

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 3, 2022**

2:30 p.m.

University Center Rose Room

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

ACADEMIC COMMITTEE
AGENDA
October 3, 2022

1. Minutes of the September 12, 2022 meeting. (page 1) were approved by email September 15, 2022.
2. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New course NURS 8320 (pages 2-3).
3. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised Graduate Program Progression (pages 4-10)
 - b. Revised prerequisites and description EDAT 6001 (pages 11-12)
 - c. Deactivation of the Mathematics Endorsement for K-5 Teachers (pages 13-14)
 - d. Deactivation of the Science Endorsement for K-5 Teachers (pages 15-16)
 - e. Deactivation of the Georgia Reading Endorsement (pages 17-18)
 - f. Removal of Admission Requirements and revised degree requirements for the MED in Curriculum and Instruction in Accomplished Teaching (Pages 19-21)
 - g. Removal of Admission Requirements and Special Requirements and revised degree requirements for the EDS in Teacher Leadership (pages 22-25)
 - h. Removal of Admission Requirements, Deadlines, and degree requirements for the MAT in Special Education – General Curriculum and MAT in Special Education – Adapted Curriculum Online (pages 26-31)
 - i. Removal of Admission Requirements for the MAT in Special Education – Deaf and Hard-of-Hearing (pages 32-36)
 - j. Removal of Admission Requirements and revised degree requirements for the MED in Special Education – Deaf and Hard-of-Hearing (pages 37-42)
4. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised title and description CS 3200 (pages 43-45)
 - b. Revised Selected Educational Outcomes and Examples of Outcome Assessments for the BS in Chemistry (pages 46-48)
 - c. Revised degree requirements for the BS in Chemistry – Pre-Pharmacy Option (pages 49-50)
 - d. New course CHEM 4920L (pages 51-57)
 - e. Revised Core Area D (pages 58-66)
 - f. Revised course title GEOG 4860 (pages 67-68)
 - g. Revised course description and title GEOG 4861 (pages 69-70)
 - h. Revised course title GEOL 4860 (pages 71-72)
 - i. Revised course description and title (pages 73-74)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
September 12, 2022

The Academic Committee of the Valdosta State University Faculty Senate met University Center Rose Room, Monday, September 12, 2022. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Chalise Ludlow, Dr. Carol Glen, Dr. Kristy Litster, Dr. Lois Bellflowers, Dr. Zulal Denaux, Mr. Ken Smith, Dr. Deborah Briehl, Dr. Carol Glen (Proxy Dr. Mandi Bailey), Dr. Ophelie Desmet, Dr. Colette Drouillard, Mr. Brian Williams, Dr. Kelly Mathis (Proxy Dr. Cindy Tori), Dr. Kelly Mathis, Ms. Tera Ray (Proxy Ms. Catherine Bowers), and Ms. Tera Ray.

Members Absent: Dr. Anurag Dasgupta, Dr. Laurel Yu, Mr. Tommy Crane, Dr. Mandi Bailey, Dr. Lisa Batten, Dr. R. Paul Mihail, Dr. Jan Drake, Dr. Cynthia Tori, and Ms. Catherine Bowers.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Shaun Ault, Dr. Crystal Randolph, and Dr. Kenny Ott.

The Minutes of the April 11, 2022 meeting were approved by email on April 14, 2022. (pages 1-4).

A. College of Education and Human Services

1. Revised degree requirements for the MED in Adult and Career Education – Workforce Education and Development Option was approved effective Summer Semester 2023 with the term effective changed from Spring 2023 to Summer 2023. (pages 5-7).
2. Revised degree requirements for the Doctor of Speech Pathology was approved effective Summer Semester 2023 with the effective date change from Fall 2022 to Summer 2023. (pages 8-11).

B. College of Humanities and Social Sciences

1. Revised requirements for the Certificate in Teaching English to Speakers of Other Languages was approved effective Summer Semester 2023 with the effective date changed from Spring 2023 to Summer 2023. (pages 12-14).

C. College of Nursing and Health Sciences

1. Revised requirements for the MSN – Family Nurse Practitioner track was approved effective Fall Semester 2023 with the effective date changed from Spring 2023 to Fall 2023. (pages 15-18).

D. College of Science and Mathematics

1. Computer Science (CS) 3200 was pulled will be resubmitted at a later date. (pages 19-21).
2. Revised course prerequisites, Mathematics (MATH) 4651, “Numerical Analysis I”, (NUMERICAL ANALYSIS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2023. (pages 22-23).
3. Revised course prerequisites and description, Chemistry (CHEM) 3801, “Physical Chemistry I”, (PHYSICAL CHEMISTRY I – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2023 with the effective date changed from Fall 2021 to Spring 2023. (pages 24-26).
4. Revised course prerequisites and description, Chemistry (CHEM) 3802, “Physical Chemistry II”, (PHYSICAL CHEMISTRY II – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Spring Semester 2023 with the effective date changed from Fall 2021 to Spring 2023. (pages 27-29).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

09/12/2022

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

College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Dr. Lee	Requestor's Role:	Faculty

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	NURS	NEW Course Number: <i>(Consult #s in the catalog)</i>	8320
Proposed NEW Course Title:	Practice Implementation and Sustainability for the Advanced Practice Nurse		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Practice Implementation and Sustainability for APN		
Prerequisite(s):	NURS 8139		
Lecture Hours:	3	Lab/Contact Hours:	0
		Credit Hours:	3

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

Prerequisite NURS 8319. Implementation of management theories to support the advanced practice nurse entrepreneur. Integration of knowledge related to financial sustainment, innovative strategies to serve at risk populations, facility securement, and grant funding proposals are implemented.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Once per Year

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

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

Advanced practice nurses must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This course will assist DNP students achieve program outcomes by presenting strategies for seamless transition to advance nursing practice and leadership. This course along with existing courses in the DNP program combine to address the Essentials for Doctoral Education for Advanced Nursing Practice (2016) outcomes and educational requirements of the APRN Consensus Model (ANCC, 2012)

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.)


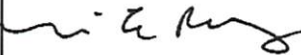



Plans for assessing course effectiveness/meeting program learning outcomes


(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 –

Lecture, portfolio, class discussion, learning activities, assigned reading, audiovisual aids, practice simulation implementation project, role playing, study guides, demonstrations, guided mock grant writing, computer assisted instruction, continuing medical education and/or case studies, practice quizzes/tests, student presentations, and clinical application are utilized to meet the course objectives.

**** 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	Michelle Ritter		9/12/22
College/Division Executive Committee			
Dean/Director	James C. Pace		9/12/22
Graduate Executive Committee (for graduate course)	Becky K. da Cruz		9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz		9/27/2022
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/23/2022	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Graduate Program Progression		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Accreditation</p> <p>The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). In addition, the Master of Library and Information Science is accredited by the American Library Association Committee on Accreditation (ALA-COA).</p> <p>The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:</p> <p>Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology), Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)</p>		<p>Accreditation</p> <p>The Dewar College of Education and Human Services maintains accreditation with the Council for the Accreditation of Educator Preparation (CAEP), and all of its educator preparation programs leading to initial certification are approved by the Georgia Professional Standards Commission (GaPSC). The master's program in Communication Disorders is nationally accredited by the Council on Academic Accreditation in Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA), and the master's program in School Counseling is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs. The master's program in marriage and family therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), and the master's program in social work is accredited by the Council on Social Work Education (CSWE). In addition, the Master of Library and Information Science is accredited by the American Library Association Committee on Accreditation (ALA-COA).</p> <p>The College of Education and Human Services also houses graduate programs that are nationally recognized by specialized professional associations:</p> <p><i>Instructional Technology-Technology Applications and Instructional Technology [Ed.S.] (Association for Educational Communications and Technology),</i> <i>Instructional Technology-Library Media (Association for Educational Communications and Technology and American Library Association/American Association of School Librarians)</i></p>	

Special Education/Deaf Education (Council for Exceptional Children)

Diversity

Diversity is a foundational element in the mission and vision of the Dewar College of Education and Human Services. As defined, diversity refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more. The Dewar College of Education and Human Services recognizes and embraces the critical role of diversity and concurs with the Valdosta State University Diversity Council that “Effective management of Valdosta State University’s unique cultural characteristics will provide benefits to students, faculty, and staff in the form of enhanced educational opportunities, respectful workplaces and classrooms, reduced workforce turnover, reduced rates of poverty and low socioeconomic status and stronger strategic approaches to long term planning.”

Advising

For initial guidance, new graduate students in the Dewar College of Education and Human Services should consult with the head of the department in which they plan to pursue a degree. Each student will be assigned an advisor in the appropriate area of study. The student and advisor will collaborate in designing the program to meet the individual needs of the student within the guidelines of the approved program of study. Students are expected to initiate contact with their advisors at least once per semester to ensure that all program requirements are being met.

Student Responsibilities

Graduate students are expected to become familiar with the rules and requirements of the Dewar College of Education and Human Services and to assume full responsibility for the regulations concerning their programs of study. In addition, students are expected to attend all classes regularly and abide by the student code of conduct published in the Valdosta State University Student Handbook.

Master’s Degree Programs

Master’s degree programs are designed to enhance and extend the knowledge and skills of students beyond the undergraduate level. Programs at the master’s level develop the students’ ability to use and apply research skills, become familiar with current issues and trends in their fields, and review material related to legal issues and ethics. The degree programs offered are as follows:
Department of Communication Sciences and Disorders

Special Education/Deaf Education (Council for Exceptional Children)

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Department of Communication Sciences and Disorders

M.Ed. Communication Disorders
 Department of Teacher Education
 M.Ed. Elementary Education (online)
 M.Ed. Middle Grades Education-Math/Science (online)
 M.Ed. Curriculum and Instruction Accomplished Teaching (online)
 M.A.T. Special Education--Adapted Curriculum or General Curriculum (online)
 M.Ed. Special Education--Deaf Education (online)
 M.A.T. Special Education--Deaf Education (online)
 M.A.T. Education
 M.A.T. Middle Grades Education
 M.A.T. Secondary Education
 M.A.T. Agriculture Education
 M.Ed. Health and Physical Education (online)
 M.A.T. Health and Physical Education (online)
 Department of Leadership, Technology, and Workforce Development
 M.Ed. Adult and Career Education (online and face-to-face)
 M.Ed. Educational Leadership
 M.Ed. Instructional Technology (online)
 Department of Library and Information Studies
 M.L.I.S. Library and Information Science (online)
 Department of Human Services
 M.Ed. Counselor Education
 M.S. Psychology
 M.S. Marriage and Family Therapy
 M.S.W. Social Work

Education Specialist Degree Programs

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

Department of Human Services
 Ed.S. School Counseling (online)
 Department of Leadership, Technology, and Workforce Development
 Ed.S. Educational Leadership
 Ed.S. Instructional Technology (online)
 Department of Teacher Education
 Ed.S. Coaching Pedagogy in Physical Education (online)
 Ed.S. Special Education (online)
 Ed.S. Teacher Leadership (online)

Doctoral Degree Programs

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

Department of Communication Sciences and Disorders

M.Ed. Communication Disorders
 Department of Teacher Education
 M.Ed. Elementary Education (online)
 M.Ed. Middle Grades Education-Math/Science (online)
 M.Ed. Curriculum and Instruction Accomplished Teaching (online)
 M.A.T. Special Education--Adapted Curriculum or General Curriculum (online)
 M.Ed. Special Education--Deaf Education (online)
 M.A.T. Special Education--Deaf Education (online)
 M.A.T. Education
 M.A.T. Middle Grades Education
 M.A.T. Secondary Education
M.A.T. Agriculture Education
 M.Ed. Health and Physical Education (online)
 M.A.T. Health and Physical Education (online)
 Department of Leadership, Technology, and Workforce Development
 M.Ed. Adult and Career Education (online and face-to-face)
 M.Ed. Educational Leadership
 M.Ed. Instructional Technology (online)
 Department of Library and Information Studies
 M.L.I.S. Library and Information Science (online)
 Department of Human Services
 M.Ed. Counselor Education
 M.S. Psychology
 M.S. Marriage and Family Therapy
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Department of Human Services
 Ed.S. School Counseling (online)
 Department of Leadership, Technology, and Workforce Development
 Ed.S. Educational Leadership ([online](#))
 Ed.S. Instructional Technology (online)
 Department of Teacher Education
 Ed.S. Coaching Pedagogy in Physical Education (online)
 Ed.S. Special Education (online)
 Ed.S. Teacher Leadership (online)

Doctoral Degree Programs

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

Department of Communication Sciences and Disorders

SLP.D. with a major in Speech-Language Pathology
 Department of Leadership, Technology, and Workforce
 Development
 Ed.D. Adult and Career Education
 Ed.D. Leadership
 Ed.D. Curriculum and Instruction
 Certifications and Endorsements
 The College also offers non-degree programs approved for
 GaPSC certification and endorsement:
 Gifted Endorsement (online)
 Online Teaching Endorsement (online)
 Performance-Based Leadership Certification
 Reading Endorsement (online)
 School Library Media Certification
 K-5 Science Endorsement (online)
 K-5 Mathematics Endorsement (online)
 The Department of Curriculum, Leadership, and
 Technology also offers an Online Teaching Certificate, a
 professional development program designed for
 individuals who teach in online environments outside the
 P-12 educational setting or who teach in school settings
 outside of Georgia.

Additional Education Degrees

Other education degrees and programs offered in
 cooperation with departments outside the Dewar College
 of Education and Human Services are listed below.
 Information related to these degrees may be found in the
 catalog section of the pertinent departments.
 Department of Music, College of the Arts
 M.A.T. Music/Music Education
 Department of Modern and Classical Languages, College of
 Arts and Sciences
 M.A.T. Education/French Foreign Language Education
 M.A.T. Education/Spanish Foreign Language Education
 M.A.T. Education/English to Speakers of Other Languages
 ESOL Endorsement
 TESOL Certificate

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Clinical Practice in P-12 Educator Preparation Programs
 Student teaching is the culminating professional
 experience and involves full-time teaching experience in an
 assigned P-12 school. is scheduled during the last term of
 university enrollment.

Student teachers are required to take the appropriate
 GACE Content Assessment for their major. Students do not
 have to pass the GACE Content Assessment in order to
 complete student teaching successfully, but they do have
 to provide evidence that they have taken both GACE
 Content Assessment tests for their major. Students who
 do not meet this requirement will receive an Incomplete
 ("I") in student teaching/internship for the semester and
 will not graduate.

SLP.D. with a major in Speech-Language Pathology
 Department of Leadership, Technology, and Workforce
 Development
 Ed.D. Adult and Career Education
 Ed.D. Leadership
 Ed.D. Curriculum and Instruction
 Certifications and Endorsements
 The College also offers non-degree programs approved for
 GaPSC certification and endorsement:
 Gifted Endorsement (online)
 Online Teaching Endorsement (online)
 Performance-Based Leadership Certification [\(online\)](#)
 Reading Endorsement (online)
 School Library Media Certification [\(online\)](#)
K-5 Science Endorsement (online)
K-5 Mathematics Endorsement (online)
 The Department of *Curriculum, Leadership, and*
 Technology, [and Workforce Development](#) also offers an
 Online Teaching Certificate, a professional development
 program designed for individuals who teach in online
 environments outside the P-12 educational setting *or who*
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 M.A.T. *Music*/Music Education [\(online\)](#)
 Department of Modern and Classical Languages, College of
Arts and Sciences [Humanities and Social Sciences](#)
 M.A.T. *Education/French* Foreign Language
 Education/[French \(online\)](#)
 M.A.T. *Education/Spanish* Foreign Language
 Education/[Spanish \(online\)](#)
 M.A.T. *Education/English to Speakers of Other Languages*
[\(online\)](#)
 ESOL Endorsement [\(online\)](#)
TESOL Certificate

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 Student teaching is the culminating professional experience
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Student teachers are required to take the appropriate GACE
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 to pass the GACE Content Assessment in order to complete
 student teaching successfully, but they do have to provide
 evidence that they have taken both GACE Content
 Assessment tests for their major. Students who do not

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of the school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete the prescribed plan before being permitted to attempt student teaching a second time. During the second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. The COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Professional Education Services.

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P-12 Educator Certification

The Georgia Professional Standards Commission (GaPSC) requires applicants seeking initial certification to demonstrate proficiency in their certification area by passing the content tests appropriate to their program of study. These certification tests are the GACE Content Assessments (for Communication Disorders majors, the Praxis II Assessment), and registration applications are available online at <http://gace.ets.org> (for Praxis II, the website is www.ets.org). The GaPSC also required applicants seeking initial certification to pass the state-approved performance-based effectiveness assessment (edTPA) and pass the Georgia Educators Ethics Assessment--Exit. A passing score must be obtained on all of these assessments before a student may be recommended to the GaPSC for a certificate of eligibility or induction certificate. The GACE Program Admission Assessment (or exemption) and Georgia Educator Ethics Assessment--Entry are also required for certification, but these are met through the admission requirements for Teacher Education.

Certification Programs for Students with Degrees

Students who already have a degree and are coming to Valdosta State University to obtain a teaching certificate must meet the requirements for admission to Teacher Education and be accepted into a certification-only program. The student's prior academic course work will be used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part

meet this requirement will receive and Incomplete ("I") in student teaching/internship for the semester and will not graduate.

A student who receives a grade of Unsatisfactory ("U") for student teaching or who has been withdrawn from the student teaching location at the request of the school may apply for student teaching only one additional time. At any time a student is removed at the request of the school, a COEHS Professional Improvement Plan must be completed. The Professional Improvement Plan will describe criteria for successful completion of the remediation. The student will be required to complete the prescribed plan before being permitted to attempt student teaching a second time. During the second semester of enrollment in student teaching, a student who receives a grade of Unsatisfactory ("U") or who is requested to be removed from the student teaching location by the school will be permanently dismissed from all COEHS teacher education programs and will not be recommended for teacher certification by Valdosta State University. The student may appeal this action through the COEHS appeals procedure. The COEHS reserves the right to make all final decisions about student teacher placements. For additional information, consult with the Office of Professional Education Services.

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of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend individuals for GaPSC certification who have not completed part of their course work at VSU.

Specific questions regarding certification should be directed to the department.

Program Dismissal

Earning grades below a "B" in graduate courses will result in the following consequences:

Students admitted in Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Students admitted BEFORE Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning. Courses attempted for zero credit hours will not be assigned deficiency points, and grades in these courses will not be counted toward program dismissal.

All graduate students in the COEHS educator preparation programs are required to maintain a minimum 2.75 graduate GPA to remain in the program. Exceptions to this policy include students enrolled in the M.Ed. in Adult and Career Education (Workforce Education and Development and Business Education and Information Technology), the M.Ed. in Educational Leadership (Higher Education and Student Affairs), the M.S. in Marriage and Family Therapy, the M.S. in Psychology (Clinical Psychology and Industrial/Organizational Psychology), and the M.S.W. in Social Work, who must maintain a minimum 2.5 graduate GPA. Doctoral students must maintain a minimum 3.0 graduate GPA. Please refer to individual programs for additional program retention requirements.

...

used to design a plan of study to satisfy the standards for certification through the approved GaPSC program. A part of the certification requirements, as determined by each department for individual students, must be completed at VSU.

The College of Education and Human Services reserves the right to refuse to recommend individuals for GaPSC certification who have not completed part of their course work at VSU.

Specific questions regarding certification should be directed to the *department* [Office of Professional Education Services](#).

Program Dismissal

Earning grades below a "B" in graduate courses will result in the following consequences:

Students *admitted in Fall 2011 and thereafter* will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. *Students admitted BEFORE Fall 2011 and receiving two grades below "C" ("D," "F," "WF," "U") will be dismissed from the program. One grade below a "C" results in a warning. Courses attempted for zero credit hours will not be assigned deficiency points, and grades in these courses will not be counted toward program dismissal.*

All graduate students in the COEHS educator preparation programs are required to maintain a minimum 2.75 graduate GPA to remain in the program. Exceptions to this policy include students enrolled in the M.Ed. in Adult and Career Education (Workforce Education and Development and Business Education and Information Technology), the M.Ed. in Educational Leadership (Higher Education and Student Affairs), the M.S. in Marriage and Family Therapy, the M.S. in Psychology (Clinical Psychology and Industrial/Organizational Psychology), and the M.S.W. in Social Work, who must maintain a minimum 2.5 graduate GPA. Doctoral students must maintain a minimum 3.0 graduate GPA. Please refer to individual programs for additional program retention requirements.

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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 –

Cleaning up and updated content based on recent program and state requirement changes.

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.
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- Other Data Source Descriptions –

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee	David Slykhuis	DocuSigned by: <i>David Slykhuis</i>	9/13/2022 3:51 PM
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 3:51 PM
Graduate Executive Committee <small>(for graduate course)</small>	Becky K. da Cruz	DFAE59216E384AB... <i>Becky K. da Cruz</i>	9/27/2022
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Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	College of the Arts & COHSS	Department(s):	Music Education, ESOL, Foreign Language Education

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission:	08/23/2022	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of Education and Human Services	Dept. Initiating Request:	Teacher Education	
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.	
CURRENT:		REQUESTED: (list only items to be changed)		
Course Prefix and Number:	EDAT 6001	Course Prefix and Number:		
Course Title:	Using Assessment to Improve Teaching and Learning	Course Title:		
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>		<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>		<i>Credit Hours:</i>		
Pre-requisites:		Pre-requisites:	EDAT 7131, EDAT 7133, EDAT 7100	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.		Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice. A school-based field experience in the service field of curriculum and instruction is required.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	
Estimated Frequency of Course Offering:				
Twice per Year				
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –				
This course is considered clinical practice for VSU so it should be taken near the end of the students' program.				
Source of Data to Support Change (select one or more of the following):				
<input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)				
Plans for assessing course effectiveness/meeting program learning outcomes				
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Valdosta State University - REVISED COURSE Form

- Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 P
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C4... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 P
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 P
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Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			

*Will this change impact another college/department? No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	08/23/2022																																				
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Degree/Program Name:	Mathematics Endorsement for K-5 Teachers																																						
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/mathematics-endorsement-k5-teachers/																																						
Present Requirements:		Proposed Requirements: <u>(hover over for instructions)</u>																																					
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 Other –

We want to deactivate this endorsement due to low enrollment.

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


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Plans for assessing course effectiveness/meeting program learning outcomes

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

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N/A

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Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 PM
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Other Data Source Descriptions –

N/A




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 PM
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READ 7130	Comprehension and Study Strategy Instruction	3																															
Total Hours		8-9																															

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 –

The Georgia Professional Standards Commission offers the reading endorsement for all educators who hold professional Georgia certification.


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

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

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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 PM
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C4... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	DFAE59216E384AB... <i>Becky K. da Cruz</i>	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	Select One.	Department(s):	
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 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/23/2022	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/med-programs-middle-grades-math-science-curriculum-instruction-accomplished-teaching/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching On-line collaborative degree with Columbus State University and Georgia Southern University Admission Requirements Must hold a bachelor's degree from a regionally-accredited institution. Must have a 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. (See the Graduate Programs page.) Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.</p> <p>...</p> <p>Program Completion Requirements A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.</p>		<p>Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching On-line collaborative degree with Columbus State University and Georgia Southern University <i>Admission Requirements</i> <i>Must hold a bachelor's degree from a regionally-accredited institution.</i> <i>Must have a 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. (See the Graduate Programs page.)</i> <i>Must have a valid Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, service field certificate, or Life certificate in the State of Georgia. Teachers certified in states other than Georgia may be eligible. To qualify, a teacher must hold the equivalent of a Georgia clear/renewable teaching certificate. VSU reserves the right to request additional documentation, if needed.</i></p> <p>...</p> <p>Program Completion Requirements A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Candidates must submit an application for graduation at least one semester prior to their expected graduation date.</p>	

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

Code	Title	Hours
Core Courses		9
EDAT 5999	Professional Orientation	0
EDAT 7100	Research Methodology in Education	3
EDAT 7133	Trends, Issues and Research in Education	3
EDAT 6159	Multicultural Studies across the Curriculum	3
Georgia Framework Domains		18
EDAT 6226	Curriculum Design for Student Achievement	3
EDAT 6115	Knowledge of Students and Their Learning	3
EDAT 7132	Framework for Teaching	3
EDAT 6001	Using Assessment to Improve Teaching and Learning	3
EDAT 7131	Enhancing Student Performance	3
EDAT 6000	Professional Decision Making	3
Approved Electives		9
Total Hours Required for the Degree		36

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

Code	Title	Hours
Core Courses		9
<i>EDAT 5999</i>	<i>Professional Orientation</i>	<i>0</i>
<u>EDUC 5999</u>	<u>Professional Orientation</u>	<u>0</u>
EDAT 7100	Research Methodology in Education	3
EDAT 7133	Trends, Issues and Research in Education	3
EDAT 6159	Multicultural Studies across the Curriculum	3
Georgia Framework Domains		18
EDAT 6226	Curriculum Design for Student Achievement	3
EDAT 6115	Knowledge of Students and Their Learning	3
EDAT 7132	Framework for Teaching	3
EDAT 6001	Using Assessment to Improve Teaching and Learning	3
EDAT 7131	Enhancing Student Performance	3
EDAT 6000	Professional Decision Making	3
Approved Electives		9
Total Hours Required for the Degree		36

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 –

We are combing these two courses into one so that it aligns with the EDUC 5999 course already offered.

Type text here

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

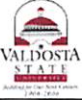
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	<small>DocuSigned by:</small> <i>Deborah Paine</i>	9/13/2022 2:48 PM
College/Division Executive Committee	David Slykhuis	<small>DocuSigned by:</small> <i>David Slykhuis</i>	9/13/2022 4:03 PM
Dean/Director	David Slykhuis	<small>DocuSigned by:</small> <i>David Slykhuis</i>	9/13/2022 4:03 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			

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

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

College: *Select One.*

Department(s):

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	08/23/2022
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> XX Fall XX <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Ed.S. Degree with a Major in Teacher Leadership		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/eds-teacher-leadership/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Admission Deadlines: Collaborative online education program deadlines are established each term. Check the website for admission deadlines and application forms.</p> <p>Admission Requirements Applicants must: submit the application and fee to the VSU Graduate School. submit one official transcript from each college/university attended, even for transfer credit or undergraduate work. hold a clear renewable teaching or service certificate at the Master's level or higher. submit a Letter of Assurance form from a current administrator (form required). submit the Distance Learning Exemption of the VSU Medical Form. be employed teachers able to spend a minimum of 20 hours per week in a classroom. hold a graduate degree with a cumulative GPA of 3.0 or higher. Applicants not meeting the GPA requirement may be eligible for admission by the alternative pathway. Alternative pathway requirements are a GPA between 2.75 and 2.99 on a 4.0 scale; and competitive scores on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended scores for admission: GRE: 145 Verbal and 139 Quantitative MAT: 380</p> <p>...</p> <p>Program Completion Requirements</p>		<p><i>Admission Deadlines:</i> <i>Collaborative online education program deadlines are established each term. Check the website for admission deadlines and application forms.</i></p> <p><i>Admission Requirements</i> <i>Applicants must:</i> <i>submit the application and fee to the VSU Graduate School.</i> <i>submit one official transcript from each college/university attended, even for transfer credit or undergraduate work.</i> <i>hold a clear renewable teaching or service certificate at the Master's level or higher.</i> <i>submit a Letter of Assurance form from a current administrator (form required).</i> <i>submit the Distance Learning Exemption of the VSU Medical Form.</i> <i>be employed teachers able to spend a minimum of 20 hours per week in a classroom.</i> <i>hold a graduate degree with a cumulative GPA of 3.0 or higher.</i> <i>Applicants not meeting the GPA requirement may be eligible for admission by the alternative pathway.</i> <i>Alternative pathway requirements are a GPA between 2.75 and 2.99 on a 4.0 scale; and competitive scores on the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended scores for admission:</i> <i>GRE: 145 Verbal and 139 Quantitative</i> <i>MAT: 380</i></p> <p>...</p> <p>Program Completion Requirements</p>	

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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

Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code	Title	Hours
Core Courses		21
EDET 5999	Professional Orientation	0
ACED 7150	Adult Learning and Development	3
EDET 8005	Foundations of Teacher Leadership	3
EDET 8020	Teacher Leadership Residency I 1	3
EDET 8030	Developing and Leading a Community of Diverse Learners	3
EDET 8040	Teacher Leadership Residency II 1	3
EDET 8050	Teacher Leadership Residency III 1	3
EDET 8880	Capstone Seminar	3
All candidates must successfully complete EDET 5999, a zero credit hour professional orientation course, during the first semester of enrollment.		
Specialization Courses (numbered 5000 & above) 2		9
Total Hours Required for the Degree		30
Course List		

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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

Requirements for the Ed.S. Degree with a Major in Teacher Leadership

Code	Title	Hours
Core Courses		21
<i>EDET 5999</i>	<i>Professional Orientation</i>	<i>0</i>
EDUC 5999	Professional Orientation	0
ACED 7150	Adult Learning and Development	3
EDET 8005	Foundations of Teacher Leadership	3
EDET 8020	Teacher Leadership Residency I 1	3
EDET 8030	Developing and Leading a Community of Diverse Learners	3
EDET 8040	Teacher Leadership Residency II 1	3
EDET 8050	Teacher Leadership Residency III 1	3
EDET 8880	Capstone Seminar	3
All candidates must successfully complete <i>EDET 5999</i> EDUC 5999 , a zero credit hour professional orientation course, during the first semester of enrollment.		
Specialization Courses (numbered 5000 & above) 2		9
Total Hours Required for the Degree		30

<p>1 Work in course must focus on content of candidate's certification field.</p> <p>2 Themes to select from, in consultation with advisor, include but are not limited to: Early Childhood Education ESOL (endorsement) Career and Technical Education Gifted Education (endorsement) Instructional Technology Leadership (GaPSC pre-service courses) Online Teaching (endorsement) Physical Education Reading (endorsement) Special Education Any combination of above</p>	<p>Course List</p> <p>1 Work in course must focus on content of candidate's certification field.</p> <p>2 Themes to select from, in consultation with advisor, include but are not limited to: <i>Early Childhood</i> <u>Elementary</u> Education ESOL (endorsement) Career and Technical Education Gifted Education (endorsement) Instructional Technology Leadership (GaPSC pre-service courses) Online Teaching (endorsement) Physical Education Reading (endorsement) Special Education Any combination of above</p>
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Justification: (select one or more of the following and provide appropriate narrative below:)

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

We are combing these two courses into one so that it aligns with the EDUC 5999 course already offered.


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

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


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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 P
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C4... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PI
Dean/Director	David Slykhuis	BEA559216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PI
Graduate Executive Committee (for graduate course)	Type text here <i>Becky K. da Cruz</i>	DFAE59216E384AB... <i>Becky K. da Cruz</i>	Type text here

Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/23/2022	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Master of Arts in Teaching in Special Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-special-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Collaborative Online Education Programs Selected Educational Outcomes Candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Candidates understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. Candidates are able to analyze educational research findings and incorporate new information into their practice. Candidates assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Examples of Outcome Assessments Candidates will demonstrate content knowledge through passing the state-required content assessment. Candidates will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy. Candidates will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by their principal and a university supervisor.</p>		<p>Collaborative Online Education Programs Selected Educational Outcomes Candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Candidates understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. Candidates are able to analyze educational research findings and incorporate new information into their practice. Candidates assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. Examples of Outcome Assessments Candidates will demonstrate content knowledge through passing the state-required content assessment. Candidates will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy. Candidates will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by their principal and a university supervisor.</p>	

Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

Program Admission Requirements

Submit one copy of official transcripts from each institution (graduate and undergraduate) previously attended.

Have a cumulative grade point average of 3.0 on all undergraduate coursework previously attempted or a cumulative grade point average of 3.0 on all graduate and undergraduate coursework previously attempted.

Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with an induction certificate (IN4T) or Provisional Certificate (BT); or be professionally certified in another field of study but hold special education certification through passing the GACE special education adapted or general curriculum content assessment; or be certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption. See Graduate School website for exemption details.

Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

Provide documentation that the candidate holds an induction certificate (IN4T) or Provisional Certificate (BT); or is certified in another field of study but holds special education certification through passing the GACE special education adapted or general curriculum content assessment; or is certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Submit the Verification of Employment as a Teacher form. This form must be completed by the candidate's school principal. The form certifies that the candidate is employed as a special education teacher.

Admission Deadlines

Check the website for admission deadlines and application form.

Go to the Dewar College of Education and Human Services website for online programs and select either the Master of Arts in Teaching--Special Education--General Curriculum program or the Master of Arts in Teaching--Special Education--Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers (1) with a non-renewable, non-professional

Candidates will demonstrate their ability to positively impact P-12 learning through documents placed in an electronic portfolio, which may include teacher work samples and a capstone project.

Program Admission Requirements

Submit one copy of official transcripts from each institution (graduate and undergraduate) previously attended.

Have a cumulative grade point average of 3.0 on all undergraduate coursework previously attempted or a cumulative grade point average of 3.0 on all graduate and undergraduate coursework previously attempted.

Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with an induction certificate (IN4T) or Provisional Certificate (BT); or be professionally certified in another field of study but hold special education certification through passing the GACE special education adapted or general curriculum content assessment; or be certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption. See Graduate School website for exemption details.

Provide documentation of a content concentration that consists of 15 semester hours of academic content that conforms to the GaPSC preparation requirements of the content concentrations for middle grades.

Provide documentation that the candidate holds an induction certificate (IN4T) or Provisional Certificate (BT); or is certified in another field of study but holds special education certification through passing the GACE special education adapted or general curriculum content assessment; or is certified in a different field of special education (for example, in general curriculum and seeking certification in adapted curriculum).

Submit the Verification of Employment as a Teacher form. This form must be completed by the candidate's school principal. The form certifies that the candidate is employed as a special education teacher.

Admission Deadlines

Check the website for admission deadlines and application form.

Go to the Dewar College of Education and Human Services website for online programs and select either the Master of Arts in Teaching--Special Education--General Curriculum program or the Master of Arts in Teaching--Special Education--Adapted Curriculum program for admission requirements and program information.

Special Requirements: Students must be employed as teachers (1) with a non-renewable, non-professional certificate; or (2) certified in another field of study (early

certificate; or (2) certified in another field of study (early childhood, secondary math, e.g.); or (3) certified in another field of study but having added on special education certification by passing a special education GACE content assessment; or (4) certified in a different special education certification field (general curriculum seeking adapted curriculum, e.g.).

Candidates must spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to the candidates' selected area of certification.

Requirements for the Online M.A.T. Degree with a Major in Special Education — General Curriculum

Code	Title	Hours
Core Courses		9
SPEC 2999	Entry to the Education Profession	0
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Concentration		21
SEGC 6000	Integration and Management of Instruction in the Classroom	3
SEGC 6020	Integrated Instruction: Assessment and Learning	3
SEGC 6030	Integrated Instruction: Evidence-based Methods and Strategies	3
SEGC 6040	Technological Support Planning for Children and Youth with Disabilities	3
SEGC 6050	Language and Learning Disabilities	3
SERD 6030	Teaching Children to Read	3
SEGC 6200	Internship in Special Education-General Curriculum	3
SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0
Research Core		6

childhood, secondary math, e.g.); or (3) certified in another field of study but having added on special education certification by passing a special education GACE content assessment; or (4) certified in a different special education certification field (general curriculum seeking adapted curriculum, e.g.).

Candidates must be able to spend a minimum of 20 hours each week (excluding summers) in a classroom setting with students with disabilities appropriate to the candidates' selected area of certification.

Requirements for the Online M.A.T. Degree with a Major in Special Education — General Curriculum

Code	Title	Hours
Core Courses		9
<i>SPEC 2999</i>	<i>Entry to the Education Profession</i>	<i>0</i>
EDUC 2999	Teacher Education Requirements	<u>0</u>
SEGC 5140	Collaborative Roles in Education	3
SEAC 6010	Integrated Instruction: Individualized Education Program	3
SEGC 6060	Transition Planning and Services	3
Area of Concentration		21
SEGC 6000	Integration and Management of Instruction in the Classroom	3
SEGC 6020	Integrated Instruction: Assessment and Learning	3
SEGC 6030	Integrated Instruction: Evidence-based Methods and Strategies	3
SEGC 6040	Technological Support Planning for Children and Youth with Disabilities	3
SEGC 6050	Language and Learning Disabilities	3
SERD 6030	Teaching Children to Read	3
SEGC 6200	Internship in Special Education-General Curriculum	3
<i>SPEC 6999</i>	<i>edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission</i>	<i>0</i>

SEAC 5030	Single Subject Research in Special Education	3	Research Core	6	
SEGC 6110	Professional Capstone Course	3	SEAC 5030	Single Subject Research in Special Education	3
Total Hours Required for the Degree		36	SEGC 6110	Professional Capstone Course	3
<p>Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (081) and Test II (082). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.</p>			<p>Total Hours Required for the Degree</p> <p>Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (081) and Test II (082). <i>Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.</i></p>		
Requirements for the Online M.A.T. Degree with a Major in Special Education — Adapted Curriculum			Requirements for the Online M.A.T. Degree with a Major in Special Education — Adapted Curriculum		
Code	Title	Hours	Code	Title	Hours
Core Courses		9	Core Courses		9
SPEC 2999	Entry to the Education Profession	0	<i>SPEC 2999</i>	<i>Entry to the Education Profession</i>	<i>0</i>
SEGC 5140	Collaborative Roles in Education	3	EDUC 2999	Teacher Education Requirements	0
SEAC 6010	Integrated Instruction: Individualized Education Program	3	SEGC 5140	Collaborative Roles in Education	3
SEGC 6060	Transition Planning and Services	3	SEAC 6010	Integrated Instruction: Individualized Education Program	3
Area of Concentration		21	SEGC 6060	Transition Planning and Services	3
SEAC 5050	Assistive Technology	3	Area of Concentration		21
SEAC 5500	Characteristics of Students with Low Incidence Disabilities	3	SEAC 5050	Assistive Technology	3
SEAC 5530	Systematic Instruction for Students with Significant Disabilities	2	SEAC 5500	Characteristics of Students with Low Incidence Disabilities	3
SEAC 5531		1	SEAC 5530	Systematic Instruction for Students with Significant Disabilities	2
SEAC 5540	Positive Behavior Support	3	SEAC 5531		1
SEAC 5550	Communication Strategies for Students with Low Incidence Disabilities	3	SEAC 5540	Positive Behavior Support	3
SEAC 5570	Assessment and Curriculum for Students with Low Incidence Disabilities	3	SEAC 5550	Communication Strategies for Students with Low Incidence Disabilities	3
SEAC 6200	Internship in Special Education - Adapted Curriculum	3			

SPEC 6999	edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission	0	SEAC 5570	Assessment and Curriculum for Students with Low Incidence Disabilities	3
Research Core		6	SEAC 6200	Internship in Special Education - Adapted Curriculum	3
SEAC 5030	Single Subject Research in Special Education	3	<i>SPEC 6999</i>	<i>edTPA Assessment: Candidate Instructions and Resources for Preparation and Submission</i>	<i>0</i>
SEGC 6110	Professional Capstone Course	3	Research Core		6
Total Hours Required for the Degree		36	SEAC 5030	Single Subject Research in Special Education	3
<p>Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.</p>			SEGC 6110	Professional Capstone Course	3
			Total Hours Required for the Degree		36
			<p>Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) and Test II (084). <i>Applicant must complete an Exceptional Child Course and submit either transcripts showing completion of the course or a certificate of completion from the Georgia Professional Standards Commission.</i></p>		

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 –

The Georgia Professional Standards Commission removed edTPA as a completion requirement in educator preparation programs so this course is no longer needed. We are also joining the 2999 courses into one single EDUC 2999 course.

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


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

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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 PM
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C4... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	DFAE59216E384AB... <i>Becky K. da Cruz</i>	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/23/2022	
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input type="checkbox"/> Curriculum Change (Changes to Program/Degree)	<input checked="" type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> XX Fall XX <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Master of Arts in Teaching in Special Education -- Deaf and Hard-of-Hearing Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/mat-special-education-deaf-hard-hearing/		

Present Requirements:	Proposed Requirements: <u>(hover over for instructions)</u>
<p>Selected Educational Outcomes</p> <p>Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.</p> <p>Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.</p> <p>Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.</p> <p>Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p>Examples of Outcome Assessments</p> <p>Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.</p> <p>Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.</p> <p>Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction</p>	<p>Selected Educational Outcomes</p> <p>Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.</p> <p>Candidates in special education/deaf education understand the relationship of content and content specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.</p> <p>Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.</p> <p>Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p>Examples of Outcome Assessments</p> <p>Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.</p> <p>Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence based strategies through development of lesson plans identifying use of research validated procedures and effective content pedagogy.</p> <p>Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction</p> <p>25</p>

during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Admission Requirements

Candidates must:

- hold a bachelor's degree from a regionally-accredited institution;
 - have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements;
 - provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
 - provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (To register, [click here](#));
 - have a transcript evaluation completed;
 - provide two recommendations;
 - provide a personal statement;
 - provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
 - submit a completed application packet to the Graduate School by the admission deadline.
- To Apply Online, [click here](#).
- #### Program Retention, Dismissal, and Readmission Policies
- The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
- No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points.
- If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission

during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

Admission Requirements

Candidates must:

- hold a bachelor's degree from a regionally-accredited institution;*
 - have a cumulative undergraduate GPA of 2.75 on all undergraduate coursework taken or meet alternative pathway requirements;*
 - provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);*
 - provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (To register, [click here](#));*
 - have a transcript evaluation completed;*
 - provide two recommendations;*
 - provide a personal statement;*
 - provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and*
 - submit a completed application packet to the Graduate School by the admission deadline.*
- To Apply Online, [click here](#).*
- #### Program Retention, Dismissal, and Readmission Policies
- The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.
- No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
- Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF," "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be

is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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

Requirements for the M.A.T. in Special Education— Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses		10
EDUC 2999	Teacher Education Requirements	0
DEAF 6100	Seminar: Deaf Education and Language Learning	3
RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3
LEAD 7210	Ethics and Law	1
Area of Concentration - Deaf and Hard-of-Hearing		26
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3

considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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

Requirements for the M.A.T. in Special Education— Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses		10
EDUC 2999	Teacher Education Requirements	0
DEAF 6100	Seminar: Deaf Education and Language Learning	3
RSCH 7100	Research Methodology in Education	3
PSYC 7010	Learning and Assessment	3
LEAD 7210	Ethics and Law	1
Area of Concentration - Deaf and Hard-of-Hearing		26
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6110	Professional Capstone Course	3
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3

DEAF 6110	Professional Capstone Course	3	DEAF 5370	Teaching Thinking Skills	3
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3	DEAF 6030	Internship in Teaching	3
DEAF 5370	Teaching Thinking Skills	3	DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6030	Internship in Teaching	3	DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
DEAF 5380	Curriculum Development Instruction for Deaf Students	4	Total Hours Required for the Degree		
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4	Total Hours	36	
Total Hours Required for the Degree					
Total Hours		36			

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 –

The Georgia Professional Standards Commission recently removed the program admission assessment as a requirement for admission into educator preparation programs. To remain competitive with other providers, this program is removing the admission requirement. For simplicity, admission requirements have been removed from the catalog entry.

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





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

Plans for assessing course effectiveness/meeting program learning outcomes


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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.

 Valdosta State University – Curriculum Change or Revised Catalog Copy Form • CURRICULUM CHANGE OR REVISED CATALOG COPY			
Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: 	9/13/2022 2:48 PM
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C... DocuSigned by: 	9/13/2022 4:03 PM
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: 	9/13/2022 4:03 PM

Graduate Executive Committee (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 08/23/2022	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Education and Human Services	Dept. Initiating Request:	Dean's Office
Requestor's Name:	Natalie Kuhlmann	Requestor's Role:	Select One.
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023
Degree/Program Name:	Master of Education with a Major in Special Education -- Deaf and Hard-of-Hearing Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/teacher-education/med-special-education-deaf-hard-hearing-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>Selected Educational Outcomes</p> <p>Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.</p> <p>Candidates in special education/deaf education understand the relationship of content and content-specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.</p> <p>Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.</p> <p>Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p>Examples of Outcome Assessments</p> <p>Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.</p> <p>Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.</p> <p>Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies,</p>		<p>Selected Educational Outcomes</p> <p>Candidates in special education/deaf education know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.</p> <p>Candidates in special education/deaf education understand the relationship of content and content-specific pedagogy and have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.</p> <p>Candidates in special education/deaf education are able to analyze educational research findings and incorporate new information into their practice.</p> <p>Candidates in special education/deaf education assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.</p> <p>Examples of Outcome Assessments</p> <p>Candidates in special education/deaf education will demonstrate content knowledge through passing the state-required content assessment in deaf education.</p> <p>Candidates in special education/deaf education will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.</p> <p>Candidates in special education/deaf education will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring/modifying instruction</p>	

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

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

Admission Requirements

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

Applicants must:

hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU;
 have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
 provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
 provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here);
 provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
 submit a completed application packet to the Graduate School by the admission deadline.

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

Applicants must:

hold a bachelor's degree from a regionally accredited institution;
 have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
 provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an

during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher. Candidates in special education/deaf education will demonstrate their ability to positively impact P-12 learning through completion of a capstone applied research project.

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

Admission Requirements

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

Applicants must:

*hold a B.S.Ed. in Special Education/Deaf and Hard-of-Hearing Education from VSU;
 have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
 provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);
 provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 350) (to register, click here);
 provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
 submit a completed application packet to the Graduate School by the admission deadline.*

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

Applicants must:

*hold a bachelor's degree from a regionally accredited institution;
 have a minimum cumulative undergraduate GPA or a combined undergraduate and graduate GPA of 2.75 or meet alternative pathway requirements;
 provide documentation of passing scores on the GACE Program Admission Assessment or documentation of an exemption (see the Graduate School website for exemption methods);*

exemption (see the Graduate School website for exemption methods);
 provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (to register, click here);
 have a transcript evaluation completed;
 provide two recommendations;
 provide a personal statement;
 hold a professional teaching certificate outside the field of Deaf Education;
 provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
 submit a completed application packet to the Graduate School by the admission deadline.

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

No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.

Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point.

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

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date.

Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

provide documentation of completing the Georgia Educator Ethics Assessment--Program Entry (Test 360) (to register, click here);
have a transcript evaluation completed;
provide two recommendations;
provide a personal statement;
hold a professional teaching certificate outside the field of Deaf Education;
provide documentation of a Level 2 on the American Sign Language Language Proficiency Interview (ASLPI) or an Intermediate on the Sign Language Proficiency Interview (SLPI); and
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Program Retention, Dismissal, and Readmission Policies
 The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Associate Provost for Graduate Studies and Research.

No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.

Earning grades below "B" in graduate courses will result in the following consequences: students will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. If dismissed from the program, a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.

Candidates must submit an application for graduation at least one semester prior to their expected graduation date. Candidates must attempt all Georgia state-approved educator certification assessments for their degree program and major.

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

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

Requirements for the M.Ed. Degree with a Major in Special Education -- Deaf and Hard-of-Hearing Education Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education–Deaf and Hard-of-Hearing Education

Code	Title	Hours
Core Courses		4
RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
Area of Concentration		32
DEAF 5010	Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020	Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours Required for the Degree		36

Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education

approved educator certification assessment(s) for Special Education: Deaf and Hard of Hearing. The Valdosta State University Dewar College of Education and Human Services requires all candidates to take the appropriate state-approved assessment(s) in order to graduate, but the candidates cannot be recommended for certification until they successfully complete all coursework and pass the Georgia state-approved assessment(s) for certification in Special Education: Deaf and Hard of Hearing.

Requirements for the M.Ed. Degree with a Major in Special Education -- Deaf and Hard-of-Hearing Education Track 1: for candidates completing a VSU B.S.Ed. degree with a major in Special Education–Deaf and Hard-of-Hearing Education

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RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1
Area of Concentration		32
DEAF 5010	Student Teaching: Deaf and Hard-of-Hearing	10
DEAF 5020	Student Teaching Seminar: Deaf and Hard-of-Hearing	2
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom	3
DEAF 6010	Integrated Instruction: Individualized Education Program	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
Total Hours Required for the Degree		36

Track 2: for individuals who hold professional teaching certificates in a field outside of Deaf Education

Code	Title	Hours
Core Courses		7

Code	Title	Hours			
	Core Courses	7			
EDUC 2999	Teacher Education Requirements	0	EDUC 2999	Teacher Education Requirements	0
RSCH 7100	Research Methodology in Education	3	RSCH 7100	Research Methodology in Education	3
LEAD 7210	Ethics and Law	1	LEAD 7210	Ethics and Law	1
DEAF 6100	Seminar: Deaf Education and Language Learning	3	DEAF 6100	Seminar: Deaf Education and Language Learning	3
	Area of Concentration	20		Area of Concentration	20
DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3	DEAF 5310	Methods of Teaching Reading and Writing to Deaf Students	3
DEAF 5370	Teaching Thinking Skills	3	DEAF 5370	Teaching Thinking Skills	3
DEAF 5380	Curriculum Development Instruction for Deaf Students	4	DEAF 5380	Curriculum Development Instruction for Deaf Students	4
DEAF 6000	Integration and Management of Instruction in the Classroom (if certified in a field of special education at entry but not in a general education field) OR DEAF 6010 (if certified in a field of general education at entry but not in any special education field)	3	DEAF 6000	Integration and Management of Instruction in the Classroom (if certified in a field of special education at entry but not in a general education field) OR DEAF 6010 (if certified in a field of general education at entry but not in any special education field)	3
DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4	DEAF 6020	Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf	4
DEAF 6030	Internship in Teaching	3	DEAF 6030	Internship in Teaching	3
	Required Endorsement	9		<i>Required Endorsement</i>	<i>9</i>
	Reading Endorsement			Reading Endorsement	<u>9</u>
READ 7010	Diagnosis and Correction of Reading Difficulties		READ 7010	Diagnosis and Correction of Reading Difficulties	
READ 7100	Trends and Issues in Reading		READ 7100	Trends and Issues in Reading	
READ 7130	Comprehension and Study Strategy Instruction		READ 7130	Comprehension and Study Strategy Instruction	
	or			<i>or</i>	
	ESOL Endorsement			<i>ESOL Endorsement</i>	
ESOL 6010	Applied Linguistics for ESOL Teachers		ESOL 6010	<i>Applied Linguistics for ESOL Teachers</i>	
ESOL 6020	Cultural Perspectives for ESOL Teachers		ESOL 6020	<i>Cultural Perspectives for ESOL Teachers</i>	

ESOL 6030	Methods and Materials for Teaching ESOL	<i>ESOL 6030</i>	<i>Methods and Materials for Teaching ESOL</i>
Total Hours Required for the Degree	36	Total Hours Required for the Degree	36

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 –

Removing admission criteria from catalog and modifying curriculum to meet current special education rule requirements.

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

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

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

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

Student performance will be monitored in order to understand the impact of these changes on student progression and retention.

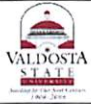
Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Deborah Paine	DocuSigned by: <i>Deborah Paine</i>	9/13/2022 2:48 PM
College/Division Executive Committee	David Slykhuis	EB41DD4F62CC4C4... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Dean/Director	David Slykhuis	DFAE59216E384AB... DocuSigned by: <i>David Slykhuis</i>	9/13/2022 4:03 PM
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	DFAE59216E384AB... <i>Becky K. da Cruz</i>	9/27/2022
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	9/27/2022
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College:	College of Humanities and Social Sciences	Department(s):	Modern and Classical Languages
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Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

04/22/2022

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

College: College of Science and Mathematics

Dept. Initiating Request:

Computer Science

Requestor's Name: Sudip Chakraborty

Requestor's Role:

Faculty

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number: CS 3200

Course Prefix and Number:

Course Title: Computer Ethics

Course Title: Security and Ethics in Computing

Lecture Hours: 3

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 3

Credit Hours:

Pre-requisites: CS 1301 with a 'C' or better

Pre-requisites:

CURRENT Course Description:

NEW Course Description: [\(hover over for instructions\)](#)

An introduction to social, ethical and legal issues created or transformed by computing technology. Topics include the impact of computing on society and vice versa, the professional code of ethics, cybercrime and laws, intellectual property rights, automation, and globalization

[An overview of principles of secure computing, cyberethics, and impact of cybertechnology on ethical, legal, and technological issues in society. Topics include ethical principles, professional code of ethics, security practices, cybercrime and law, censorship and intellectual property protection on cyberspace, and emerging and converging technologies.](#)

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Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

- Core (Area A-E)
- Major Requirement
- Elective

- Fall
- Spring
- Summer

2023

Once per Year

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 –

In recent years, based on ACM/IEEE-CS Joint Task Force on Computing Curricula and Joint Task force on Cybersecurity Education, all computing related curricular guidelines have increased expectations and requirements for incorporating cybersecurity into the computer science curricula. Aligned with this trend, ABET

(the primary accreditation body for Computing-related programs) has a requirement for sufficient coverage of principles and practices for secure computing in any accredited CS curriculum. The BS in Computer Science at VSU, being ABET accredited, must ensure that information security & assurance, or cybersecurity gets needed attention within undergraduate CS curriculum. In the 2021-22 review cycle of ABET accreditation, the reviewers expressed their concerns about the current coverage of principles and practices of secure computing in our CS curriculum and suggested to increase the coverage. In the process of finding ways to do that, the CS Program Committee has identified that Computer Ethics (CS 3200) course can be revised to include more security-related topics. At the same time, CS 3200 needs to maintain its original purpose of educating CS graduates to "recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles" (Student Outcome 4). The proposed change in the course description and title will better represent the revised purpose and content of the course. This revision to the course will allow CS program to address the ABET accreditation requirement and make the CS curriculum better-aligned with the current best-practice of incorporating cybersecurity concepts.

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


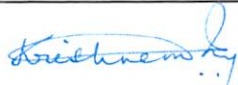
- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
 Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

The course will be evaluated using Direct Measures that include students' scores in quizzes, exams, term-papers/projects, and students' peer-ratings in class-presentations.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy		9/20/2022
College/Division Executive Committee			
Dean/Director	Pierre-Richard Cornely	Pierre-Richard Cornely	9/21/22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

12/8/2021

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

College:

College of Science and Mathematics

Dept. Initiating Request:

Chemistry

Requestor's Name:

Kurt Winkelmann

Requestor's Role:

Department Head

Check One Option:

Curriculum Change
(Changes to Program/Degree)

Revised Catalog Copy

(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2022

Degree/Program Name:

BS Chemistry

Current Catalog URL:

<http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry/>

Present Requirements:

Selected Educational Outcomes

The major in chemistry is designed to prepare graduates to enter professional school, to attend graduate school, or to join the work force in a government, industrial, or commercial setting. Among the anticipated educational outcomes of the department are that each graduate will:

understand, speak, and write in the language used by professional chemists;

demonstrate proficiency in problem solving and experimental design and show proficiency in laboratory procedure and the skills of measurement, analysis, data treatment, and interpretation;

demonstrate an understanding of professional ethics in terms of data collection, evaluation, and reporting and an understanding of environmental issues concerning handling and disposal of chemicals and chemical wastes; and understand the importance of chemistry in its impact on society;

demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a changing discipline which requires a commitment to life-long learning.

Examples of Outcome Assessments

In order to follow the success with which the educational outcomes are fulfilled, the chemistry department has developed a number of assessment techniques, both

Proposed Requirements: [\(hover over for instructions\)](#)

Selected Educational Outcomes

The major in chemistry is designed to prepare graduates to enter professional school, to attend graduate school, or to join the work force in a government, industrial, or commercial setting. Among the anticipated educational outcomes of the department are that each graduate will:

understand, speak, and write in the language used by professional chemists;

demonstrate proficiency in problem solving and experimental design and show proficiency in laboratory procedure and the skills of measurement, analysis, data treatment, and interpretation;

demonstrate an understanding of professional ethics in terms of data collection, evaluation, and reporting and an understanding of environmental issues concerning handling and disposal of chemicals and chemical wastes; and understand the importance of chemistry in its impact on society;

demonstrate proficiency in the principles and theories that govern chemistry and appreciate the fact that chemistry is a changing discipline which requires a commitment to life-long learning.

[demonstrate proficiency in the principles and theories of chemistry, in problem solving and experimental design; show proficiency in laboratory procedures and the skills of measurement, analysis, data treatment and interpretation.](#)

formal and informal. The formal assessment techniques include the following:

The department will maintain a portfolio of each chemistry major that will contain the following materials: results of discipline-related American Chemical Society Examinations.

samples of written assignments (papers and laboratory reports) from upper division classes.

faculty evaluation of the student's senior seminar and abstract.

Each student will present a seminar on a subject related to chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate visual media, and write an abstract of the talk.

A formal alumni interview will be used to evaluate the program.

demonstrate an understanding of professional ethics in data collection, evaluation, and reporting; and understand environmental issues including handling and disposal of chemicals and chemical wastes. Understand the importance of chemistry and its impact on society.

Examples of Outcome Assessments

In order to follow the success with which the educational outcomes are fulfilled, the chemistry department has developed a number of assessment techniques, both formal and informal. The formal assessment techniques include the following:

The department will maintain a portfolio of each chemistry major that will contain the following materials: results of discipline-related American Chemical Society Examinations.

samples of written assignments (papers and laboratory reports) from upper division classes.

faculty evaluation of the student's senior seminar and abstract.

Each student will complete standardized, discipline-related American Chemical Society Examinations.

Each student will complete assignments related to ethics, chemical waste handling, and broader societal issues related to chemistry in multiple classes.

Each student will present a seminar on a subject related to chemistry in the senior year. The student will gather and organize the necessary information, develop appropriate visual media, and write an abstract of the talk. Faculty will evaluate the written and oral presentations.

A formal alumni interview will be used to evaluate the program.

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 –

The new learning outcomes and formal assessments are more typical of chemistry departments and more practical to conduct. Creating portfolios for each student is not necessary for assessing their achievement of learning outcomes.

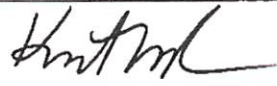

Source of Data to Support Change (select one or more of the following):

- 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	Kurt Winkelmann		9-26-22
College/Division Executive Committee			
Dean/Director	Pierre Richard Cornely		09/26/22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?** No Yes [select college & indicate department(s)]

College: *Select One.* **Department(s):**



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 08/23/2022

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry
Requestor's Name:	Kurt Winkelmann	Requestor's Role:	Department Head

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023

Degree/Program Name:	Chemistry, Pre-Pharmacy Option
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/chemistry/bs-chemistry/
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Present Requirements:			Proposed Requirements: <i>(hover over for instructions)</i>		
CHEM 2210	Sophomore Seminar	1	CHEM 2210	Sophomore Seminar	1
BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4	BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I	4
BIOL 2251K	Human Anatomy and Physiology I	4	BIOL 1108 & 1108L	Principles of Biology II & Principles of Biology Laboratory II	4
BIOL 2252K	Human Anatomy and Physiology II	4	BIOL 2251K	Human Anatomy and Physiology I	4
CHEM 3401	Organic Chemistry I	4	BIOL 2252K	Human Anatomy and Physiology II	4
CHEM 3402	Organic Chemistry II	4	CHEM 3401	Organic Chemistry I	4
CHEM 3510	Inorganic Chemistry	4	CHEM 3402	Organic Chemistry II	4
CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5	CHEM 3510	Inorganic Chemistry	4
CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4	CHEM 3601 & 3601L	Biochemistry I and Laboratory Techniques in Biochemistry	5
CHEM 4210	Seminar	1	CHEM 3801 or CHEM 3802	Physical Chemistry I Physical Chemistry II	4
Upper-Division mathematics, computer science, or science electives 10		7-8	CHEM 4210	Seminar	1
Modern Foreign Language 11		3-6	Upper-Division mathematics, computer science, or science electives 10		7-8
Electives 12		10-14	Modern Foreign Language 11		3-6

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Electives 12

6-10
10-14

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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 –

Most post-graduate pharmacy schools in Georgia require a second semester of first-year biology (BIOL 1108 and BIOL 1108L). This change will ensure that pre-pharmacy Chemistry majors will meet all pre-requisites for entering a Doctor of Pharmacy program in Georgia.

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	Kurt Winkelmann		9-20-22
College/Division Executive Committee			
Dean/Director	Pierre-Richard Cooney	Pierre-Richard Cooney	9-21-22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:

College of Science and Mathematics

Department(s):

Biology



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission: 08/23/2022

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Chemistry
Requestor's Name:	Kurt Winkelmann	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	CHEM	NEW Course Number: <i>(Consult #s in the catalog)</i>	4920L
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Proposed NEW Course Title:	Special Topics Laboratory
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Special Topics Laboratory
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Prerequisite(s):	Consent of the instructor and approval of the Department Head.
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Lecture Hours:	0	Lab/Contact Hours:	3-6	Credit Hours:	1-2
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Laboratory topics and credit to be assigned. May be taken more than once if topics are different.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Twice per Year

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

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

We currently offer CHEM 4920, Special Topics as a lecture-only course. We hope to offer a new special topics course starting in spring 2023 that includes laboratory work. This new course will complement the existing lecture special topics course.

**** 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 –

We will measure course success based on SOI and enrollment and exit interviews from students.

**** 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	Kurt Winkelmann	<i>Kurt Winkelmann</i>	9-20-22
College/Division Executive Committee			
Dean/Director	<i>Pierre-Richard Corneley</i>	<i>Pierre-Richard Corneley</i>	9-21-22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College:	Select One.	Department(s):	
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**VALDOSTA STATE UNIVERSITY
VALDOSTA, GEORGIA
Chemistry 4920L Special Topics Laboratory**

COURSE INFORMATION

Co-REQUISITES	None
COURSE TITLE	Special Topics Laboratory
COURSE PREREQUISITES	Consent of the instructor and approval of the Department Head.
SEMESTER, YEAR	
CLASS MEETING DAY AND LOCATION	TBD
INSTRUCTOR AND CONTACT INFORMATION	TBD

REQUIREMENTS

REQUIRED TEXTBOOK(S)

TBD

ADDITIONAL REQUIRED MATERIALS

- Scientific calculator: Make sure your calculator can do square roots, logarithms, and exponential notations.
- Safety goggles, lab coat or apron and gloves are required in lab at all times. They are available at the Chemistry Stockroom.

COURSE DESCRIPTION:

Laboratory topics and credit to be assigned. May be taken more than once if topics are different.

Additional course description TBD.

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GRADING

You will write a laboratory report for the activities you perform during each scheduled laboratory session. Your laboratory grade is the average of all the laboratory reports. Lab report requirements are posted in Blazeview.

You will perform 12 lab experiments and write 12 lab reports. Each lab report will count 8.33% towards your grade. Letter grades for the course are based on a standard 10-point percentage scale (90-100% = A, 80-89% = B, etc.)

COURSE POLICIES

CLASS ATTENDANCE

Laboratory attendance is **MANDATORY**. If a laboratory is not made up, it counts as a missed laboratory. The penalty for a missed laboratory is a "0" for that laboratory report. An unexcused absence counts as a missed laboratory, with no chance to make up the laboratory. Contact your instructor if your absence is excused so that you can make up the missed lab session and receive credit for your report.

Make-up lab experiments are only allowed with proof of medical or family emergency excused or at the discretion of the lab instructor. Make-up laboratories at other times are at the discretion of the laboratory instructor.

If you are more than 5 minutes late to a laboratory, you **MAY NOT** be allowed to do the laboratory at that time. This is at the discretion of the lab instructor.

HANDING IN LABORATORY REPORTS

Each laboratory report for this course is due at the end of the laboratory period, unless stated otherwise by the laboratory instructor.

PLAGIARISM

In order to receive credit for each laboratory you must attend the laboratory, do the laboratory work, and hand in the report. "Dry labs", which is either not attending the laboratory and handing in a report or not doing the laboratory work while handing in the report, are not accepted.

GRADING

You will write a laboratory report for the activities you perform during each scheduled laboratory session. Your laboratory grade is the average of all the laboratory reports. Lab report requirements are posted in Blazeview.

You will perform 12 lab experiments and write 12 lab reports. Each lab report will count 8.33% towards your grade. Letter grades for the course are based on a standard 10-point percentage scale (90-100% = A, 80-89% = B, etc.)

COURSE POLICIES

CLASS ATTENDANCE

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LAB RULES AND SAFETY

Safety Goggles

Safety goggles must be worn **AT ALL TIMES** when any chemical procedures are underway in the lab. Any student who is not wearing safety goggles will be asked to leave the laboratory, will not be allowed to make up the laboratory, and will receive a grade of zero for that experiment. Students wearing glasses have the option of wearing safety glasses in addition to their glasses or purchasing protective side shields. (Glasses alone will NOT be allowed). The use of safety goggles in the laboratory required.

Appropriate Dress

Students must dress appropriately for laboratory work. Shorts, sleeveless/loose clothing, open-toed shoes and sandals are unacceptable in lab (this includes clogs). Long pants, skirts, or dresses are required. Shirts or blouses must have sleeves. You will be asked to leave and change clothes or shoes, if needed. Make sure you come prepared, especially if you live off campus.

These rules stated above apply to both males and females, **NO EXCEPTIONS**. You will not be allowed to perform experiments without following these rules.

Hair

If your hair is longer than shoulder length you should tie it behind your head in order to avoid accidental contact with open flames or chemicals that might be on the lab bench.

Electronic Devices

Cell phones, tablets, and other audiovisual electronic equipment (except for calculators) are not allowed in the laboratory unless the instructor is using such equipment for educational purposes.

Food and Beverages

You cannot eat, drink, or bring food in the laboratory.

COURSE SCHEDULE

Laboratory reports are due one week after the experiment is completed. See Blazeview for a rubric to help you write your lab report and understand the grading criteria.

<u>Week</u>	<u>Experiment Title</u>	<u>Lab Report Due Date</u>
1	Laboratory Check In	N/A
2	Special Topics Experiment 1	week 3
3	Special Topics Experiment 2	week 4
4	Special Topics Experiment 3	week 5
5	Special Topics Experiment 4	week 6
6	Special Topics Experiment 5	week 7
7	Special Topics Experiment 6	week 8
8	Special Topics Experiment 7	week 9
9	Special Topics Experiment 8	week 10
10	Special Topics Experiment 9	week 11
11	Special Topics Experiment 10	week 12
12	Special Topics Experiment 11	week 13
13	Special Topics Experiment 12	week 14

ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office (<https://www.valdosta.edu/student/disability/>) for assistance in determining and implementing reasonable accommodations. The Access Office is located in University Center Room 4136 Entrance 5. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu. To request reasonable accommodations for pregnancy and childbirth, contact the Student Conduct Coordinator. Please note, you will be required to provide documentation from an appropriately licensed medical professional indicating the requested accommodations are medically necessary.

NON-DISCRIMINATION AND TITLE IX STATEMENT

Valdosta State University (VSU) upholds all applicable laws and policies regarding discrimination on the basis of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity or expression, national origin, religion, age, veteran status, political affiliation, or disability. The University prohibits specific forms of behavior

COURSE SCHEDULE

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that violate Title IX of the Education Amendments of 1972. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities that receive federal funding. VSU considers sex discrimination in any form to be a serious offense. Title IX refers to all forms of sex discrimination committed against others, including but not limited to: sexual harassment, sexual assault, sexual misconduct, and sexual violence by other employees, students or third parties and gender inequity or unfair treatment based on an individual's sex/gender. The designated Title IX Coordinator for VSU is Mr. Darius Thomas. To view the full policy or to report an incident visit: <https://www.valdosta.edu/administration/student-affairs/title-ix/>



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

Date of Submission: 08/29/2022

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

College:	College of Science and Mathematics	Dept. Initiating Request:	PAGET
Requestor's Name:	Paul Vincent	Requestor's Role:	Department Head

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input checked="" type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2023

Degree/Program Name:	VSU Core Curriculum
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Current Catalog URL:	
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Present Requirements:	Proposed Requirements: (hover over for instructions)																														
<p>Area D: Natural Science, Mathematics, and Technology Learning Goal</p> <p>Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.</p> <p>Courses in Area D: 11 semester hours</p> <p>Science and mathematics majors must follow D.2.a requirements.</p> <p>Nursing majors must follow D.2.b requirements.</p> <p>All other students may choose D.1., D.2.a, or D.2.b.</p> <p>Courses in Area D.1</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Select two of the following:</td> <td></td> <td>8</td> </tr> <tr> <td>ASTR 1010K</td> <td>Astronomy of the Solar System</td> <td></td> </tr> <tr> <td>ASTR 1020K</td> <td>Stellar and Galactic Astronomy</td> <td></td> </tr> <tr> <td>BIOL 1010 & BIOL 1020L</td> <td>Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab</td> <td></td> </tr> </tbody> </table>	Code	Title	Hours	Select two of the following:		8	ASTR 1010K	Astronomy of the Solar System		ASTR 1020K	Stellar and Galactic Astronomy		BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab		<p>Area D: Natural Science, Mathematics, and Technology Learning Goal</p> <p>Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.</p> <p>Courses in Area D: 11 semester hours</p> <p>Science and mathematics majors must follow D.2.a requirements.</p> <p>Nursing majors must follow D.2.b requirements.</p> <p>All other students may choose D.1., D.2.a, or D.2.b.</p> <p>Courses in Area D.1</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td>Select two of the following:</td> <td></td> <td>8</td> </tr> <tr> <td>ASTR 1010K</td> <td>Astronomy of the Solar System</td> <td></td> </tr> <tr> <td>ASTR 1020K</td> <td>Stellar and Galactic Astronomy</td> <td></td> </tr> <tr> <td>BIOL 1010 & BIOL 1020L</td> <td>Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab</td> <td></td> </tr> </tbody> </table>	Code	Title	Hours	Select two of the following:		8	ASTR 1010K	Astronomy of the Solar System		ASTR 1020K	Stellar and Galactic Astronomy		BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab	
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BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab	BIOL 1030 & BIOL 1040L	Introduction to Biology: Organismal Biology and Organismal Biology Lab
BIOL 1951H	Honors Biology: Cellular Processes	BIOL 1951H	Honors Biology: Cellular Processes
BIOL 1952H	Honors Biology: The Evolution and Diversity of Life	BIOL 1952H	Honors Biology: The Evolution and Diversity of Life
CHEM 1010	Introductory Chemistry for Environmental Studies	CHEM 1010	Introductory Chemistry for Environmental Studies
CHEM 1151K	Survey of Chemistry I	CHEM 1151K	Survey of Chemistry I
CHEM 1152K	Survey of Chemistry II	CHEM 1152K	Survey of Chemistry II
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II
GEOG 1112K	Introduction to Weather and Climate	GEOG 1112K	Introduction to Weather and Climate
GEOG 1113K	Introduction to Land Forms	GEOG 1113K	Introduction to Land Forms
GEOL 1121K	Principles of Physical Geology	GEOL 1121K	Principles of Physical Geology
GEOL 1122K	Principles of Historical Geology	GEOL 1122K	Principles of Historical Geology
PHYS 1111K	Introductory Physics I	PHYS 1111K	Introductory Physics I

PHYS 1112K	Introductory Physics II		PHYS 1112K	Introductory Physics II	
PHYS 2211K	Principles of Physics I		PHYS 2211K	Principles of Physics I	
PHYS 2212K	Principles of Physics II		PHYS 2212K	Principles of Physics II	
Select one of the following:		3	Select one of the following:		3
ASTR 1000	Introduction to the Universe		ASTR 1000	Introduction to the Universe	
BIOL 1050	Human Biology		BIOL 1050	Human Biology	
BIOL 1080	Conservation Biology		BIOL 1080	Conservation Biology	
DATA 1501	Introduction to Data Science		DATA 1501	Introduction to Data Science	
ENGR 1010	Technological Problem Solving		ENGR 1010	Technological Problem Solving	
GEOG 1110	Our Hazardous Environment		GEOG 1110	Our Hazardous Environment	
GEOG 1125	Resources, Society, and Environment		GEOG 1125	Resources, Society, and Environment	
GEOL 1110	Our Hazardous Environment		GEOG 1105	Health Geography and Pandemics	
MATH 1112	Trigonometry		GEOL 1110	Our Hazardous Environment	
MATH 1261	Survey of Calculus I		MATH 1112	Trigonometry	
MATH 1401	Elementary Statistics		MATH 1261	Survey of Calculus I	
MATH 2261	Analytic Geometry and Calculus I		MATH 1401	Elementary Statistics	
MATH 2262	Analytic Geometry and Calculus II		MATH 2261	Analytic Geometry and Calculus I	
PHSC 1100	The Universe of Energy		MATH 2262	Analytic Geometry and Calculus II	
Total Hours		11			

Course List		
Courses in Area D.2.a Required of majors in astronomy, biology, chemistry, computer science, environmental geosciences, mathematics, physics, secondary biology education, secondary chemistry education, secondary mathematics education, secondary earth and space science education, secondary physics education, and all students in the Engineering Studies program. Mathematics, above the level taken for Area A: 3 hours		
Code	Title	Hours
Biology Majors		
Select one of the following:		3
MATH 2261	Analytic Geometry and Calculus I	
MATH 2262	Analytic Geometry and Calculus II	
MATH 1401	Elementary Statistics	
All Other Science or Mathematics Majors		
MATH 2261	Analytic Geometry and Calculus I (The additional hour of calculus [MATH 2261 and MATH 2262] counts in Area F or in the major.)	
or MATH 2262	Analytic Geometry and Calculus II	
Total Hours		3
Course List		
Science (for all students listed above): 8 hours		
Code	Title	Hours
Select two of the following:		8
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	

PHSC 1100	The Universe of Energy	
Total Hours		11
Course List		
Courses in Area D.2.a Required of majors in astronomy, biology, chemistry, computer science, environmental geosciences, mathematics, physics, secondary biology education, secondary chemistry education, secondary mathematics education, secondary earth and space science education, secondary physics education, and all students in the Engineering Studies program. Mathematics, above the level taken for Area A: 3 hours		
Code	Title	Hours
Biology Majors		
Select one of the following:		3
MATH 2261	Analytic Geometry and Calculus I	
MATH 2262	Analytic Geometry and Calculus II	
MATH 1401	Elementary Statistics	
All Other Science or Mathematics Majors		
MATH 2261	Analytic Geometry and Calculus I (The additional hour of calculus [MATH 2261 and MATH 2262] counts in Area F or in the major.)	
or MATH 2262	Analytic Geometry and Calculus II	
Total Hours		3
Course List		
Science (for all students listed above): 8 hours		
Code	Title	Hours
Select two of the following:		8
CHEM 1211 & 1211L	Principles of Chemistry I and Principles of Chemistry Laboratory I	
CHEM 1212 & 1212L	Principles of Chemistry II and Principles of Chemistry Laboratory II	

BIOL 1107 & 1107L	Principles of Biology I and Principles of Biology Laboratory I			Chemistry Laboratory II
BIOL 1108 & 1108L	Principles of Biology II and Principles of Biology Laboratory II			Principles of Biology I and Principles of Biology Laboratory I
PHYS 1111K	Introductory Physics I			Principles of Biology II and Principles of Biology Laboratory II
PHYS 1112K	Introductory Physics II			PHYS 1111K
PHYS 2211K	Principles of Physics I			PHYS 1112K
PHYS 2212K	Principles of Physics II			PHYS 2211K
Total Hours		8		PHYS 2212K
Course List				Total Hours
Courses in Area D.2.b Required of nursing majors				8
Code	Title	Hours		Course List
Select two semester laboratory sequences from the following:		8		Courses in Area D.2.b Required of nursing majors
PHYS 1111K & PHYS 1112K	Introductory Physics I and Introductory Physics II			Code
PHYS 2211K & PHYS 2212K	Principles of Physics I and Principles of Physics II			Title
CHEM 1151K & CHEM 1152K	Survey of Chemistry I and Survey of Chemistry II			Hours
CHEM 1211 & 1211L & CHEM 1212 & CHEM 1212L	Principles of Chemistry I and Principles of Chemistry Laboratory I and Principles			Select two semester laboratory sequences from the following:
				PHYS 1111K & PHYS 1112K
				PHYS 2211K & PHYS 2212K
				CHEM 1151K & CHEM 1152K
				CHEM 1211 & 1211L & CHEM 1212 & CHEM 1212L

	of Chemistry II and Principles of Chemistry Laboratory II		Laboratory I and Principles of Chemistry II and Principles of Chemistry Laboratory II	
BIOL 1010 & BIOL 1020L & BIOL 1030 & BIOL 1040L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab and Introduction to Biology: Organismal Biology and Organismal Biology Lab	BIOL 1010 & BIOL 1020L & BIOL 1030 & BIOL 1040L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab and Introduction to Biology: Organismal Biology and Organismal Biology Lab	
Select one of the following:		3	Select one of the following:	
ASTR 1000	Introduction to the Universe	ASTR 1000	Introduction to the Universe	
ASTR 1010K	Astronomy of the Solar System	ASTR 1010K	Astronomy of the Solar System	
ASTR 1020K	Stellar and Galactic Astronomy	ASTR 1020K	Stellar and Galactic Astronomy	
BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab	BIOL 1010 & BIOL 1020L	Introduction to Biology: The Evolution and Diversity of Life and Biodiversity Lab	
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PHYS 2211K	Principles of Physics I	PHYS 1111K	Introductory Physics I
PHYS 2212K	Principles of Physics II	PHYS 1112K	Introductory Physics II
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MATH 2262	Analytic Geometry and Calculus II	MATH 1112	Trigonometry
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Total Hours		MATH 2261	Analytic Geometry and Calculus I
	11	MATH 2262	Analytic Geometry and Calculus II
Course List		PHSC 1100	The Universe of Energy
Area E: Social Sciences		Total Hours	11
		Course List	
		Area E: Social Sciences	

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 –

This class examines the scientific approaches used by medical geographers to understand health, disease, and pandemics, as well as the spatial and temporal patterns of diseases and their impacts on humans and human health systems. Given the current pandemic, this course adds a timely topic for students to take as an option for their non-lab, Area D core curriculum.

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

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

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

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

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Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Paul C. Vincent	<i>Paul C. Vincent</i>	9/7/22
College/Division Executive Committee	College of Science and Mathematics	<i>Pierre-Richard Cornely</i>	9/7/22
Dean/Director	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	9/7/22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

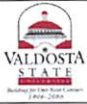
*Will this change impact another college/department?

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

College:

Academic Division

Department(s):



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/29/2022

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

College: College of Science and Mathematics

Dept. Initiating Request:

PAGET

Requestor's Name: Paul Vincent

Requestor's Role:

Department Head

CURRENT:

REQUESTED: *(list only items to be changed)*

Course Prefix and Number: GEOG 4860

Course Prefix and Number:

Course Title: Senior Thesis I

Course Title: Geosciences Senior Seminar

Lecture Hours: 1

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 1

Credit Hours:

Pre-requisites: None

Pre-requisites:

CURRENT Course Description:

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

Also offered as GEOL 4860. Prerequisites: Junior or Senior standing and consent of the instructor. Graded "Satisfactory" or "Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each student will submit a proposal for approval by their supervising faculty member(s).

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Once per Year

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

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

Since the geosciences curriculum has changed and students can participate in other types of experiential learning besides writing a senior thesis, the revised name is more appropriate for the purpose of the class.

RECEIVED

SEP 12 2022


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	Paul C. Vincent	<i>Paul C Vincent</i>	9/6/22
College/Division Executive Committee	College of Science and Mathematics		
Dean/Director	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	9/7/22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/29/2022

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

College: College of Science and Mathematics

Dept. Initiating Request:

PAGET

Requestor's Name: Paul Vincent

Requestor's Role:

Department Head

CURRENT:

REQUESTED: *(list only items to be changed)*

Course Prefix and Number: GEOG 4861

Course Prefix and Number:

Course Title: Senior Thesis II

Course Title: Senior Thesis

Lecture Hours: 1

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 1

Credit Hours:

Pre-requisites: GEOG 4860

Pre-requisites:

CURRENT Course Description:

Also offered as GEOL 4861. Prerequisite: GEOG 4860 or GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis.

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

Also offered as GEOL 4861. Prerequisite: GEOG 4860 or GEOL 4860. [This class is part of a course sequence in which a research project is](#) designed by the student and supervising faculty member(s) in an approved area of interest. Students will [collect sample data, conduct](#) data analysis, and write a thesis.

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

- Core (Area A-E)
- Major Requirement
- Elective

- Fall
- Spring
- Summer

2023

Once per Year

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 –

Since the experiential learning requirement has changed for the geosciences curriculum this course revision is to clarify the class is no longer part of a three-semester senior thesis sequence.

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SEP 12 2022

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	Paul C. Vincent	<i>Paul C Vincent</i>	9/6/22
College/Division Executive Committee	College of Science and Mathematics		
Dean/Director	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	9/7/22
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 08/29/2022

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

College:	College of Science and Mathematics	Dept. Initiating Request:	PAGET
Requestor's Name:	Paul Vincent	Requestor's Role:	Department Head

CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	GEOL 4860	Course Prefix and Number:	
Course Title:	Senior Thesis I	Course Title:	Geosciences Senior Seminar
Lecture Hours:	1	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	1	Credit Hours:	
Pre-requisites:	None	Pre-requisites:	

CURRENT Course Description:	NEW Course Description: (hover over for instructions)
Also offered as GEOG 4860. Prerequisites: Junior or Senior standing and consent of the instructor. Graded "Satisfactory" or "Unsatisfactory". Exploration and selection of which option of experiential learning students will pursue as a senior. Each student will submit a proposal for approval by their supervising faculty member(s).	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2023	Once per Year

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 –

Since the geosciences curriculum has changed and students can participate in other types of experiential learning besides writing a senior thesis, the revised name is more appropriate for the purpose of the class.

RECEIVED

SEP 12 2022

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 –

Approvals:	Print:	Signature:	Date:
Department Head	Paul C. Vincent	<i>Paul C Vincent</i>	9/6/22
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College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission:

08/29/2022

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College: College of Science and Mathematics

Dept. Initiating Request:

PAGET

Requestor's Name: Paul Vincent

Requestor's Role:

Department Head

CURRENT:

REQUESTED: (list only items to be changed)

Course Prefix and Number: GEOL 4861

Course Prefix and Number:

Course Title: Senior Thesis II

Course Title: Senior Thesis

Lecture Hours: 1

Lecture Hours:

Lab/Contact Hours: 0

Lab/Contact Hours:

Credit Hours: 1

Credit Hours:

Pre-requisites: GEOL 4860

Pre-requisites:

CURRENT Course Description:

Also offered as GEOG 4861. Prerequisite: GEOG 4860 or GEOL 4860. The second course in a three-semester research project designed by the student and supervising faculty member(s) in an approved area of interest. Students will continue data collection begun in Senior Thesis I, complete data analysis, and write a thesis.

NEW Course Description: [\(hover over for instructions\)](#)

Also offered as GEOG 4861. Prerequisite: GEOG 4860 or GEOL 4860. [This class is part of a course sequence in which a research project is](#) designed by the student and supervising faculty member(s) in an approved area of interest. Students will [collect sample data, conduct](#) data analysis, and write a thesis.

Program Level:

Course Classification:

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Year to be Effective:

Estimated Frequency of Course Offering:

Undergraduate
 Graduate

Core (Area A-E)
 Major Requirement
 Elective

Fall
 Spring
 Summer

2023

Once per Year

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 –

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

- Indirect Measures; SOIs, student/employer/alumni surveys, etc.
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Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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College:	Select One.	Department(s):	