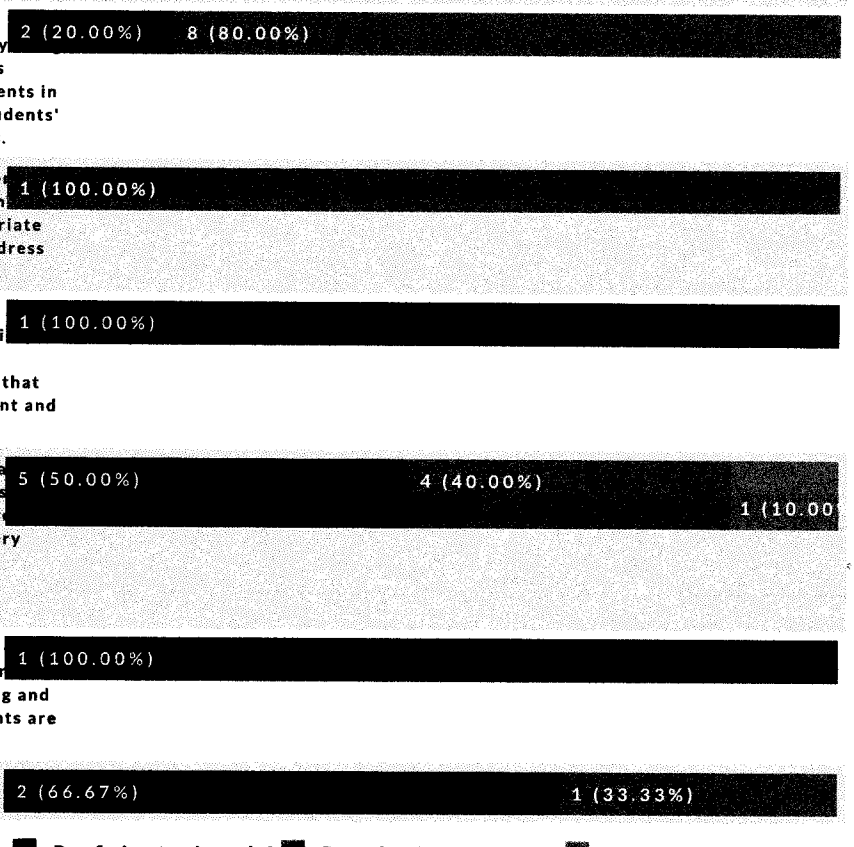
Student	Assessor	Instructional Strategies - The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students'	Differentiated Instruction - The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address	Assessment Strategies - The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the	Assessment Uses -- The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide	Academically Challenging Environment - The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and	Overall Comments

		acquisition of key knowledge and skills.	individual learning differences.	content and student population.	feedback to students and relevant stakeholders.	students are self-directed learners.	
Sarah [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Joan [redacted]							
Cherie [redacted]							
Allyn [redacted]							
Hannah [redacted]							
Melissa [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		Proficient - Level 3
Karen [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Kathleen [redacted]	Kelly Heckaman	Developing - Level 2			Proficient - Level 3		
Heather [redacted]	Kelly Heckaman	Proficient - Level 3			Developing - Level 2		
Andrea [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Jessica [redacted]	Kelly Heckaman	Proficient - Level 3			Developing - Level 2		
Timothy [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Sybil [redacted]	Kelly Heckaman	Developing - Level 2			Developing - Level 2		

CTD FALL 2015

Rubric View: Optional Early Field Experience Candidate Assessment on Performance Standards (Supervisor)

	Proficient - Level 3 (3 pts)	Developing - Level 2 (2 pts)	Ineffective - Level 1 (1 pts)	Mean	Mode	Stdev
Instructional Strategies - The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2	8	0	2.200	2.000	0.400
Differentiated Instruction - The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	0	1	0	2.000	2.000	0.000
Assessment Strategies - The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	0	0	0	3.000	3.000	0.000
Assessment Uses -- The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to students and relevant stakeholders.	4	1	0	2.400	3.000	0.663
Academically Challenging Environment - The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	0	0	0	3.000	3.000	0.000
Overall Comments	2	1	0	2.667	3.000	0.471



Roster View: Optional Early Field Experience Candidate Assessment on Performance Standards (Supervisor)

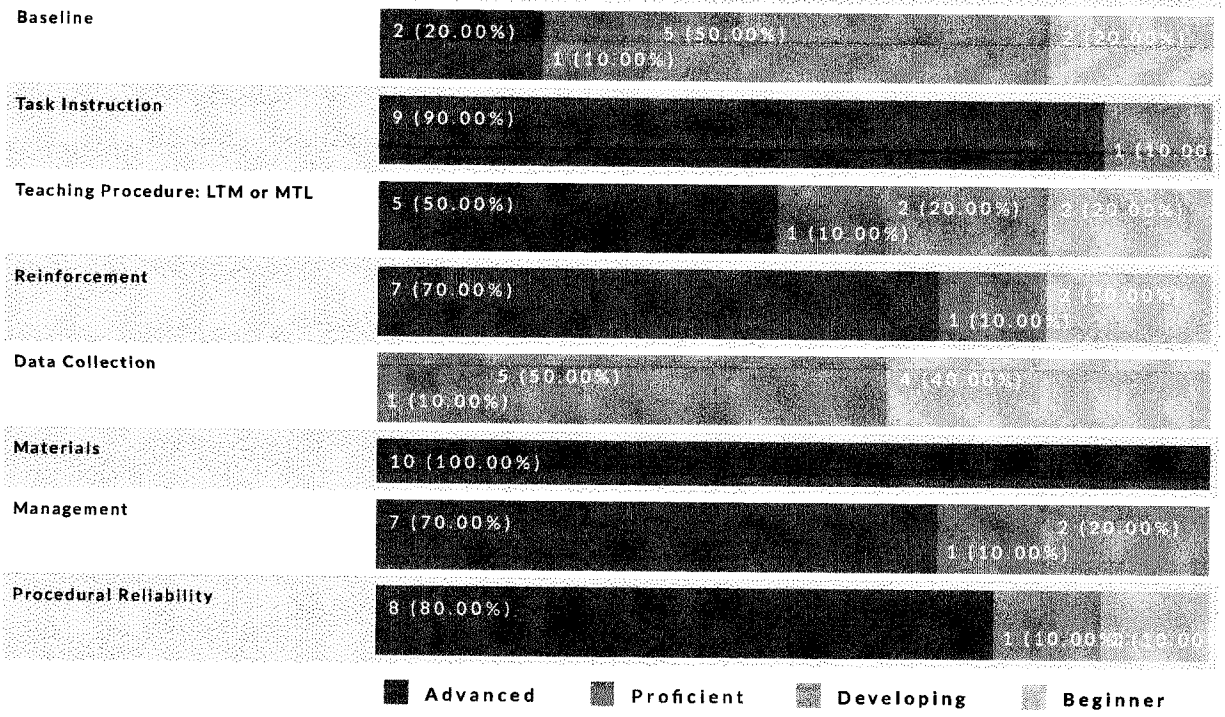
Student	Assessor	Instructional Strategies - The teacher candidate promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students'	Differentiated Instruction - The teacher candidate challenges and supports each student's learning by providing appropriate content and developing skills which address	Assessment Strategies - The teacher candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the	Assessment Uses -- The teacher candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback	Academically Challenging Environment - The teacher candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and	Overall Comments

91

		acquisition of key knowledge and skills.	Individual learning differences.	content and studen population.	feedback to students an relevant stakeholders.	students are self-directed learners.	
Anna [redacted]	Kelly Heckaman	Developing - Level 2			Developing - Level 2		Developin - Level 2
Lana [redacted]	Kelly Heckaman	Developing - Level 2			Proficient - Level 3		
Molley [redacted]	Kelly Heckaman	Developing - Level 2			Developing - Level 2		Proficient Level 3
Luke [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Flurry [redacted]	Kelly Heckaman	Developing - Level 2	Developing - Leve 2	Proficient - Level 3	Proficient - Level 3	Proficient - Level 3	Proficient Level 3
Natalie [redacted]	Kelly Heckaman	Proficient - Level 3			Proficient - Level 3		
Ashli [redacted]	Kelly Heckaman	Developing - Level 2			Developing - Level 2		
Jessica [redacted]							
Jade [redacted]	Kelly Heckaman	Developing - Level 2			Developing - Level 2		
Julia [redacted]	Kelly Heckaman	Developing - Level 2			Proficient - Level 3		
Joshua [redacted]	Kelly Heckaman	Developing - Level 2			Ineffective - Level 1		

Rubric View: LTM or MTL Competency CPL2a FALL 2015

	Advanced (4 pts)	Proficient (3 pts)	Developing (2 pts)	Beginner (1 pts)	*Mean*	*Mode*	*Stdev*
Baseline	2	1	5	2	2.300	2.000	1.005
Task Instruction	9	0	1	0	3.800	4.000	0.600
Teaching Procedure: LTM or MTL	5	1	2	2	2.900	4.000	1.221
Reinforcement	7	1	0	2	3.300	4.000	1.187
Data Collection	0	1	5	4	1.700	2.000	0.640
Materials	10	0	0	0	4.000	4.000	0.000
Management	7	1	2	0	3.500	4.000	0.806
Procedural Reliability	8	0	1	1	3.500	4.000	1.025



Roster View: LTM or MTL Competency CPL2a

Student	Assessor	Baseline	Task Instruction	Teaching Procedure: LTM or MTL	Reinforcement	Data Collection	Materials	Management	Procedural Reliability
Anna [redacted]	Kelly Heckaman	Advanced	Advanced	Advanced	Advanced	Beginner	Advanced	Advanced	Beginner
Lana [redacted]	Kelly Heckaman	Advanced	Advanced	Advanced	Beginner	Developing	Advanced	Developing	Advanced
Molley [redacted]	Kelly Heckaman	Developing	Advanced	Advanced	Advanced	Developing	Advanced	Advanced	Advanced
Luke [redacted]	Kelly Heckaman	Developing	Advanced	Advanced	Advanced	Proficient	Advanced	Advanced	Advanced
Flurry [redacted]	Kelly Heckaman	Developing	Developing	Proficient	Proficient	Developing	Advanced	Proficient	Advanced
Natalie [redacted]	Kelly Heckaman	Developing	Advanced	Developing	Advanced	Developing	Advanced	Advanced	Advanced
Ashli [redacted]	Kelly Heckaman	Developing	Advanced	Advanced	Advanced	Developing	Advanced	Advanced	Advanced
Jessica [redacted]									
Jade [redacted]	Kelly	Beginner	Advanced	Beginner	Beginner	Beginner	Advanced	Developing	Developing

	Heckaman								
Julia [redacted]	Kelly Heckaman	Proficient	Advanced	Developing	Advanced	Beginner	Advanced	Advanced	Advanced
Joshua [redacted]	Kelly Heckaman	Beginner	Advanced	Beginner	Advanced	Beginner	Advanced	Advanced	Advanced

Request for a Revised Course
Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Revision: Commmunication Sciences and Disorders and Special Education	**Faculty Member Requesting Revision:** Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

SEAC 6110 Professional Capstone Course

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SEAC 6110	Course Prefix and Number: SEAC 6110
Credit Hours: 03	Credit Hours: 03
Course Title: SEAC 6110 Professional Capstone Course	Course Title: SEAC 6110 Professional Capstone Course
Pre-requisites:	Pre-requisites: Minimum of 27 hours in the program of study prior to enrolling in SEAC 6110
Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.	Course Description: Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards.

Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Fall, Spring, and Summer 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: Correcting course description and included prerequisite that did not carry over from previous catalog
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Lynn C. Munn	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Munn	Date: 3-15-18
Graduate Exec. Comm.(if needed): T. J. Plat	Date: 3-29-18
Graduate Dean (if needed): T. J. Plat	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Commmunication Sciences and Disorders and Special Education	Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

SEAC 6200 Internship in Special Education-Adapted Curriculum

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SEAC 6200	Course Prefix and Number: SEAC 6200
Credit Hours: 03	Credit Hours: 03
Course Title: SEAC 6200 Internship in Special Education-Adapted Curriculum	Course Title: SEAC 6200 Internship in Special Education-Adapted Curriculum
Pre-requisites:	Pre-requisites:
Course Description: Graded "Satisfactory" or "Unsatisfactory". A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, adapted curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.	Course Description: Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education adapted curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with adapted curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management, and is supervised by a university faculty member and the school principal or the principal's designee.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Fall and Spring 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: The course has been revised to reflect GapSC guidelines for a semester-long internship. ☒ Other: Updating course description
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Lynn C. Mini	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Mini	Date: 3-15-18
Graduate Exec. Comm.(if needed): J. T. Lalla	Date: 3-29-18
Graduate Dean (if needed): J. T. Lalla	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

100

Request for a Revised Course
Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Commmunication Sciences and Disorders and Special Education	Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

SEGC 6110 Professional Capstone Course

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SEGC 6110	Course Prefix and Number: SEGC 6110
Credit Hours: 03	Credit Hours: 03
Course Title: SEGC 6110 Professional Capstone Course	Course Title: SEGC 6110 Professional Capstone Course
Pre-requisites:	Pre-requisites: Minimum of 27 hours in the program of study prior to enrolling in SEGC 6110
Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.	Course Description: Culminating course experience in which candidates select and post evidence from class assignments and write reflections describing and providing evidence to show how their knowledge and skills have changed/improved in relation to the InTASC Standards

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Summer 2018	Fall, Spring, and Summer 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: Correcting course description and included prerequisite that did not carry over from previous catalog
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.(if needed): J. T. LaPlant	Date: 3-29-18
Graduate Dean (if needed): J. T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 02/08/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Commmunication Sciences and Disorders and Special Education	Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

SEGC 6200 Internship in Special Education-General Curriculum

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: SEGC 6200	Course Prefix and Number: SEGC 6200
Credit Hours: 03	Credit Hours: 03
Course Title: SEGC 6200 Internship in Special Education-General Curriculum	Course Title: SEGC 6200 Internship in Special Education-General Curriculum
Pre-requisites:	Pre-requisites:
Course Description: Graded "Satisfactory" or "Unsatisfactory". A clinical practice experience completed in the last semester of program and designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.	Course Description: Graded "Satisfactory" or "Unsatisfactory". Intended for MAT candidates in the special education general curriculum program. The culminating semester-long internship is completed in a P-12 classroom serving students with general curriculum needs. The candidate is engaged in the processes of planning, instruction, assessment, and management, and is supervised by a university faculty member and the school principal or the principal's designee.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Fall and Spring 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: The course has been revised to reflect GaPSC guidelines for a semester-long internship. ☒ Other: Updating course description
Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.: Lynn C. Minn	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Minn	Date: 3-15-18
Graduate Exec. Comm.(if needed): J. T. LaPA	Date: 3-29-18
Graduate Dean (if needed): J. T. LaPA	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 02/09/2018

Department Initiating Deactivation: Communication Sciences and Disorders and Special Education	**Semester & Year to be Effective:** Summer 2018

List of courses (or the program or track) to be deactivated:
SEAC 6100
SEAC 5510
SEAC 6030

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 These courses are not part of the special education adapted curriculum program of study.

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:	
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for grad course/program) T. LaPlant	Date: 3-29-18
Graduate Dean: (for grad course/program) T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 02/09/2018

Department Initiating Deactivation: Communication Sciences and Disorders and Special Education	**Semester & Year to be Effective:** Fall 2018

List of courses (or the program or track) to be deactivated:
SEAC 5190

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 These courses are not part of the special education adapted curriculum program of study.

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:	
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.(if needed): J. T. DePue	Date: 3-29-18
Graduate Dean (if needed): J. T. DePue	Date: 3-29-18
Academic Committee:	Date:

Form last updated: February 9, 2018

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 02/09/2018

Department Initiating Deactivation: Communication Sciences and Disorders and Special Education	**Semester & Year to be Effective:** Summer 2018

List of courses (or the program or track) to be deactivated:
SERD 6040
SERD 6060

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 These courses are no longer offered in the special education general curriculum program

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

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

Approvals:	
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dept. Head: C. Myers-Jennings	Date: 2-22-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for grad course/program) T. LaPlant	Date: 3-29-18
Graduate Dean: (for grad course/program) T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/12/2018 (mm/dd/yyyy)

Department Initiating Request: Communication Sciences and Disorders and Special Education	**Faculty Member Requesting:** Kelly Heckaman
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SPEC 6999	**Proposed New Course Title:** edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) edTPA Assessment
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Spring and fall semesters

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 0	**Lab Hours:** 0	**Credit Hours:** 0

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: Candidate must be in third regular semester of enrollment in MAT program. Graded "Satisfactory" or "Incomplete." A required non-credit course for teacher candidates pursuing initial certification in special education general or adapted curriculum which focuses on requirements for edTPA, resources and grading rubrics, and registration and submission instructions.

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: Georgia Professional Standards Commission

☐ 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.)

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:

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

Approvals:	
Dept. Head: C. Myers-Jennings	Date: 2-22-18
College/Division Exec. Comm.: Lynn C. Miller	Date: 3-15-18
Dean/Director: Lynn C. Miller	Date: 3-15-18
Graduate Exec. Comm.: (for graduate course): T. LaPlant	Date: 3-29-18
Graduate Dean: (for graduate course): T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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

SPEC 6999
edTPA Assessment:
Candidate Instructions and Resources for Preparation and Submission
0 Semester Hours

* *

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

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a life-long process of development and growth.
Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Impact Principle: Effective practice yields evidence of learning.
Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Telephone Number:

Email Address:

COURSE DESCRIPTION

Prerequisite: Candidate must be in third regular semester of enrollment in MAT program. Graded "Satisfactory" or "Incomplete." A required non-credit course for teacher candidates pursuing initial certification in special education general or adapted curriculum which focuses on requirements for edTPA, resources and grading rubrics, and registration and submission instructions.

REQUIRED TEXTBOOKS

The *edTPA Special Education Assessment Handbook* and *Making Good Choices in Special Education* support guide are provided in the course shell.

Register and submit payment ($300.00) for edTPA assessment.

COURSE OBJECTIVES:

Candidates will successfully submit and earn a score on the edTPA assessment.

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Register for edTPA assessment.
2. Complete Task 1: Planning for Instruction and Assessment; Task 2: Instructing and Engaging the Focus Learner; and Task 3: Assessing Learning; following the rubrics for each task.
3. Submit edTPA assessment to Pearson online platform as specified.

EVALUATION

In order to earn a "Satisfactory" and be eligible to graduate from the MAT special education program, candidates must earn a score on their edTPA assessment. In order to be eligible for a Standard Professional Certificate, candidates must earn a minimum score of 38. Candidates whose edTPA assessment could not be scored and who do not earn a score will earn an "Incomplete" and must re-submit to earn a passing score.

ATTENDANCE POLICY

Candidates are expected to follow the suggested due dates for edTPA task completion and submit their assessment by the specified due date.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators, which can be found on the following URL http://www.gapsc.com/Ethics/NEthics.asp. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

This is a non-credit course, and the Student Opinion of Instruction (SOI) is not be completed for this course.

RECEIVED
APR - 2 2018
OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 03/05/2018 (mm/dd/yyyy)

Department Initiating Request: Communication Sciences and Disorders and Special Education	**Faculty Member Requesting:** Kelly Heckaman
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SPEC 7000	**Proposed New Course Title:** Serving Students with Diverse Needs **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Students with Diverse Needs
Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Summer session

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 03	**Lab Hours:**	**Credit Hours:** 03

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 major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

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:

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.)

119

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:

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

Approvals: Dept. Head: C. Myers-Jennings	Date: 3-6-18
College/Division Exec. Comm.: Lynn C. Nie	Date: 3-15-18
Dean/Director: Lynn C. Nie	Date: 3-15-18
Graduate Exec. Comm.: (for graduate course): J. T. Lalla	Date: 3-29-18
Graduate Dean: (for graduate course): J. T. Lalla	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

SPEC 7000
Serving Students with Diverse Needs
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

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

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

COURSE DESCRIPTION

Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school, and community environments that support these individuals in achieving their potential.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Hallahan, D. P., Kauffman, J. M. & Pullen, P. C. (2015). *Exceptional learners: An introduction to special education* (13th ed). NJ: Pearson.

This class will be using the eText version of this book. (This version is a basic version without any enhancements).

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

The teacher candidate will:

1. Define legal and ethical issues in definition and identification procedures of students with exceptional learning needs, including individuals form culturally and/or linguistically diverse backgrounds, including identification criteria, labeling issues, current incidence and prevalence figures. (InTASC S1, S2, S9; EDL 1.1, 1.2)

2. Compare and contrast current and historical perspectives of variations in beliefs, traditions, and values across cultures within society and the effects of these relationships among children, families, and schools. (InTASC S2; DL 1.2, 1.3)

3. Identify similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs. (InTASC S1, S2; DL 1.2, 1.3)

4. Identify differential characteristics of individuals with exceptionalities, including levels of support related to their needs. (InTASC S1, S2, S3; DL 1.2, 1.3)

5. Identify the effects exceptional condition(s) may have on an individual's life and the educational and vocational implications of characteristics of various exceptionalities. (InTASC S1, S2, S3; EDL 1.1, 1.2)

6. Identify the characteristics and effects of the environmental milieu of the child and the family, including socioeconomic level, abuse / neglect, and substance abuse. (InTASC S1, S2, S3)

7. Identify and compare instructional methods and strategies to provide access to the general curriculum, including the embedding of functional skills. (InTASC S2, S6, S7, S8)

8. Identify and discuss the development, planning, and implementation of individualized programs from birth through postsecondary transition in collaboration with individuals with exceptionalities, families, and school and community personnel. (InTASC S1, S2, S9, S10; EDL 1.1, 1.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Activities: Students are expected to participate in class discussions and complete all assignments by the indicated due date.

General Requirements:.

- Documentation of illness or emergency conditions is required.
- Each **student is responsible** for all information on the course syllabus. .

2. Assignments:

Preparation/Participation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities.

Discussion Board: Students will respond to Discussion Question(s) found on the discussion board. Detailed instructions and the grading rubric will be provided for successful completion of this assignment.

Quizzes: Students will complete fourteen, online open-book quizzes covering designated chapters in the textbook. Detailed instructions will be provided to facilitate successful completion of this assignment.

Dropbox Assignments: Students will complete the IRIS Modules during the designated weeks and submit those into dropbox assignments.

Movie Reflection: Students will choose a movie from the list posted in Blazeview and watch the movie following the guidelines provided in the rubric. Detailed instructions and the assignment rubric will be provided to facilitate successful completion of this assignment.

Final Project:

a. Students will choose one of three options for completing a final project. Detailed instructions and rubrics for the different options will be provided to facilitate successful completion of this assignment.
b. Reflection: Students will complete a comprehensive written reflection on their final project. Detailed instructions and rubrics for the different options will be provided to facilitate successful completion of this assignment.

3. Requirements:

Task	**Individual Value**	**Point Value**
Discussions	8@20 pts. each	160
Quizzes	14 @ 10 pts. each	140
Movie Reflection	1 @ 30 pts.	30
Dropbox Assignments	4 @ 20 pts. each	80
Final Project, Part a.	1 @ 50 pts.	50
Final Project, Part b. Reflection	1 @ 50 pts.	50
Total		**510**

Please note: All assignments must be completed and submitted in order to be eligible to receive an A in the course. Assignments that are not turned in by their due date will result in point reductions.

Grading Scale:

93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY

Students are expected to follow the syllabus regarding online discussions and submissions. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. Students will be expected to login at least twice during each week of class.

Late submissions of assignments within less than three days from their due date will result in a 10% reduction of the total points earned for the assignment. **Submissions later than three days from the due date will not be accepted** and **thus will not earn any points.**
Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must submit assignments in the timeframe designated for specific assignments. Assignments have designated locations and times for

submission and will not be accepted via email. Refer to Course Schedule/Calendar for assignment due dates.

Students should back up work to avoid problems with computers, servers, etc. Maintain a copy of all work. Contact IT Help for problems related to technology. Note the BlazeviewMaintenance Schedule and be proactive regarding preparation and submission of assignments.

Please Note: your instructor may extend due dates to the class in the event of weather-related emergencies or school closures, or for other unforeseeable events that would affect assignment submissions.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

All assignments should conform to the professional standards expected of university students. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

- Spelling, punctuation, syntax, grammatical, and typographical errors will result in point deductions from the total score, regardless of the point value of the assignment.
- All assignments prepared outside of class must be produced using a word processing computer program (Microsoft Word is best), 12-point font, and double-spaced (unless otherwise noted) and include the teacher candidate's name, course number and section, and date. This includes any e-mail assignments sent to the instructor.
- All assignments must be the original work of the student submitting the work.

All assignments must be completed by the student during the current semester and not submitted to another instructor to fulfill requirements for any other course. References and citations (using APA 6th edition format) are required when referring to the work of others.

Center for eLearning

The Center for eLearning is available during VSU's standard operating hours, Monday-Thursday: 8am-5:30pm and Friday: 8am-3pm (ET).

Phone: 229-245-6490

blazeview@valdosta.edu

Center for eLearning Contact Us Form

Desire2Learn (D2L) Help Center

24/7, 365 technical support for BlazeVIEW D2L is provided by the D2L Help Center.

Click Here for the 24/7 Live Phone Support Number

Click Here to chat with a DHC Helpdesk Agent now!

The Student Success Center: The Student Success Center (SSC) provides free peer tutoring in core courses. Help is available to all VSU students. Call 333-7570 to make an appointment.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

"By taking this course, you agree that all required course work may be subject to submission for textual similarity review to Turnitin, a tool within BlazeVIEW. For more information on the use of Turnitin at VSU see Turnitin for Students.

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.

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.

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.

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:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2018

Degree and Program Name: MAT in Education ESOL

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Admission to Program 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, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. To be considered for the preferred term, all required materials must be received by the Graduate School no later that 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 to Program 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, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a GPA of 2.75 in their undergraduate or graduate work (a minimum of 6 credit hours of graduate classes is required) or qualify for admission by alternative pathways, see below. To be considered for the preferred term, all required materials must be received by the Graduate School no later that 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. Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility. • Applicants may submit a copy of the score report received when they complete the exam. • To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores that meet the following thresholds on the following exams: *GRE taken before August 2011: 1030 (Verbal + Quantitative) *GRE taken August 2011 or later: 297 (Verbal +Quantitative) *SAT: 1000 (Verbal + Quantitative)

	*ACT: 43 (English + Math) *SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or a score report from the testing service. Admission by Alternative Pathways Admission by Alternative Pathway 1: Have a minimum of 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted in upper-division content courses as undergraduate student working towards a bachelor's degree (must have completed at least 9 credit hours in upper-division undergraduate content courses). Admission by Alternative Pathway 2: Undergraduate GPA obtained ten or more years prior to admission will not be considered in the GPA calculation. Instead, the applicant must provide a letter of exception and two letters of reference.

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 Current admission criteria penalize disproportionately harshly applicants with low GPA in their undergraduate work which may be 10-20 years old. Meanwhile, these candidates have proven themselves as good professionals, have matured, and developed appropriate dispositions.

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.) **80% of the applicants for the MCL MAT programs were turned down on the basis of low GPA, some of which was more than 15 years old.**

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.) **Acceptance rates.**

Approvals:	
Department Head: Ofelia R. Nikolova	Date: 2-22-18
College/Division Exec. Committee: Lynn C. Miller	Date: 2-22-18
Dean(s)/Director(s): Lynn C. Miller	Date: 2-22-18
Graduate Exec. Comm.: (for grad program) J. T. LaPlata	Date: 3-29-18
Graduate Dean: (for grad program) J. T. LaPlata	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2018
Degree and Program Name: **MAT in Education ESOL**	
Present Requirements: Requirements for the M.A.T. in Education with a Concentration in English to Speakers of Other Languages Code Title Hours Prerequisite: SPEC 3000 Required Core Courses 36 ESOL 2999 Entry to the Education Profession 1 0 ESOL 6010 Applied Linguistics for ESOL Teachers 3 ESOL 6020 Cultural Perspectives for ESOL Teachers 3 ESOL 6030 Methods and Materials for Teaching ESOL 3 ESOL 6040 Assessing English Language Learners (Ells) 3 ESOL 6050 Teaching English Grammar for ESOL 3 FLED 6000 World Languages and TESOL Methods P-8 2 FLED 6010 P-8 Classroom Laboratory 1 FLED 7000 Curriculum and Instruction of World Languages & TESOL 2 FLED 7010 6-12 Classroom Laboratory 1 FLED 7500 Theory and Practice in Second Language Acquisition 3 ESOL 6780 Supervised Internship – Clinical Practice 9 ESOL 6800 Clinical Practice Seminar 3 Total Hours Required for the Degree 36 Course List 1 ESOL 2999 must be taken the first	**Proposed Requirements:** (highlight changes after printing) Requirements for the M.A.T. in Education with a Concentration in English to Speakers of Other Languages Code Title Hours Prerequisite: SPEC 3000 Required Core Courses 36 ESOL 2999 Entry to the Education Profession 1 0 ESOL 6010 Applied Linguistics for ESOL Teachers 3 ESOL 6020 Cultural Perspectives for ESOL Teachers 3 ESOL 6030 Methods and Materials for Teaching ESOL 3 ESOL 6040 Assessing English Language Learners (Ells) 3 ESOL 6050 Teaching English Grammar for ESOL 3 FLED 6000 World Languages and TESOL Methods P-8 2 FLED 6010 P-8 Classroom Laboratory 1 FLED 7000 Curriculum and Instruction of World Languages & TESOL 2 FLED 7010 6-12 Classroom Laboratory 1 FLED 7500 Theory and Practice in Second Language Acquisition 3 ESOL 6780 Supervised Internship – Clinical Practice 9 ESOL 6800 Clinical Practice Seminar 3 Total Hours Required for the Degree 36 Course List

semester of the degree program. Note: Up to 9 hours may be transferred into the degree.	1 ESOL 2999 must be successfully completed the first semester of the degree program. Note: Up to 9 hours may be transferred into the degree. The student must attempt the Georgia required content pedagogy, content, and educator ethics exit assessments to graduate. The student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics exit assessments to obtain the P-12 certification.

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 GAPSC

☐ 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: Ofelia R. Nikolova	Date: 2-22-18
College/Division Exec. Committee: Lynn C. Miller	Date: 2-22-18
Dean(s)/Director(s) Lynn C. Miller	Date: 2-22-18
Graduate Exec. Comm.: (for grad program) J. T. LaPlant	Date: 3-29-18
Graduate Dean: (for grad program) J. T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Spring 2018

Degree and Program Name: MAT in Education FLED (French or Spanish)

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Admission to Program 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, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a 2.75 GPA. Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (https://www.actfl.org/) and score in the Advanced range. To be considered for the preferred term, all required materials must be received by the Graduate School no later that 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 to Program 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, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree in French or Spanish from an accredited program and a GPA of 2.75 or above in their undergraduate or graduate work (a minimum of 6 credit hours of graduate classes is required) or qualify for admission by alternative pathways, see details below. Students with a completed degree from an accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (https://www.actfl.org/) and score in the Advanced range. To be considered for the preferred term, all required materials must be received by the Graduate School no later that 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. Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility • Applicants may submit a copy of the score report received when they complete the exam. • To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit

	official scores that meet the following thresholds on the following exams: *GRE taken before August 2011: 1030 (Verbal + Quantitative) *GRE taken August 2011 or later: 297 (Verbal +Quantitative) *SAT: 1000 (Verbal + Quantitative) *ACT: 43 (English + Math) *SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or a score report from the testing service. Admission by Alternative Pathways Admission by Alternative Pathway 1: Have a minimum of 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted in upper-division content courses as undergraduate student working towards a bachelor's degree (must have completed at least 9 credit hours in upper-division undergraduate content courses). Admission by Alternative Pathway 2: Undergraduate GPA obtained ten or more years prior to admission will not be considered in the GPA calculation. Instead, the applicant must provide a letter of exception and two letters of reference.

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 Current admission criteria penalize disproportionately harshly applicants with low GPA in their undergraduate work which may be 10-20 years old. Meanwhile, these candidates have proven themselves as good professionals, have matured, and developed appropriate dispositions.

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.) **80% of the applicants for the MCL MAT programs were turned down on the basis of low GPA, some of which was more than 15 years old.**

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.) **Acceptance rates.**

Approvals:	
Department Head: Olga R. Nikolova	Date: 2-22-18
College/Division Exec. Committee: Lynn C. Miller	Date: 2-22-18
Dean(s)/Director(s): Lynn C. Miller	Date: 2-22-18
Graduate Exec. Comm.: (for grad program) T. LaPlant	Date: 3-29-18
Graduate Dean: (for grad program) T. LaPlant	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Summer 2018
Degree and Program Name: **MAT in Education FLED (French or Spanish)**	
Present Requirements: Requirements for the M.A.T. in Teaching in Education with a Concentration in Foreign Language Education Code Title Hours Prerequisite: SPEC 3000 Required Core Courses 27 FLED 2999 Entry to the Education Profession 1 0 FLED 6000 World Languages and TESOL Methods P-8 2 FLED 6010 P-8 Classroom Laboratory 1 FLED 7000 Curriculum and Instruction of World Languages & TESOL 2 FLED 7010 6-12 Classroom Laboratory 1 FLED 7500 Theory and Practice in Second Language Acquisition 3 ESOL 6010 Applied Linguistics for ESOL Teachers 3 ESOL 6020 Cultural Perspectives for ESOL Teachers 3 ESOL 6030 Methods and Materials for Teaching ESOL 3 FLED 6780 Supervised Internship - Clinical Practice 6 FLED 6800 Clinical Practice Seminar 3 Select one of the following tracks: French: Guided Electives (FREN courses at the 5000 level or above) 9 Spanish: Guided Electives (SPAN courses at the 5000 level or above) 9 Total Hours Required for the Degree 36 Course List	**Proposed Requirements:** (highlight changes after printing) Requirements for the M.A.T. in Teaching in Education with a Concentration in Foreign Language Education Code Title Hours Prerequisite: SPEC 3000 Required Core Courses 27 FLED 2999 Entry to the Education Profession 1 0 FLED 6000 World Languages and TESOL Methods P-8 2 FLED 6010 P-8 Classroom Laboratory 1 FLED 7000 Curriculum and Instruction of World Languages & TESOL 2 FLED 7010 6-12 Classroom Laboratory 1 FLED 7500 Theory and Practice in Second Language Acquisition 3 ESOL 6010 Applied Linguistics for ESOL Teachers 3 ESOL 6020 Cultural Perspectives for ESOL Teachers 3 ESOL 6030 Methods and Materials for Teaching ESOL 3 FLED 6780 Supervised Internship - Clinical Practice 6 FLED 6800 Clinical Practice Seminar 3 Select one of the following tracks: French: Guided Electives (FREN courses at the 5000 level or above) 9 Spanish: Guided Electives (SPAN courses at the 5000 level or above) 9 Total Hours Required for the Degree 36 Course List

1 FLED 2999 must be taken the first semester of the degree program. Note: Up to 9 hours may be transferred in to the degree.	1 FLED 2999 must be successfully completed the first semester of the degree program. Note: Up to 9 hours may be transferred into the degree. The student must attempt the Georgia required content pedagogy, content, and educator ethics assessments to graduate. The student must obtain passing scores on the Georgia required content pedagogy, content, and educator ethics assessments to obtain the P-12 certification.

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 GAPSC

☐ 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: Ofelia R. Nikolova	Date: 2-22-18
College/Division Exec. Committee: Lynn C. Miller	Date: 2-22-18
Dean(s)/Director(s): Lynn C. Miller	Date: 2-22-18
Graduate Exec. Comm.: (for grad program) J. T. DeMarco	Date: 3-29-18
Graduate Dean: (for grad program) J. T. DeMarco	Date: 3-29-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University Curriculum Form

- Request for a NEW COURSE

Date of Submission:	*Select Date.*

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

College:	*Select One.*	**Dept. Initiating Request:**	
Requestor's Name:		**Requestor's Role:**	*Select One.*

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*		**NEW Course Number:** *(Consult #s in the catalog)*	
Proposed NEW Course Title:			
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*			
Prerequisite(s):			

Lecture Hours:		**Lab Hours:**		**Credit Hours:**	

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

Indicate Course Obligation:	Program Level:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
Select One.	*Select One.*	*Select One.*	*Select One.*	*Select One.*
[Describe Course Obligation]:				

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

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

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

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

Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

Valdosta State University Curriculum Form

- Request for a REVISED COURSE

Date of Submission:	*Select Date.*

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

College:	*Select One.*	Dept. Initiating Request:	
Requestor's Name:		Requestor's Role:	*Select One.*

CURRENT: *(list only items to be changed)*		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:		Course Prefix and Number:	
Course Title:		Course Title:	
Credit Hours:		*Credit Hours:*	
Lecture Hours:		*Lecture Hours:*	
Lab Hours:		*Lab Hours:*	
Pre-requisites:		Pre-requisites:	

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

Indicate Course Obligation:	Program Level:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
Major Requirement	*Select One.*	*Select One.*	*Select One.*	*Select One.*
[Describe Course Obligation]:				

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

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

Source of Data to Support Change *(select one or more of the following):* ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
Plans for assessing course effectiveness/meeting program learning outcomes *(select one or more of the following and provide appropriate narrative below):* ☐ Indirect Measures; SOIs, student/employer/alumni surveys, etc. ☐ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	*Select Date.*

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

College:	*Select One.*	Dept. Initiating Request:	
Requestor's Name:		Requestor's Role:	*Select One.*

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Select Area of Change:	***[Specify if Core Curriculum]***	**Semester to be Effective:**	**Year to be Effective:**
Select One.	Select One.	*Select One.*	*Select One.*
Degree/Program Name:			
Current Catalog URL:			

Present Requirements:	Proposed Requirements: *(hover over for instructions)*

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

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

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

Valdosta State University Curriculum Form • Request to DEACTIVATE/ACTIVATE a Course/Program		**Date of Submission:**	*Select Date.*
College:	*Select One.*	**Dept. Initiating Request:**	
Requestor's Name:		**Requestor's Role:**	*Select One.*

List of Courses (or the program or track)	**(Example: CLASS 1111 Introduction to Class)*
☐ Deactivate Course(s) ☐ Activate Course(s)	

Program Level:	**Semester to be Effective:**	**Year to be Effective:**
Select One.	*Select One.*	*Select One.*

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

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

Source of Data to Support Change *(select one or more of the following and provide appropriate narrative below):*

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

Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director			
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

Request for a Revised Course
Valdosta State University

Date of Submission: 03/20/2018 (mm/dd/yyyy)

Department Initiating Revision:	**Faculty Member Requesting Revision:**
Music	Dorea Cook

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)

MUSC 6510 Song Literature I

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title: Song Literature I	Course Title: Song Literature
Pre-requisites:	Pre-requisites:
Course Description: Survey course in art song literature. MUSC 6520 peruses the nineteenth and twentieth-century French, Spanish, English, and American song schools.	Course Description: A survey course of German, French, Spanish, Italian, British, American, and Russian art song literature from the Renaissance through the 21st century.

Semester/Year to be Effective:	**Estimated Frequency of Course Offering:**
Fall 2018	Once per year

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: MUSC 6510 Song Literature I and MUSC 6520 Song Literature II are being combined into one course. MUSC 6520 Song Literature II will be deactivated, as its course content can be covered in one semester.

Plans for assessing the effectiveness of the course: Listening journals, class presentations, written exams, a final paper, and additional assessments at the graduate coursework level.

Approvals:	
College/Division Exec. Comm.:	Date: 3/26/18
Dept. Head:	Date: 3/26/18
Dean/Director:	Date: 3/26/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 26, 2018