

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 8, 2018**

2:30 p.m.

**Rose Room
University Center**

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

ACADEMIC COMMITTEE

AGENDA

January 8, 2018

1. Minutes of the November 13, 2017 meeting. (pages 1-4) were approved by email November 20, 2017.
2. **COLLEGE OF BUSINESS**
 - a. Revised course description MKTG 3050 (pages 5-7)
 - b. New minor in Forensic Accounting (pages 8-9)
 - c. Revised admission for the MBA and WebMBA (pages 10-12)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New program Bachelor of Science in Health Science (pages 13-16)
 - b. Catalog copy for the BS in Health Science (pages 17-21)
 - c. Revised prerequisites HSHS 3100 and HSEP 3430 (pages 22-24)
 - d. Revised prerequisites HSHS 3300 (pages 25-27)
 - e. Revised credit hours HSHS 3800 (pages 28-30)
 - f. Revised prerequisites HSHS 4050 (pages 31-33)
 - g. Revised prerequisites HSHS 4100 (pages 34-36)
 - h. Revised prerequisites HSHS 4800 (pages 37-39)
 - i. Revised requirements for the BS in Exercise Physiology (pages 40-42)
 - j. Revised catalogue copy for the BS in Exercise Physiology (pages 43-45)
 - k. Revised credit hours for HSEP 3011 (pages 46-48)
 - l. Revised credit hours for HSEP 4510 (pages 49-51)
 - m. Revised credit hours for HSEP 3020 (pages 52-54)
 - n. Revised course title, prerequisite, and description HSHS 3100 and HSEP 3430 (pages 55-57)
 - o. Revised requirements for the minor in Nutritional Science (pages 58-59)
 - p. Revised catalogue copy for the minor in Nutritional Science (pages 60-62)
 - q. Deactivation of HSEP 3410 (pages 63-64)
 - r. Deactivation of NUTR 3200 (pages 65-66)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised catalogue copy for the MS in Biology (pages 67-70)
 - b. Revised curriculum for the MS in Biology (pages 71-73)
 - c. Revised curriculum for the MS in Biology (pages 74-75)
 - d. New course MATH 0998 (pages 76-84)
 - e. Revised prerequisites and description for MATH 0999 (pages 85-86)
 - f. Deactivation of MATH 0989 (pages 87-88)
 - g. Reactivation of MATH 3900 (page 89)
 - h. Revised catalogue copy for the MAT in Education – ESOL (pages 90-93)
 - i. Revised curriculum for the MAT in Education – ESOL (pages 94-97)
 - j. Revised curriculum for the MAT in Education – FLED (pages 98-101)
 - k. Revised catalogue copy for the BA in French WLC – Track 1 and Track 2 (pages 102-105)
 - l. Revised curriculum for the BA in French WLC – Track 1 and Track 2 (pages 106-109)
 - m. Revised catalogue copy for the BA in French L&C – Track 1 and Track 2 (pages 110-113)
 - n. Revised curriculum for the BA in French – Track 1 and Track 2 (pages 114-116)
 - o. Revised catalogue copy for the BA in Spanish WLC – Track 1 and Track 2 (pages 117-120)
 - p. Revised curriculum for the BA in Spanish WLC – Track 1 and Track 2 (pages 121-123)
 - q. Revised catalogue copy for the BA in Spanish L&C – Track 1 and Track 2 (pages 124-127)
 - r. Revised curriculum for the BA in Spanish L&C – Track 1 and Track 2 (pages 128-130)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised catalogue copy for the BSED in Special Education – Deaf-and Hard-of-Hearing (pages 131-135)
 - b. Revised prerequisites for ASLS 2110 (pages 136-138)
 - c. Revised catalogue copy for the MED in Curriculum and Instruction in Accomplished Teaching (pages 139-146)
 - d. Revised catalogue copy for the MED in Instructional Technology P-12 Technology (pages 147-149)
 - e. Revised catalogue copy for the EDS in School Counseling (pages 150-152)
 - f. Revised prerequisites for PSYC 3680 (pages 153-155)
 - g. Revised credit hours, prerequisites, and description PSYC 4500 (pages 156-158)
 - h. Program change from BSED in Early Childhood Education to BSED in Elementary Education (pages 159-164)
 - i. Revised curriculum for the BSED in Elementary Education (pages 165-168)
 - j. Revised course prefix ELED 2999 (pages 169-171). Deactivation ECSE 2999.
 - k. Revised course prefix and prerequisites for ELSE 3010 (pages 172-174) Deactivation ECSE 3010.

- l. Revised course prefix, prerequisites, and description for ELSE 3020 (pages 175-177). Deactivation ECSE 3020.
- m. Revised course prefix and title ELED 3190 (pages 178-180). Deactivation ECED 3190.
- n. Revised course prefix, prerequisites, and description for ELSE 3210 (pages 181-183). Deactivation ECSE 3210.
- o. Revised course prefix, title, and prerequisites ELED 3300 (pages 184-186). Deactivation ECED 3300.
- p. Revised course prefix, title, and prerequisites ECED 3690 (pages 187-189). Deactivation ECED 3690.
- q. Revised course prefix, prerequisites, and description ELED 4010 (pages 190-192). Deactivation ESCE 4010.
- r. Revised course prefix, title, prerequisites, and description ELED 4400 (pages 193-195). Deactivation ECED 4400.
- s. Revised course prefix, prerequisites, and description ELED 4420 (pages 196-198). Deactivation ESCE 4420.
- t. Revised course prefix, title, prerequisites, and description ELED 4500 (pages 199-201). Deactivation ECED 4500.
- u. Revised course prefix, title, and prerequisites ELED 4690 (pages 202-204). Deactivation ECED 4690.
- v. Revised course prefix, title, prerequisites, and description ELED 4790 (pages 205-207). Deactivation ECED 4790.
- w. Revised course prefix, title, prerequisites, and description ELED 4890 (pages 208-210). Deactivation ECED 4890.
- x. Revised course prerequisites LITR 3110 (pages 211-213).
- y. Revised course prerequisites LITR 3120 (pages 214-216)
- z. Revised course prerequisites and description LITR 3130 (pages 217-219)
- aa. Revised course prerequisites LITR 4120 (pages 220-222)

6. Pending items

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

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 13, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room on Monday, November 13, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

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

Members Absent: Dr. Michelle Ritter, Dr. Diane Wright, Mr. Craig Hawkins, Dr. Nicole Cox, Dr. Ray Elson, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Don Leech, Dr. Mike Bochenko, Dr. Dianne Dees, Ms. Teresa Williams, Dr. Lynn Minor, Dr. Matthew Grant, and Dr. Catharine Oglesby.

The Minutes of the October 16, 2017 meeting were approved by email on November 13, 2017. (pages 1-3).

A. College of Business

1. Revised curriculum for the MACC was approved effective Fall Semester 2018. (pages 4-5).
2. Revised catalogue copy for the MACC was approved effective Fall Semester 2018. (pages 6-8).
3. New course, Master of Accountancy (MACC) 7600, "Accounting Research, (ACCOUNTING RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 9-21).

B. College of Arts and Sciences

1. Revised catalogue copy for the Women's and Gender Studies minor was approved effective Fall Semester 2018. (pages 22-24).
2. Revised requirements for the Women's and Gender Studies minor was approved effective Fall Semester 2018 with the effective date changed from Fall 2017 to 2018. (pages 25-26).
3. Revised course description and prerequisites, Womens and Gender Studies (WGST) 4400, "Women's and Gender Studies Seminar, (WGST SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018 with the prerequisite changed to read ...nine hours of approved electives with a... (pages 27-29).
4. New course, Womens and Gender Studies (WGST) 4450, "Internship in Women's and Gender Studies", (INTERNSHIP WGST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2018 with the description changed to read ...nine hours of approved 4000-level courses...2.5GPA. Graded Satisfactory or Unsatisfactory. Open to WGST minors only. Supervised on-site field experience...setting. Must have approval of WGST Coordinator...repeated for credit once. (pages 30-43).
5. Revised catalogue copy for the BA in French L&C or WLC Advanced ESOL Bridge Track (pages 44-46) - PULLED
6. Revised curriculum for the BA in French – Track Advanced ESOL Bridge (pages 47-48) - PULLED
7. Revised catalogue copy for the BA in French L&C or WLC Advanced FLED Bridge Track (pages 49-51) - PULLED
8. Revised curriculum for the BA in French – Track Advanced FLED Bridge (pages 52-53) - PULLED
9. Revised catalogue copy for the BA in Spanish L&C or WLC Advanced ESOL Bridge Track (pages 54-56) - PULLED
10. Revised curriculum for the BA in Spanish L&C or WLC Advanced ESOL Bridge (pages 57-58) - PULLED

11. Revised catalogue copy for the BA in Spanish L&C or WLC Advanced FLED Bridge Track (pages 59-61) – PULLED
12. Revised curriculum for the BA in Spanish L&C or WLC Advanced FLED Bridge Track (pages 62-63) - PULLED

C. College of the Arts

1. Revised credit hours, Music (MUSC) 1051, “Music Theory Lab I”, (MUSIC THEORY LAB I – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 64-65).
2. Revised credit hours, Music (MUSC) 1052, “Music Theory Lab II”, (MUSIC THEORY LAB II – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 66-67).
3. Revised credit hours, Music (MUSC) 2051, “Music Theory Lab III”, (MUSIC THEORY LAB III – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 68-69).
4. Revised credit hours, Music (MUSC) 2052, “Music Theory Lab IV”, (MUSIC THEORY LAB IV – 1 credit hour, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 70-71).
5. Revised course description, Interior Design (ARID) 1120, “Fundamental Concepts in Interior Design”, (FUND CONCEPTS IN INT DESIGN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...industry. Sustainability, accessible use, and the relationship of the built environment to human behavior is emphasized. (pages 72-74).
6. Revised course description and prerequisite, Interior Design (ARID) 2112, “Interior Design Studio II”, (INTERIOR DESIGN STUDIO II – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...environments. Technical drafting, graphic presentation, and oral communication are emphasized. Site... . (pages 75-77).
7. Revised course description, Interior Design (ARID) 2310, “Interior Design Graphics and Presentation”, (GRAPHICS AND PRESENTATION – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read – A study of hand drawing... . (pages 78-80).
8. Revised course description, Interior Design (ARID) 3111, “Interior Design Studio III”, (ID STUDIO III – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...industry. Sustainability, accessible use, and the relationship of the built environment to human behavior is emphasized. (pages 81-83).
9. Revised course description, Interior Design (ARID) 3211, “History of Interiors I”, (HISTORY OF INTERIORS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...furniture from the prehistoric to 18th century. The relationship...environment is emphasized. (pages 84-86).
10. Revised course description, Interior Design (ARID) 3212, “History of Interiors II”, (HISTORY OF INTERIORS II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...centuries. Characteristics of...movements are emphasized. (pages 87-89).
11. Revised course description, Interior Design (ARID) 3320, “Materials for Interior Design”, (ID MATERIALS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 90-92).
12. Revised course description, Interior Design (ARID) 3350, “Lighting and Building Systems”, (LIGHTING & BLDG SYSTEMS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...environments. Sustainability, domestic...technologies are emphasized. Case... . (pages 93-95).
13. Revised course description, Interior Design (ARID) 3411, “Computers for Interior Design”, (COMPUTER FOR INTERIOR DESIGN – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read – Introduction to computer...communication. The use of industry...solutions is emphasized. (pages 96-98).
14. Revised course title and prerequisites, Interior Design (ARID) 4000, “Special Topics in Interior Design”, (SPEC TOPICS IN INTERIOR DESIGN – 2 credit hours, 0 lecture hours, 4 lab hours, and 4 contact hours), was approved

effective Fall Semester 2018. (pages 99-101).

15. Revised course description and prerequisites, Interior Design (ARID) 4010, "Interior Design Internship", (ID INTERNSHIP – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read ...Coordinator. Participation in the activities... . (pages 102-104).
16. Revised course description, Interior Design (ARID) 4112, "Interior Design Studio VI", (ID STUDIO VI – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read – The application of evidence-based design research to built environments in an international... . (pages 105-107).
17. Revised course description, Art (ART) 1010, "Drawing I", (DRAWING I – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018 with the description changed to read – A study of the concepts...atmospheric perspective from direct... . (pages 108-110).
18. Revised course description, Art (ART) 3023, "Figure Drawing", (FIGURE DRAWING – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 111-113).
19. Revised course prerequisites, Art (ART) 3101, "Jewelry and Metalsmithing I", (JEWELRY AND METALSMITHING I – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 114-116).
20. Revised course prerequisites, Art (ART) 4024, "Advanced Drawing", (ADVANCED DRAWING – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 117-119).
21. Revised course title and description, Art History (ARTH) 4130, "Gender in Art", (GENDER IN ART – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 120-122).
22. Revised course title and description, Art History (ARTH) 4140, "Race in American Art", (RACE IN AMERICAN ART – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2018. (pages 123-125).
23. Revised catalogue and requirements for the Art Minor was approved effective Fall Semester 2018. (pages 126-128).
24. Deactivation of ARTH 1120 was approved effective Spring Semester 2018. (pages 129-130).

D. College of Education and Human Services

1. Revised admission requirements (Web) for the MAT in Education – FLED Track was approved effective Spring Semester 2018. (pages 131-134).
2. Revised admission requirements for the EDS in School Counseling was approved effective Fall Semester 2018. (pages 135-137).
3. Revised wording for the non-degree certification only Library Media was approved effective Fall Semester 2018. (pages 138-139).
4. Revised track name for the MED in Instructional Technology – P-12 School Library Media was approved effective Fall Semester 2018. (pages 140-141).
5. Revised admission requirements for the P12 School Library Media – Certification Only was approved effective Fall Semester 2018. (pages 142-145).
6. Revised catalogue copy for the MED in Instructional Technology – P12 School Library Media was approved effective Fall Semester 2018. (pages 146-149).
7. Revised admission requirements for the Certification in Educational Leadership Tier I/P12 was approved effective Fall Semester 2018. (pages 150-153).
8. Revised admission requirements for the Certification in Educational Leadership Tier II – Performance-Based Leadership was approved effective Fall Semester 2018. (pages 154-156).

9. Revised admission requirements for the MED in Educational Leadership – Tier I/P12 Leadership was approved effective Fall Semester 2018. (pages 157-160).
10. Revised admission requirements for the EDS in Educational Leadership – Tier II/Performance-Based Leadership was approved effective Fall Semester 2018. (pages 161-163).
11. Revised admission requirements from the EDS in Instructional Technology was approved effective Fall Semester 2018. (pages 164-167).
12. Revised graduation requirements from the EDS in Instructional Technology was approved effective Fall Semester 2018. (pages 168-170).
13. Revised narrative/degree requirements for the EDS in Instructional Technology was approved effective Fall Semester 2018. (pages 171-173).
14. Revised admission requirements for the MAT in Middle Grades or Secondary Education was approved effective Fall Semester 2018. (pages 174-177).
15. Revised admission requirements for the MAT in Special Education – Deaf and Hard of Hearing (Online) was approved effective Fall Semester 2018. (pages 178-181).
16. Revised degree requirements for the MLIS – Reference Sources and Services was approved effective Fall Semester 2018. (pages 182-183).
17. Revised degree requirements – catalogue copy – MLIS – Reference Sources and Services was approved effective Fall Semester 2018. (pages 184-186).
18. Deactivation of MLIS 7310 was approved effective Spring Semester 2018. (pages 187-188).
19. New course, Library Science (MLIS) 7140, “Advanced Reference”, (ADVANCED REFERENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 189-197).
20. Revised course title, Library Science (MLIS) 7430, “Information Literacy Instruction”, (INFORMATN LITERACY INSTRUCTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 198-200).
21. Revised admission requirements for the MED in Health and Physical Education was approved effective Fall Semester 2018. (pages 201-204).
22. Revised admission requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2018. (pages 205-208).
23. Revised narrative for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2018. (pages 209-211).
24. New course, Kinesiology/Physical Education (KSPE) 1015, “Fundamentals of Yoga”, (FUNDAMENTALS OF YOGA – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2018. (pages 212-218).
25. Revised prerequisite for PSYC 3000, 3110, 3120, 3130, 3200, 3210, 3220, 3300, 3400, 3450, 3460, 3500, 3600, 3670, 3680, 3700, 3710, 3800, 3850, 3900, 3950, 4170, 4850, and 4870 was approved effective Fall Semester 2018. (pages 219-221).

Respectfully submitted,

Stanley Jones
Registrar

**Request for a Revised Course
Valdosta State University**

Date of Submission: 09/28/2017 (mm/dd/yyyy)

Department Initiating Revision:
Marketing and International Business

Faculty Member Requesting Revision:
Gary D. Futrell

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
MKTG4750 Marketing of Services

List Current and Requested Revisions:

Current:
Course Prefix and Number: MKTG4750
Credit Hours: 3
Course Title: Marketing of Services
Pre-requisites: MKTG3050
Course Description: Highlights the differences between product marketing and the marketing of services. Attention is focused on the marketing function of not-for-profit organizations such as hospitals, educational institutions, police departments and churches.

Requested:
Course Prefix and Number: MKTG4750
Credit Hours: 3
Course Title: Marketing of Services
Pre-requisites: MKTG3050
Course Description: Highlights the differences between the marketing of manufactured goods and the marketing of services. Studies key challenges in effective service delivery with emphasis on unique aspects of services marketing, service quality, the service-marketing mix, customer satisfaction & loyalty, and the implementation of service strategies across a variety of industries.

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: .

Adopting current best practice(s) in field: The new description more accurately reflects current best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: In-course assessments; including quizzes, writing assignments, and exams.

Approvals:	
College/Division Exec. Comm.:	Date: 12/6/17
Dept. Head:	Date: 12/5/2017
Dean/Director:	Date: 12/7/2017
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 5, 2017

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Fall 2018

Degree and Program Name:
Minor in Forensic Accounting

Requirements: (attach new or revised course proposals separately)

Required:

- ACCT 2101 Principles of Accounting I ...3 Hours
- ACCT 3100 Introduction to Fraud Examination...3 Hours
- ACCT 3250 Forensic Accounting...3 Hours
- CRJU 3310 Criminal Procedure...3 Hours
- CRJU 4660 Issues in Cybercrime...3 Hours
- CRJU 4610 White Collar Crime...3 Hours

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improving Student Learning Outcomes A minor in Forensic Accounting will provide business and criminal justice students with additional learning opportunities to acquire skills that improve job placement and career progression.
- Adopting Current Best Practice(s) in Field The College of Business in engaging with local businesses and the Accounting Advisory Board determined there is a need for a minor.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Anecdotal evidence from VSU students and prospective VSU students suggests that such an offering would provide opportunities for students. The local businesses and accounting community have also stated that Valdosta is in need of individuals who have a forensic accounting background, particularly in data security.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

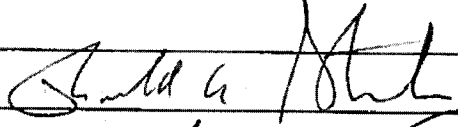
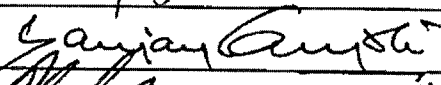
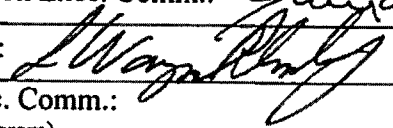
Assessment Plan for the proposed program: The proposed minor utilizes existing accounting and criminal justice courses. As such, the current AOL structure and reporting procedure will be used.

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Alumni surveys and responses from the Accounting Advisory Board

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

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:	
Dept. Head: 	Date: 12/5/17
College/Division Exec. Comm.: 	Date: 12/6/17
Dean/Director: 	Date: 12/7/17
Graduate Exec. Comm.: (for graduate program)	Date:
Graduate Dean (for graduate program):	Date:
Academic Committee:	Date:

Form last updated: January 21, 2010

RECEIVED

NOV 10 2017

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

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised) ~~August~~ 2018
Spring

Degree and Program Name: MBA and WebMBA

Present Requirements: Dr. Mel E. Schnake, Director of Graduate Programs Health Sciences and Business Administration Building 3002P

Proposed Requirements: (highlight changes after printing) Dr. Elvan Aktas, Director of Graduate Programs Health Sciences and Business Administration Building 3002M

The MBA committee will consider waiving the GMAT/GRE test requirement under any of the following conditions:

- The applicant has substantial/managerial experience (minimum 7 years); or
- The applicant already holds a master's degree or higher from an accredited college or university; or
- The applicant has a minimum 3.50 GPA or higher in a bachelor's degree in business from an AACSB-accredited college of business. To be considered for a test waiver, e-mail Dr. Schnake (mschnake@valdosta.edu) and attach copies of your transcript(s) and a detailed resume.

The MBA committee will consider waiving the GMAT/GRE test requirement under any of the following conditions:

- The applicant has 5 years or more acceptable business management experience; or
- The applicant already holds a master's degree or higher from an accredited college or university; or
- The applicant has a minimum 3.0 GPA or higher in a bachelor's degree in business from an AACSB-accredited college of business. To be considered for a test waiver, e-mail Dr. Aktas (eaktas@valdosta.edu) and attach copies of your transcript(s) and a detailed resume.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field The proposed changes in the admission requirements are in line with our peer institutions offering similar programs.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The proposed changes will bring uniformity to the admission process of our four separate graduate programs, which will make handling the applications and transfers between these programs more effective.

Source of Data to Support Suggested Change:

*duplicate removed
PP 66-68*

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

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

Data Sources:

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

<u>Approvals:</u>		
Department Head:	<i>[Signature]</i>	Date: 11/9/17
College/Division Exec. Committee:	<i>[Signature]</i>	Date: 10/9/17
Dean(s)/Director(s):	<i>[Signature]</i>	Date: 10/9/17
Graduate Exec. Comm.: (for grad program)	<i>[Signature]</i> T. <i>[Signature]</i>	Date: 11-20-17
Graduate Dean: (for grad program)	<i>[Signature]</i> T. <i>[Signature]</i>	Date: 11-20-17
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): January/2018

Degree & Program Name:
(e.g., BFA, Art): BSHS,
Health Sciences

Present Requirements: Progression into the Professional Program of Study (3000 and 4000 level courses) Requirements:
Minimum requirements for progression into the professional program of study are:

1. a declared Health Sciences major
2. a 2.50 cumulative, overall grade point average.
3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours)
4. Area F courses completed with a grade of "C" or better in all Area F courses

Retention Requirements:

1. a student must not be placed on academic suspension (Academic Suspension - at the end of any term, while on probation, the cumulative GPA falls below the minimum specified in the VSU Stages of Progress with minimum GPA Averages Required, and the term GPA fall below 2.00; a first suspension will be for one semester; a second semester will be for two academic semesters; a third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years) (Readmission Procedures - students must make application for readmission in writing with the Director of Admissions prior to registration for the semester in which they plan to return; additional VSU readmission procedures may also need to be followed)
2. a student must maintain academic integrity (students must know and abide by the Academic Integrity Policy as set forth in the Student Code of Conduct).

Requirements for the Bachelor of Science in Health Sciences Degree

A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses).

Proposed Requirements (Underline changes after printing this form: Progression into the Professional Program of Study (3000 and 4000 level courses) Requirements:
Minimum requirements for progression into the professional program of study are:

1. a declared Health Sciences major
2. a 2.50 cumulative, overall grade point average.
3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours)
4. Area F courses completed with a grade of "C" or better in all Area F courses

Retention Requirements:

1. a student must not be placed on academic suspension (Academic Suspension - at the end of any term, while on probation, the cumulative GPA falls below the minimum specified in the VSU Stages of Progress with minimum GPA Averages Required, and the term GPA fall below 2.00; a first suspension will be for one semester; a second semester will be for two academic semesters; a third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years) (Readmission Procedures - students must make application for readmission in writing with the Director of Admissions prior to registration for the semester in which they plan to return; additional VSU readmission procedures may also need to be followed)
2. a student must maintain academic integrity (students must know and abide by the Academic Integrity Policy as set forth in the Student Code of Conduct).

Requirements for the Bachelor of Science in Health Sciences Degree

<p>Core Areas (A-E) (see VSU Core Curriculum) 42 hours</p> <p>Area F Requirements 18 hours BIOL 2651 4 hours BIOL 2652 4 hours -10 hours from the following: -ACED 2400 or CS 1000 3 hour -MATH 2620 3 hour -MATH/SCI Elective 4 hour -NURS 2700 3 hour -PSYC 2103 3 hour</p> <p>Professional Program Requirements 60 hours HSHS 3000 3 hours HSHS 3100 and HSHS 3110 4 hours HSHS 3300 and HSHS 3310L 3 hours HSHS 3350 3 hours HSHS 3600 3 hours HSHS 3700 3 hours HSHS 3800 2 hours HSHS 3900 3 hours HSHS 4050 and HSHS 4060L 4 hours HSHS 4100 and HSHS 4110L 4 hours HSHS 4300 3 hours HSHS 4500 3 hours HSHS 4650 3 hours HSHS 4800 and HSHS 4810L 4 hours HCAD 4000 3 hours *Concentrated Electives 9 hours -3 hours from the following: -NUTR 3100 3 hours - NUTR 3200 3 hours - NUTR 3300 3 hours</p> <p>Total hours required for the degree... 120 semester hours</p> <p>* Students are encouraged to take eletives in a concentrated area of study.</p> <p>Justification:</p>	<p><u>A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses) and all concentrated electives.</u></p> <p>Core Areas (A-E) (see VSU Core Curriculum) 42 hours</p> <p>Area F Requirements 18 hours BIOL 2651 4 hours BIOL 2652 4 hours -10 hours from the following: -ACED 2400 or CS 1000 3 hour -MATH 2620 3 hour -MATH/SCI Elective 4 hour -NURS 2700 3 hour -PSYC 2103 3 hour</p> <p>Professional Program Requirements 60 hours HSHS 3000 3 hours <u>HSHS 3100/HSEP 3430 3 hours</u> <u>HSHS 3300 3 hours</u> HSHS 3350 3 hours HSHS 3600 3 hours HSHS 3700 3 hours HSHS 3800 3 hours HSHS 3900 3 hours <u>HSHS 4050 3 hours</u> <u>HSHS 4100 3 hours</u> HSHS 4300 3 hours HSHS 4500 3 hours HSHS 4650 3 hours <u>HSHS 4800 3 hours</u> <u>HCAD 4000 3 hours</u> <u>HSEP 3360 3 hours</u> *Concentrated Electives 9 hours -3 hours from the following: -NUTR 3100 3 hours - NUTR 3200 3 hours - NUTR 3300 3 hours</p> <p>Total hours required for the degree... 120 semester hours</p> <p>* Students are encouraged to take eletives in a concentrated area of study.</p>
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Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Curricular changes involved removing lab courses that would not have added significant content to the program. The addition of HSEP 3360 Epidemiology (an already existing course) to the curriculum provide content specifically related to multiple healthcare professions.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Analysis of current curriculum format by Health Sciences faculty and faculty and administration within the School of Health Sciences and the College of Nursing and Health Sciences.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

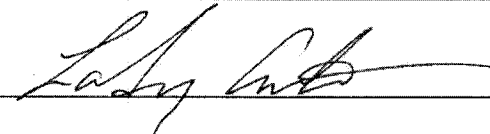


Date: 12-15-17

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):



Date: 12-15-17

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: N/A

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring/2018

Degree and Program Name: Bachelor of Science in Health Sciences / Health Sciences Program

Present Requirements: The Bachelor of Science in Health Sciences degree program prepares students for the healthcare industry, currently one of the strongest employment sectors nationally. The program helps students to identify talents and interests in the field that can be developed within the program, leading to careers in fields such as medical assistance, healthcare informatics, marketing and public relations, public health, health education, and environmental health. The degree program can also lead to graduate level study in fields such as athletic training, physical therapy, occupational therapy, medicine, nursing, and exercise physiology.

Selected Educational Outcomes:
 Students who graduate with a B.S.H.S. degree will be able to demonstrate knowledge in professional healthcare settings of:

1. documentation, terminology, and coding, evidence-based practice, and professionalism, communication, and cultural competence.
2. kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.
3. current issues and trends, law and ethical issues, and psychosocial issues in healthcare.

Examples of Outcome Assessments:
 Students who graduate with a B.S.H.S. degree will, through written, oral, and practical examination, and surveys, demonstrate and develop knowledge of:

1. course objectives stated in each didactic course syllabus.

Proposed Requirements: (highlight changes after printing) The Bachelor of Science in Health Sciences degree program prepares students for the healthcare industry, currently one of the strongest employment sectors nationally. The program helps students to identify talents and interests in the field that can be developed within the program, leading to careers in fields such as medical assistance, healthcare informatics, marketing and public relations, public health, health education, and environmental health. The degree program can also lead to graduate level study in fields such as athletic training, physical therapy, occupational therapy, medicine, nursing, and exercise physiology.

Selected Educational Outcomes:
 Students who graduate with a B.S.H.S. degree will be able to demonstrate knowledge in professional healthcare settings of:

1. documentation, terminology, and coding, evidence-based practice, and professionalism, communication, and cultural competence.
2. kinesiology, nutrition, musculoskeletal evaluation, exercise programming, health assessment, medical disease and illness, and therapeutic intervention.
3. current issues and trends, law and ethical issues, and psychosocial issues in healthcare.

Examples of Outcome Assessments:
 Students who graduate with a B.S.H.S. degree will, through written, oral, and practical examination, and surveys, demonstrate and develop knowledge of:

1. course objectives stated in each didactic course syllabus.
2. course objectives stated in each laboratory course syllabus.

<p>2. course objectives stated in each laboratory course syllabus.</p> <p>3. practical application of program educational outcomes</p> <p>Progression into the Professional Program of Study (3000 and 4000 level courses) Requirements: Minimum requirements for progression into the professional program of study are:</p> <ol style="list-style-type: none"> 1. a declared Health Sciences major 2. a 2.50 cumulative, overall grade point average. 3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours) 4. Area F courses completed with a grade of "C" or better in all Area F courses <p>Retention Requirements:</p> <ol style="list-style-type: none"> 1. a student must not be placed on academic suspension (Academic Suspension - at the end of any term, while on probation, the cumulative GPA falls below the minimum specified in the VSU Stages of Progress with minimum GPA Averages Required, and the term GPA fall below 2.00; a first suspension will be for one semester; a second semester will be for two academic semesters; a third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years) (Readmission Procedures - students must make application for readmission in writing with the Director of Admissions prior to registration for the semester in which they plan to return; additional VSU readmission procedures may also need to be followed) 2. a student must maintain academic integrity (students must know and abide by the Academic Integrity Policy as set forth in the Student Code of Conduct). <p>Requirements for the Bachelor of Science in Health Sciences Degree A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses).</p> <p>Core Areas (A-E) (see VSU Core Curriculum) 42 hours</p>	<p>3. practical application of program educational outcomes Progression into the Professional Program of Study (3000 and 4000 level courses) Requirements: Minimum requirements for progression into the professional program of study are:</p> <ol style="list-style-type: none"> 1. a declared Health Sciences major 2. a 2.50 cumulative, overall grade point average. 3. a satisfactory grade, based on institutional policy for all Area A-F courses (60 hours) 4. Area F courses completed with a grade of "C" or better in all Area F courses <p>Retention Requirements:</p> <ol style="list-style-type: none"> 1. a student must not be placed on academic suspension (Academic Suspension - at the end of any term, while on probation, the cumulative GPA falls below the minimum specified in the VSU Stages of Progress with minimum GPA Averages Required, and the term GPA fall below 2.00; a first suspension will be for one semester; a second semester will be for two academic semesters; a third or subsequent suspension shall result in the student's being academically dismissed from the institution for a minimum period of three years) (Readmission Procedures - students must make application for readmission in writing with the Director of Admissions prior to registration for the semester in which they plan to return; additional VSU readmission procedures may also need to be followed) 2. a student must maintain academic integrity (students must know and abide by the Academic Integrity Policy as set forth in the Student Code of Conduct). <p>Requirements for the Bachelor of Science in Health Sciences Degree <u>A final grade of "C" or better in all professional program of study courses (3000 and 4000 level courses) and all concentrated electives.</u></p> <p>Core Areas (A-E) (see VSU Core Curriculum) 42 hours</p> <p>Area F Requirements 18 hours</p> <table border="0"> <tr> <td>BIOL 2651</td> <td>4 hours</td> </tr> <tr> <td>BIOL 2652</td> <td>4 hours</td> </tr> <tr> <td>-10 hours from the following:</td> <td></td> </tr> <tr> <td>-ACED 2400 or CS 1000</td> <td>3 hours</td> </tr> </table>	BIOL 2651	4 hours	BIOL 2652	4 hours	-10 hours from the following:		-ACED 2400 or CS 1000	3 hours
BIOL 2651	4 hours								
BIOL 2652	4 hours								
-10 hours from the following:									
-ACED 2400 or CS 1000	3 hours								

Area F Requirements	18 hours	-MATH 2620	3 hours
BIOL 2651	4 hours	-MATH/SCI Elective	4 hours
BIOL 2652	4 hours	-NURS 2700	3 hours
-10 hours from the following:		-PSYC 2103	3 hours
-ACED 2400 or CS 1000	3 hours	Professional Program Requirements	
-MATH 2620	3 hours	60 hours	
-MATH/SCI Elective	4 hours	HSHS 3000	3 hours
-NURS 2700	3 hours	HSHS 3100 / HSEP 3430	3 hours
-PSYC 2103	3 hours	HSHS 3300	3 hours
HSHS 3000	3 hours	HSHS 3350	3 hours
HSHS 3100 and HSHS 3110	4 hours	HSHS 3600	3 hours
HSHS 3300 and HSHS 3310L	3 hours	HSHS 3700	3 hours
HSHS 3350	3 hours	HSHS 3800	3 hours
HSHS 3600	3 hours	HSHS 3900	3 hours
HSHS 3700	3 hours	HSHS 4050	3 hours
HSHS 3800	2 hours	HSHS 4100	3 hours
HSHS 3900	3 hours	HSHS 4300	3 hours
HSHS 4050 and HSHS 4060L	4 hours	HSHS 4500	3 hours
HSHS 4100 and HSHS 4110L	4 hours	HSHS 4650	3 hours
HSHS 4300	3 hours	HSHS 4800	3 hours
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HSHS 4800 and HSHS 4810L	4 hours	*Concentrated Electives	9 hours
HCAD 4000	3 hours	-3 hours from the following:	
*Concentrated Electives	9 hours	-NUTR 3100	3 hours
-3 hours from the following:		- NUTR 3200	3 hours
-NUTR 3100	3 hours	- NUTR 3300	3 hours
- NUTR 3200	3 hours	Total hours required for the degree...	
- NUTR 3300	3 hours	120 semester hours	
Total hours required for the degree...		* Students are encouraged to take electives in a concentrated area of study.	
120 semester hours			
*Students are encouraged to take electives in a concentrated area of study.			

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Curricular changes involved removing lab courses that would not have added significant content to the program. The addition of HSEP 3360 Epidemiology (an already existing course) to the curriculum provide content specifically related to multiple healthcare professions.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Analysis of current curriculum format by Health Sciences faculty and faculty and administration within the School of Health Sciences and the College of Nursing and Health Sciences.**

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

Data Sources:

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

Approvals:	
Department Head: <i>Lady Carter</i>	Date: 12-15-07
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>Lady Carter</i>	Date: 12-05-07
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 12/15/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSHS 3100 Structural Kinesiology

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSHS 3100
Credit Hours: 3
Course Title: Structural Kinesiology
Pre-requisites: Pre-requisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 3110L
Course Description: Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized.

Requested:
Course Prefix and Number: HSHS 3100 / HSEP 3430
Credit Hours:
Course Title:
Pre-requisites: Pre-requisite: Completion of Progression Requirements of Professional Program
Course Description:

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The previous co-requisite will not be a requirement when taking the course. The course will be taught to students within the Health Sciences Degree Program and students within the Exercise Physiology Program. This is the reason for the cross referencing of course numbers.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Zachary Carter</i>	Date: <i>12-15-17</i>
Dean/Director: <i>Zachary Carter</i>	Date: <i>12-15-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/15/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSHS 3300 Health Assessment and Promotion

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSHS 3300
Credit Hours: 2
Course Title: Health Assessment and Promotion
Pre-requisites:Pre-requisite: Completion of Progression Requirements of Professional Program. Co-requisite: HSHS 3310L
Course Description: This course is an introduction to the process of systematic and comprehensive health data collection and assessment across the lifespan. Emphasis is placed on strategies for interpersonal communication as well as gathering and assessment of data from examination techniques. Also focuses on the examination of a patient's health risk and provision of interventions to promote healthy lifestyle behaviors and disease prevention.

Requested:
Course Prefix and Number:
Credit Hours: 3
Course Title:
Pre-requisites:Pre-requisite: Completion of Progression Requirements of Professional Program
Course Description:

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The content of the course will involve a greater emphasis on strategies for interpersonal communication and data assessment. The total credit hours required in the major will remain at 60. The additional credit hour of the course was offset by revisions in another course. The co-requisite for the course will not be required for the course.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>L. Long Carter</i>	Date: <i>12-25-07</i>
Dean/Director: <i>L. Long Carter</i>	Date: <i>12-25-07</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/15/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSHS 3800 - Evidence Based Practice in Healthcare

List Current and Requested Revisions:

Current:

Course Prefix and Number: HSHS 3800
Credit Hours: 2
Course Title: Evidence Based Practice in Healthcare
Pre-requisites: Completion of Progression Requirements of Professional Program.
Course Description: An introduction to various essential concepts and components associated with the evidence-based practice process in health related professions.

Requested:

Course Prefix and Number: HSHS 3800
Credit Hours: 3
Course Title: Evidence Based Practice in Healthcare
Pre-requisites: Completion of Progression Requirements of Professional Program.
Course Description: An introduction to various essential concepts and components associated with the evidence-based practice process in health related professions.

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The content of the course will involve a greater emphasis on essential concepts and components associated with the evidence-based practice process. The total credit hours required in the major will remain at 60. The additional credit hour of the course was offset by revisions in another course.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>L. Long Carter</i>	Date: <i>12-15-17</i>
Dean/Director: <i>L. Long Carter</i>	Date: <i>12-15-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/15/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSHS 4050 Principles of Musculoskeletal Examination

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSHS 4050
Credit Hours: 3
Course Title: Principles of Musculoskeletal Examination
Pre-requisites: Prerequisite: Completion of HSHS 3100 and HSHS 3100L with a grade of "C" or better; Co-Requisite: HSHS 4060L
Course Description: Examination of commonly occurring musculoskeletal injuries and conditions common in a physically active population.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Completion of HSHS 3100 with a grade of "C" or better
Course Description:

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The pre-requisites and co-requisites have been revised to improve the overall course.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>L. Long Auto</i>	Date: <i>12-25-17</i>
Dean/Director: <i>L. Long Auto</i>	Date: <i>12-25-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

Request for a Revised Course Valdosta State University	
Date of Submission: 12/15/2017 (mm/dd/yyyy)	
Department Initiating Revision: School of Health Sciences	Faculty Member Requesting Revision: Chuck Conner
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) HSHS 4100 - Fitness and Strength and Conditioning Techniques	
List Current and Requested Revisions:	
Current: Course Prefix and Number: HSHS 4100 Credit Hours: 3 Course Title: Fitness and Strength and Conditioning Techniques Pre-requisites: Completion of Progression Requirements of Professional Program and HSHS 4110L Course Description: A survey of the mechanisms by which the body responds, reacts, and adapts to physical exercise. Includes a study of how to select, apply, gather, assess, and interpret data from physical assessments related to performance. In addition, the course provides knowledge about selection, application, and progression of fitness, strength, and conditioning techniques to improve performance.	Requested: Course Prefix and Number: HSHS 4100 Credit Hours: 3 Course Title: Fitness and Strength and Conditioning Techniques Pre-requisites: Completion of Progression Requirements of Professional Program Course Description: A survey of the mechanisms by which the body responds, reacts, and adapts to physical exercise. Includes a study of how to select, apply, gather, assess, and interpret data from physical assessments related to performance. In addition, the course provides knowledge about selection, application, and progression of fitness, strength, and conditioning techniques to improve performance.
Semester/Year to be Effective: Fall/2018	Estimated Frequency of Course Offering: Annually
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:	

Other: The previous co-requisite will not be a requirement when taking the course.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Lady Carter</i>	Date: 12-05-17
Dean/Director: <i>Lady Carter</i>	Date: 12-05-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/15/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Chuck Conner

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSHS 4800 Principles of Therapeutic Intervention

List Current and Requested Revisions:

Current:

Course Prefix and Number: HSHS 4800

Credit Hours: 3

Course Title: Principles of Therapeutic Intervention

Pre-requisites:Prerequisite: Completion of Progression Requirements of Professional Program; Co-Requisite: HSHS 4810L

Course Description: An introduction to basic rehabilitation principles in healthcare professions.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites:Prerequisite: Completion of Progression Requirements of Professional Program

Course Description:

Semester/Year to be Effective:
Fall/2018

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The co-requisite is no longer required for the course.

Plans for assessing the effectiveness of the course:

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Lady Lupton</i>	Date: <i>12-15-07</i>
Dean/Director: <i>Lady Lupton</i>	Date: <i>12-15-07</i>
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 15, 2017

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum

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

Senior Curriculum

Graduate Curriculum

Other Curriculum

Current Catalog Page Number:
<http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-exercise-physiology/>

Proposed Effective Date for Curriculum Change:
 (Month/Year): August /Fall 2018 Term

Degree & Program Name: (e.g., BFA, Art); B.S. Exercise Physiology

Present Requirements:

HSEP 3010 Exercise Testing and Prescription I 3

HSEP 3011 Exercise Testing and Prescription II 3

HSEP 3050 Care and Prevention of Exercise-Related Injuries 3

HSEP 3200 Nutrition for Health and Human Performance 3

HSEP 3020 Assessments in Exercise Physiology 3

HSEP 3360 Chronic Disease Epidemiology 3

HSEP 3410 Biomechanics 3

HSEP 3420 Exercise Physiology 3

HSEP 3430 Kinesiology 3

HSEP 3650 Resistance and Training Program Development 3

HSEP 4210 Clinical Exercise Physiology 3

HSEP 4070 Exercise Cardiopulmonary Physiology 3

Proposed Requirements
 (Underline changes after printing this form:

HSEP 3010 Exercise Testing and Prescription I 3

HSEP 3011 Exercise Testing and Prescription II 4

HSEP 3050 Care and Prevention of Exercise-Related Injuries 3

HSEP 3200 Nutrition for Health and Human Performance 3

HSEP 3020 Assessments in Exercise Physiology 4

HSEP 3360 Chronic Disease Epidemiology 3

De-Activated

HSEP 3420 Exercise Physiology 3

SHS 3100 / HSEP 3430 Structural Kinesiology 3

HSEP 3650 Resistance and Training Program Development 3

HSEP 4210 Clinical Exercise Physiology 3

HSEP 4070 Exercise Cardiopulmonary Physiology 3

HSEP 4080 Exercise Electrocardiography 3		HSEP 4080 Exercise Electrocardiography 3
HSEP 4040 Pediatric Exercise Physiology 3		HSEP 4040 Pediatric Exercise Physiology 3
HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3		HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3
HSEP 4510 Exercise Physiology Practicum 3	→	<u>HSEP 4510 Exercise Physiology Practicum 4</u>
HSEP 4550 Exercise Physiology Internship 12		HSEP 4550 Exercise Physiology Internship 12

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: New 10th Edition, American College of Sports Medicine Guidelines for Exercise Testing and Prescription
- Meeting mandates of state/federal/outside accrediting agencies: Changes in accrediting body competencies and certification exam content
- Other:

Source of Data to Support Suggested Change:

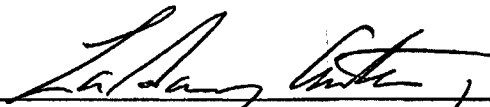
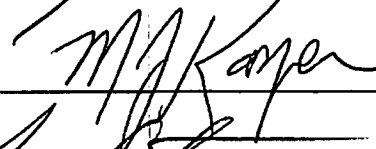
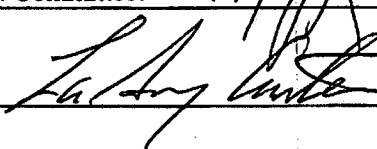
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. accreditation body, new 10th edition American College of Sports Medicine Guidelines competencies, certification exam content, internship supervisors, employer/profession demand
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Certification exam scores

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Certification exam scores, internship and employer surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: 	Date: 12/18/17
College/Division Exec. Committee: 	Date: 12-18-17
Dean(s)/Director(s): 	Date: 12/18/17
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-exercise-physiology/>

Proposed Effective Date for Revised Catalogue Copy: (new or revised)
 August / Fall 2018 Term

Degree and Program Name: Bachelor of Science in Exercise Physiology

Present Requirements:

HSEP 3010 Exercise Testing and Prescription I 3

HSEP 3011 Exercise Testing and Prescription II 3 →

HSEP 3050 Care and Prevention of Exercise-Related Injuries 3

HSEP 3200 Nutrition for Health and Human Performance 3

HSEP 3020 Assessments in Exercise Physiology 3 →

HSEP 3360 Chronic Disease Epidemiology 3

HSEP 3410 Biomechanics 3 →

HSEP 3420 Exercise Physiology 3

HSEP 3430 Kinesiology 3 →

HSEP 3650 Resistance and Training Program Development 3

HSEP 4210 Clinical Exercise Physiology 3

HSEP 4070 Exercise Cardiopulmonary Physiology 3

HSEP 4080 Exercise Electrocardiography 3

Proposed Requirements: (highlight changes after printing)

HSEP 3010 Exercise Testing and Prescription I 3

HSEP 3011 Exercise Testing and Prescription II 4

HSEP 3050 Care and Prevention of Exercise-Related Injuries 3

HSEP 3200 Nutrition for Health and Human Performance 3

HSEP 3020 Assessments in Exercise Physiology 4

HSEP 3360 Chronic Disease Epidemiology 3

De-Activated

HSEP 3420 Exercise Physiology 3

HSHS 3100 / HSEP 3430 Structural Kinesiology 3

HSEP 3650 Resistance and Training Program Development 3

HSEP 4210 Clinical Exercise Physiology 3

HSEP 4070 Exercise Cardiopulmonary Physiology 3

HSEP 4080 Exercise Electrocardiography 3

HSEP 4040 Pediatric Exercise Physiology 3	HSEP 4040 Pediatric Exercise Physiology 3
HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3	HSEP 4130 Exercise Cardiopulmonary Rehabilitation 3
HSEP 4510 Exercise Physiology Practicum 3	HSEP 4510 Exercise Physiology Practicum 4
HSEP 4550 Exercise Physiology Internship 12	HSEP 4550 Exercise Physiology Internship 12

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field New 10th Edition, American College of Sports Medicine Guidelines for Exercise Testing and Prescription
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Changes in accrediting body competencies and certification exam content
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. accreditation body, new 10th edition American College of Sports Medicine Guidelines competencies, certification exam content, internship supervisors, employer/profession demand
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Certification exam scores, internship and employer surveys**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Certification exam scores**

Approvals:	
Department Head: <i>Ladany Carter</i>	Date: 12/18/17
College/Division Exec. Committee: <i>M. J. Kaper</i>	Date: 12.18.17
Dean(s)/Director(s): <i>Ladany Carter</i>	Date: 12/18/17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 12/18/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Mark J. Kasper

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 3011 Exercise Testing and Prescription II 3 hours

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSEP 3011
Credit Hours: 3
Course Title: Exercise Testing and Prescription II
Pre-requisites: A grade of "C" or better in HSEP 3010
Course Description: A continuation of HSEP 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role the mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrated, peripheral vasodilators, and diuretics. Additional classifications to be reviewed include inotropic, anti-arrhythmic, anti-thrombosis, lipid-lowering, hypo/hyperglycemic, anti-inflammatory, and bronchodilators.

Requested:
Course Prefix and Number: HSEP 3011
Credit Hours: 4
Course Title: Exercise Testing and Prescription II
Pre-requisites: A grade of "C" or better in HSEP 3010
Course Description: A continuation of HSEP 3010, with emphasis on cardiovascular, pulmonary, and metabolic disease; the role the mechanism of action for medications such as alpha and beta blockers, calcium channel blockers, ACE inhibitors, nitrated, peripheral vasodilators, and diuretics. Additional classifications to be reviewed include inotropic, anti-arrhythmic, anti-thrombosis, lipid-lowering, hypo/hyperglycemic, anti-inflammatory, and bronchodilators.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Spring and Summer Terms

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
 Adopting current best practice(s) in field: (1) Our accrediting body has increased the certification exam content in (1) exercise prescription and implementation for those with

cardiovascular, pulmonary and metabolic disease from 30% to 35% and (2) exercise counseling and behavior modification from 15% to 25%

Meeting Mandates of State/Federal/Outside Accrediting Agencies: 1) Our accrediting body has increased the certification exam content in (1) exercise prescription and implementation for those with cardiovascular, pulmonary and metabolic disease from 30% to 35% and (2) exercise counseling and behavior modification from 15% to 25%

Other:

Plans for assessing the effectiveness of the course: The course will continue include lecture, laboratory experiences, and case study scenarios with evaluation coming from these three modes. We will also review certification exam results in these domains.

Approvals:	
College/Division Exec. Comm.: <i>MJ Kasper</i>	Date: 12.18.17
Dept. Head: <i>Ladany Carter</i>	Date: 12/18/17
Dean/Director: <i>Ladany Carter</i>	Date: 12/18/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 18, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/18/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Mark J. Kasper

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 4510 Exercise Physiology Practicum 4 hours

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSEP 4510
Credit Hours: 3
Course Title: Exercise Physiology Practicum
Pre-requisites: A grade of "C" or better in HSEP 3010, 3011, 3020, 3050, 3420, and 4080. Students must also have a completed graduation checklist returned from the Registrar and current CPR card.
Course Description: A laboratory capstone course for evaluation, review, and mastery of the competencies required for the clinical and applied exercise physiologist per ACSM guidelines prior to enrollment in HSEP 4550.

Requested:
Course Prefix and Number: HSEP 4510
Credit Hours: 4
Course Title: Exercise Physiology Practicum
Pre-requisites: A grade of "C" or better in HSEP 3010, 3011, 3020, 3050, 3420, and 4080. Students must also have a completed graduation checklist returned from the Registrar and current CPR card.
Course Description: A laboratory capstone course for evaluation, review, and mastery of the competencies required for the clinical and applied exercise physiologist per ACSM guidelines prior to enrollment in HSEP 4550.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Summer and Fall

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Certification exams, employers, and internship sites continue to demand that students and graduates be practitioners - competent in the knowledge, skills and abilities as exercise physiologists working in a variety of settings with a variety of populations. Having

an additional credit hour for this course will allow the instructor(s) to ensure that students are prepared for this task.

Plans for assessing the effectiveness of the course: Practical examinations will continue to be used to evaluate student outcomes as well as feedback from internship site coordinators, employers, and certification examinations.

Approvals:	
College/Division Exec. Comm.: <i>M. J. Kasper</i>	Date: <i>12.19.17</i>
Dept. Head: <i>L. Long</i>	Date: <i>12/19/17</i>
Dean/Director: <i>L. Long</i>	Date: <i>12/19/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 18, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/18/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Mark J. Kasper

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 3020 Assessments in Exercise Physiology 3 hours

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSEP 3020
Credit Hours: 3
Course Title: Assessments in Exercise Physiology
Pre-requisites: Admission to the Exercise Physiology Program
Course Description: Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests

Requested:
Course Prefix and Number: HSEP 3020
Credit Hours: 4
Course Title: Assessments in Exercise Physiology
Pre-requisites: Admission to the Exercise Physiology Program
Course Description: Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, and physiological-related physical fitness tests

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Terms

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Physical performance testing has largely replaced exercise stress testing for the assessment of functional status of older adults (e.g., Senior Fitness Test, Short Physical Performance Battery, Usual Gait Speed, 6-min Walk Test, Continuos Scale Physical Performance Test). Recently, our accrediting body has placed a greater emphasis on health and fitness testing including functional testing of older adults as evident by (1) adding this material to the new 10th edition of the American College of Sports Medicine Exercise Testing and Prescription Guidelines and (2) increasing the certification exam content in this domain from 30% to 35%.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Physical performance testing has largely replaced exercise stress testing for the assessment of functional status of older adults (e.g., Senior Fitness Test, Short Physical Performance Battery, Usual Gait Speed, 6-min Walk Test, Continiuos Scale Physical Performance Test). Recently, our accrediting body has placed a greater emphasis on health and fitness testing including functional testing of older adults as evident by (1) adding this material to the new 10th edition of the American College of Sports Medicine Exercise Testing and Prescription Guidelines and (2) increasing the certification exam content in this domain from 30% to 35%.

Other:

Plans for assessing the effectiveness of the course: The course will continue to be heavily tilted toward laboratory and pratical experiences with additional practical experiences and pratical examinations to include the ability to select, administer and intepret physical performance tests. We will also relay on certification exam results in this domain.

Approvals:	
College/Division Exec. Comm.: <i>MJ Kaper</i>	Date: <i>12.19.17</i>
Dept. Head: <i>L. Long Carter</i>	Date: <i>12/19/17</i>
Dean/Director: <i>L. Long Carter</i>	Date: <i>12/18/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 18, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 12/18/2017 (mm/dd/yyyy)

Department Initiating Revision:
School of Health Sciences

Faculty Member Requesting Revision:
Mark J. Kasper

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSEP 3430 Kinesiology 3 Hours

List Current and Requested Revisions:

Current:
Course Prefix and Number: HSEP 3430
Credit Hours: 3
Course Title: Kinesiology
Pre-requisites: Admission to the Exercise Physiology Program.
Course Description: Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology and biomechanical principles as they apply to sport skills and fitness activities are emphasized.

Requested:
Course Prefix and Number: HSHS 3100 / HSEP 3430
Credit Hours: 3
Course Title: Structural Kinesiology
Pre-requisites: Completion of Progression Requirements of Health Sciences Professional Program or Admission to the Exercise Physiology Program.
Course Description: Basic physical concepts as they apply to human movement are explored. Structural anatomy, neuromuscular physiology, and biomechanical principles as they apply to human movement are emphasized.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This course will be taught to students within the Health Sciences Degree Program and students within the Exercise Physiology Program. This is the reason for the cross referencing of course numbers.

Plans for assessing the effectiveness of the course: The course will continue to be evaluated through classroom examinations and review of ACSM certification test scores.

Approvals:	
College/Division Exec. Comm.: <i>M. Kayer</i>	Date: <i>12.18.17</i>
Dept. Head: <i>La Long</i>	Date: <i>12/19/17</i>
Dean/Director: <i>La Long</i>	Date: <i>12/18/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 18, 2017

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F
 Admission & Progression

Current Catalog Page Number:
Online -- CONHS

Proposed Effective Date for Curriculum Change:
(Month/Year): Spring 18

Degree & Program Name:
(e.g., BFA, Art): Minor
Nutritional Science

Present Requirements: Minor in Nutritional Science (Online):

Required: 6 hours
 NUTR 3100 Applied Nutritional Science 3 hr
 NUTR 4000 Advanced Nutritional Therapy 3 hr

Electives: 9 hours
 NUTR 3200 Nutrition in Hlth & Hum Perf 3 hr
 NUTR 3250 Special Topics in Nutrition 3 hr
 NUTR 3300 Nutrition, Fitness & Health 3 hr
 NUTR 3350 Weight Mgt & Behavior 3 hr
 NUTR 4900 Lifecycle Nutrition 3 hr
 NUTR 4950 Community Nutrition & Hlth 3 hr

Proposed Requirements (Underline changes after printing this form: Minor in Nutritional Science (Online):

Admission Requirements:
 1. Declare Nutritional Science Minor
 2. Grade of "C" or better BIOL 2651 A&P I
 3. Grade of "C" or better on BIOL 2652 A&P II

Required: 6 hours
 NUTR 3100 Applied Nutritional Science 3 hr
 NUTR 4000 Advanced Nutritional Therapy 3 hr

Electives:* 9 hours
 NUTR 3250 Special Topics in Nutrition 3 hr
 NUTR 3300 Nutrition, Fitness & Health 3 hr
 NUTR 3350 Weight Mgt & Behavior 3 hr
 NUTR 4900 Lifecycle Nutrition 3 hr
 NUTR 4950 Community Nutrition & Hlth 3 hr

* NUTR 3200 will be deactivated or removed from the curriculum.

Justification:

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

- Improve student learning outcomes: To enhance student success and improve matriculation with the minor
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other:

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI

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

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

Data Sources:

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

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

Approvals:

Department Head:

L. Long Carter

Date: 12-15-17

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):

L. Long Carter

Date: 12-15-17

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Online -
College of Nursing and Health Sciences

Proposed Effective Date for Revised
Catalogue Copy: (new or revised) Spring 18

Degree and Program Name: **Nutritional Science Minor**

Present Requirements: Minor in Nutritional
Science (Online):

Required: 6 hours
NUTR 3100 Applied Nutritional Science 3 hr
NUTR 4000 Advanced Nutritional Therapy 3 hr

Electives: 9 hours
NUTR 3200 Nutrition in Hlth & Hum Perf 3 hr
NUTR 3250 Special Topics in Nutrition 3 hr
NUTR 3300 Nutrition, Fitness & Health 3 hr
NUTR 3350 Weight Mgt & Behavior 3 hr
NUTR 4900 Lifecycle Nutrition 3 hr
NUTR 4950 Community Nutrition & Hlth 3 hr

Total 15 hours

Proposed Requirements: (highlight changes
after printing) Admission Requirements:

1. Declare Nutritional Science Minor
2. Minimum grade of "C" in BIOL 2651 A&P I
3. Minimum grade of "C" in BIOL 2652 A&P II

Required: 6 hours
Inaugural Course: Pre or Corequisite BIOL 2652
NUTR 3100 Applied Nutritional Science 3 hr
Capstone Course: Prerequisite NUTR 3100
NUTR 4000 Advanced Nutritional Therapy 3 hr

Electives: Prerequisite NUTR 3100 9 hours
NUTR 3250 Special Topics in Nutrition 3 hr
NUTR 3300 Nutrition, Fitness & Health 3 hr
NUTR 3350 Weight Mgt & Behavior 3 hr
NUTR 4900 Lifecycle Nutrition 3 hr
NUTR 4950 Community Nutrition & Hlth 3 hr

Total 15 hours

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

- Improving Student Learning Outcomes To enhance student success and improve matriculation with the minor
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Exams, assignments and instructor input/feedback.**

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Student Exams & Assignments**

Approvals:	
Department Head: <i>L. Amy Carter</i>	Date: 12-15-17
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>L. Amy Carter</i>	Date: 12-15-17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 12/18/2017

Department Initiating Deactivation:
School of Health Sciences

Semester & Year to be Effective:
Fall 2018

List of courses (or the program or track) to be deactivated: HSEP 3410 Biomechanics 3 Hours

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The principles of biomechanics as they apply to human movement is covered in HSHS 3100 / HSEP 3430 Structural Kinesiology. The biomechanics material covered HSHS 3100 / HSEP 3430 is appropriate as per our exercise physiology accreditation body and certification exam content. A concentrated 3 hour course in biomechanics is not warranted.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The principles of biomechanics as they apply to human movement is covered in HSHS 3100 / HSEP 3430 Structural Kinesiology. The biomechanics material covered HSHS 3100 / HSEP 3430 is appropriate as per our exercise physiology accreditation body and certification exam content. A concentrated 3 hour course in biomechanics is not warranted.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
College/Division Exec. Comm.: <i>M. Kasper</i>	Date: 12-18-17
Dept. Head: <i>L. A. Carter</i>	Date: 12-18-17
Dean/Director: <i>L. A. Carter</i>	Date: 12-18-17
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: December 15, 2017

Department Initiating Deactivation:
College of Nursing & Health Sciences

Semester & Year to be Effective:
Spring 18

List of courses (or the program or track) to be deactivated: Nutritional Science Minor

NUTR 3200 Nutrition in Health & Human Performance 3 hrs

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Course is rarely offered and closely parallels other courses in the Nutritional Science Minor

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Internal Assessment of Curriculum

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>La Jung Carter</i>	Date: 12-15-17
Dean/Director: <i>La Jung Carter</i>	Date: 12-15-17
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: NA

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

Degree and Program Name: M.S. in Biology

Present Requirements: REQUIRED DOCUMENTS ADMISSION REQUIREMENTS

Online Graduate Application •
 Application Fee \$35 (credit or debit card and e-checks accepted)

- Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).
 (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School •
 Must hold a bachelor's degree from a regionally-accredited institution with a major in Biology or a related-field.

- Minimum GPA of 2.80 in the major coursework and an overall GPA of 2.50. Overall GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
- Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc.

Official Graduate Record Exam (GRE) scores

- Minimum GRE Requirements:
- 1000 combined verbal and quantitative score.
- If taken July 2011 or later: Verbal score of 150 and a Quantitative score of 150.

One-Page Statement of Interest • In the written statement describe your interest in the program and reasons for applying to the program.

Two Recommendations
 (General Recommendation Form Required)

- Recommendations from professionals familiar with your professional and/or academic

Proposed Requirements: (highlight changes after printing) REQUIRED DOCUMENTS ADMISSION REQUIREMENTS

Online Graduate Application •
 Application Fee \$35 (credit or debit card and e-checks accepted)

- Apply Online

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).
 (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School •
 Must hold a bachelor's degree from a regionally-accredited institution with a major in Biology or a related-field.

- Minimum GPA of 2.80 in the major coursework and an overall GPA of 2.50. Overall GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.
- Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc.

Official Graduate Record Exam (GRE) scores

- Minimum GRE Requirements:
- 1000 combined verbal and quantitative score.
- If taken July 2011 or later: Verbal score of 150 and a Quantitative score of 150.

One-Page Statement of Interest • In the written statement describe your interest in the program and reasons for applying to the program.

Two Recommendations
 (General Recommendation Form Required)

- Recommendations from professionals

background.

Advisor Acknowledgement • Written acknowledgement from one department faculty member who agrees to serve as the student's major advisor, if the student is accepted.

- Prospective students are encouraged to review faculty web pages to determine faculty research interests and identify who is conducting research of interest to the applicant. Applicants should then contact prospective advisors.

VSU Medical Form

Page 1 of Medical Form

Page 2 of Medical Form

- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

familiar with your professional and/or academic background.

Advisor Acknowledgement • Written acknowledgement from one department faculty member who agrees to serve as the student's major advisor, if the student is accepted.

- Prospective students are encouraged to review faculty web pages to determine faculty research interests and identify who is conducting research of interest to the applicant. Applicants should then contact prospective advisors.

VSU Medical Form

Page 1 of Medical Form

Page 2 of Medical Form

- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Accelerated Track Undergraduates.

Undergraduates who successfully complete the Accelerated M.S. track as part of their Biology bachelor's degree at VSU are only required to submit (1) the online application form; and (2) official undergraduate transcripts.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field Creating an accelerated track is consistent with similar programs at other institutions and will streamline recruitment and retention of students in the M.S. program.

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Robert Cannon</i>	Date: <i>10-5-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/18/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
30

Proposed Effective Date for Curriculum Change:
(Month/Year): August/2014

Degree & Program Name:
(e.g., BFA, Art): MS, Biology

Present Requirements: The program of study will consist of a minimum of 30 semester hours. Of these 30 semester hours, a graduate student must take six hours of Thesis (BIOL 8999), two hours of Graduate Seminar (BIOL 7900), two hours of a special topics course (BIOL 7010, 7020 or 7030), and three hours of Experimental Design and Data Analysis in the Biological Sciences (BIOL 7050) to earn the Master of Science degree with a major in biology. Students may take up to 6 hours of approved course work outside of biology that the thesis committee deems acceptable and supportive of the program of study (e.g., math, geology, chemistry, physics, education, etc.). Students working in educational fields may take up to 6 hours of courses that involve science education such as ECED 7431, ECED 7432 (Early Childhood Education), MGED 7500, MGED 7520, MGED 8000 (Middle Grades Education), as well as selected courses in Middle Grades and Secondary Education, MSED, Special Education (SPEC) and Psychology (PSYC).

Requirements for the M.S. degree with a major in Biology

Required Courses	13 hours
BIOL 7010, 7020 or 7030	2 hours
BIOL 7050	3 hours
BIOL 7900	2 hours
BIOL 8999	6 hours

Guided Electives	17 hours
Studies Courses (7000-level or above BIOL)	2 hours
Studies Courses (5000-level or above)	9-15 hours
Electives (5000-level or above)	0-6 hours

Proposed Requirements (Underline changes after printing this form: The program of study will consist of a minimum of 30 semester hours. Of these 30 semester hours, a graduate student must take six hours of Thesis (BIOL 8999), two hours of Graduate Seminar (BIOL 7900), two hours of a special topics course (BIOL 7010, 7020 or 7030), and three hours of Experimental Design and Data Analysis in the Biological Sciences (BIOL 7050) to earn the Master of Science degree with a major in biology. Students may take up to 6 hours of approved course work outside of biology that the thesis committee deems acceptable and supportive of the program of study (e.g., math, geology, chemistry, physics, education, etc.). Students working in educational fields may take up to 6 hours of courses that involve science education such as ECED 7431, ECED 7432 (Early Childhood Education), MGED 7500, MGED 7520, MGED 8000 (Middle Grades Education), as well as selected courses in Middle Grades and Secondary Education, MSED, Special Education (SPEC) and Psychology (PSYC). Students accepted into the accelerated track as undergraduates may take 9-12 hours of graduate level coursework to complete their bachelor's degree. However, they must complete 21 hours of graduate level coursework as graduate students.

Requirements for the M.S. degree with a major in Biology

Required Courses	13 hours
BIOL 7010, 7020 or 7030	2 hours
BIOL 7050	3 hours
BIOL 7900	2 hours
BIOL 8999	6 hours

Total required for the degree hours	30 semester	Guided Electives	17 hours
		Studies Courses (7000-level or above BIOL)	2 hours
		Studies Courses (5000-level or above)	9-15 hours
		Electives (5000-level or above)	0-6 hours
		Total required for the degree	30 semester hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: Creating an accelerated track is consistent with similar programs at other institutions and will streamline recruitment and retention of students in the M.S. program.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, alumni surveys and faculty feedback
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs, alumni surveys, faculty feedback
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: <i>Robert Garrod</i>	Date: <i>10-5-17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>10/18/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>10/18/17</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 19 2017

REQUEST FOR A CURRICULUM CHANGE OF THE REGISTRAR
 Valdosta State University VALDOSTA STATE UNIVERSITY

Select Area of Change:
 Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number: NA	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018	Degree & Program Name: (e.g., BFA, Art): M.S., Biology
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Present Requirements: None	Proposed Requirements (Underline changes after printing this form: Students wishing to pursue a M.S. degree in Biology at VSU may take 9-12 semester hours of graduate level coursework (5000 level and above) that will count towards both the undergraduate and graduate degree. Acceptance into the Accelerated Track requires: (1) Written notification by a Biology faculty member to the Biology Graduate Program Coordinator of his/her willingness to serve as a student's thesis advisor; (2) Completion of 90 semester hours of undergraduate coursework, at least 18 hours of which is in Biology; and (3) An overall GPA in undergraduate coursework of at least 3.0. Successful completion of the Accelerated Track requires a grade of B or better in all graduate level coursework. Students successfully completing the program may then submit an application for admission to the graduate program through the VSU Graduate School. See the Graduate School website for admission requirements.
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Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field: Creating an accelerated track is consistent with similar programs at other institutions and will streamline recruitment and retention of students in the M.S. program.

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:	<i>Robert Sawyer</i>	Date:	<i>10-5-17</i>
College/Division Exec. Committee:	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Dean(s)/Director(s):	<i>Connie Richards</i>	Date:	<i>10/18/17</i>
Grad. Exec. Committee: (for graduate course)		Date:	
Graduate Dean: (for graduate course)		Date:	
Academic Committee:		Date:	

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: (mm/dd/yyyy)

Department Initiating Request:
Mathematics

Faculty Member Requesting:
Shaun Ault

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MATH 0998

Proposed New Course Title:
Support for Mathematical Modeling
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Support for Math Modeling

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
once in Fall semester only

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Corequisite support for students requiring remediation in mathematics while enrolled in MATH 1101. Pre-requisite: Placement into course by University guidelines. Co-requisite: MATH 1101

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Mathematics rediation in the USG is done using the "co-requisite" model.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: In the past, co-requisite remediation for both MATH 1101 and 1111 were done using the same course, MATH 0999. It is better practice to split the remediation courses. MATH 0999 should only be associated with MATH 1111, and MATH 0998 with MATH 1101.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Recommendation from Centralized Advising
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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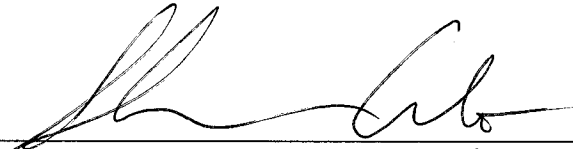


OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: Improved student outcomes (including DFW rates)

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

Approvals:	
Dept. Head: 	Date: 11/20/17
College/Division Exec. Comm.: 	Date: 11/27/17
Dean/Director: 	Date: 12/12/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Math 0998
Support for Mathematical Modeling
Departmental Course Syllabus**

Information for the instructor

The following are the core objectives for this course that are assessed at the University level.

VSU General Education Outcomes:

Area A2: Students will demonstrate mathematical proficiency by analyzing a variety of functions and solving various equations

Critical Thinking: Students will identify, evaluate, and apply appropriate models, concepts, or principles to issues, and they will produce viable solutions or make relevant inferences.

****This course is designed to be taken concurrently with MATH 1101, as co-requisite remediation.**

-:Course Outline:-

Course Outline: (based on 45 sessions, 3 days per week) Topics are parallel to those of MATH 1101.

Chapter/Section	Topics	Suggested Days
P, 1.1, 1.2, 1.3, 1.4	Calculator Arithmetic Functions Given by Formulas Functions Given by tables Functions Given by Graphs Functions Given by Words	7 - 8
2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Tables and Trends Graphs Solving Linear Equations Solving Nonlinear Equations Inequalities Optimization	9 - 10
3.1, 3.2, 3.3, 3.4, 3.5	The Geometry of Lines Linear Functions Modeling data with Linear Functions Linear Regression Systems of Equations	8 - 9
4.1, 4.2, 4.3, 4.4, 4.5	Exponential Growth and Decay Constant Percentage Change Modeling Exponential Data Modeling Nearly Exponential Data Logarithmic Functions	6 - 7
5.5, (5.2 & 5.3 optional)	Polynomials and Rational Functions Power Functions (optional) Modeling Data with Power Functions (optional)	3 - 5

****Listed below is information for the syllabus**

****Information for the Academic Integrity section:**

Academic Integrity: Instructors should provide a statement explaining their expectations for academic integrity and detailing how incidents of cheating and plagiarism will be handled in the class.

From VSU's Academic Integrity Code (the full code is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-policies-and-procedures.php> "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

****Information for the SOI Statement:**

Sample SOI Syllabus statement

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/directions-for-accessing-and-completing-sois.php>

****Information about withdrawals:**

Undergraduate students are limited to 5 course withdrawals during their enrollment at VSU, and may withdraw "passing" before Midterm. Students must initiate the withdrawal using Banner. 6 or more withdrawals will be changed to WF – withdraw failing and is calculated in the student's GPA as an "F". Students cannot withdraw after Midterm unless

the student is leaving school entirely, which is referred to as a "hardship withdrawal." The student needs to see the Dean of Students to initiate a hardship withdrawal.

A student can continue in Math 0998 even after withdrawing from Math 1101 during the semester. An attempt is defined as taking an institutional credit course in which a student receives any grade or symbol except "W" or "WF". A student, registered in Math 0998, will exit the course by passing Math 1101 successfully in first attempt. After a second attempt if the student is not successful in passing Math 1101, she or he will be suspended for a calendar year. Students cannot withdraw themselves from Math 0998. They must contact centralized advising to withdraw.

Additional Instructor Information

Drop versus Withdraw: At VSU, a "drop" is part of the normal registration process. Students can register for their classes as they desire when Banner is open for registration. The last registration period for Fall and Spring generally ends on the fifth day of the semester (Friday), so students can add and drop courses up until that point with no help needed from anyone. If a student drops a course, then she/he does not have to pay fees for that course. For students who attend class beyond the first week of class, a withdraw is appropriate, not a drop. Students can use Banner to withdraw from class up until midterm without anyone's permission. When a student withdraws, they do not get a reimbursement of fees, and the withdraw counts toward the student's five-withdraw maximum.

Of course, that's the ideal. Now the Registrar's Office also has a Late Registration Add/Drop Form that it provides students to add/drop a course from their schedule after the online registration period. This seems like mixed signals, but the paper form is only supposed to be used in extenuating circumstances. If a student brings a drop/add form for you to sign as the instructor of the course being added or dropped, then please carefully read the instructions on the form. According to the drop instructions on the form, if a student has attended class "beyond the online registration period," which ends on the fifth day of the semester (Friday), then we are not supposed to allow the student to drop at this point. Generally, if a student has an extenuating reason on the form and you wrote "N" to state that the student has not attended the class, then the department head signs the form and the form successfully makes it through the bursary and registrar's.

For more information, see the "Drop versus Withdrawal" document on the network V: drive in the Math\Syllabi folder.

Academic Calendar: For important dates for each semester (last day for drop/add, proof rolls, midterm, exam schedule) <http://www.valdosta.edu/about/events/>

This departmental syllabus provides required information for creating your Math 0999 syllabus. You can use your own preferred formatting style. Please fill in the areas highlighted in red and delete any optional items that you do not use.

Math 0998 Support for Mathematical Modeling
{Semester, year} {CRN #} {Section}
2 Credit Hours {meeting dates/times}
Nevins Hall {room #}
Math & Computer Science Department
Valdosta State University

Instructor Information:

Name: {Your name}

VSU email address: {email address}

Math Department Phone: 333-5778

Office # {location}

Office Hours: {list hours available}

Instructor's office phone: {ph #}

Pre-requisites: Placement into course by University guidelines.

Co-requisite: MATH 1101.

Required Text: No additional text is required other than that which is required by MATH 1101 (Functions and Change: A Modeling Approach to College Algebra [5th Edition] by Crauder, Evans, and Noell).

Other Required Resources: {That which you are requiring your students to have like calculators, notebooks, MyMathLab, Blazeview, etc...}

Out of class activities: {optional}

Course Description: Corequisite support for students requiring remediation in mathematics while enrolled in MATH 1101.

Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Represent quantitative relationships from a variety of applications using appropriate mathematical models, and use such models to solve real-world problems (goal #5);
2. Extract, express, manipulate, and evaluate quantitative information in algebraic, graphical, numeric, and verbal form (goal #4 and #7);

3. Use appropriate technology to manipulate and evaluate quantitative information (goal #3).

Grading:

Discretion of the instructor

Grading Scale:

S (pass Math 1111); U (fail Math 1111 or unsatisfactory attendance) {S = Satisfactory; U = Unsatisfactory}

Class Overview: Students will work on their individual assignments, including online homework in the computer lab with occasional classroom lectures or worksheets.

Withdrawal from classes: Students cannot withdraw from Math 0998 on their own. {see instructor information on previous page}

Attendance & Tardiness: Attendance is expected. A student who misses more than 4 of the classes will be subject to receiving an unsatisfactory grade in the course.

{List how you count tardies and whether you excuse absences or not as well as the number of absences you allow. Also, state how tardies and/or absences affect the final grade, if this is part of your grading procedure.}

Classroom Conduct: {Include your expectations of students' behavior in the classroom. Be sure to include a statement of what electronic devices (ex. Cell phones, calculators, etc) are allowed. If classroom conduct can affect the final grade, then state your policy.}

Academic Integrity: {Include your policy concerning cheating on tests and exams and the consequences. See the paragraph on Academic Integrity on the second page of this document.}

SOI Statement: {Optional. See sample on the second page}

Accommodations Statement: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with me

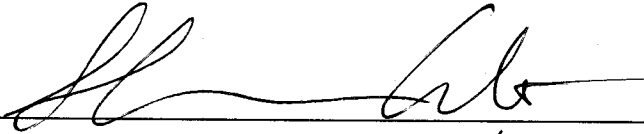
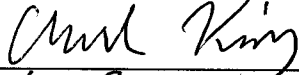

at the beginning of the semester. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Student Success Center: The Student Success Center: The Student Success Center (SSC) provides free peer tutoring in core courses, the top four of which are math, writing, Spanish, and biology/chemistry. It also offers time management and study skills workshops as well as provides free professional academic advising and on-campus job information in one location: Langdale Residence Hall. Help is available to all VSU students. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

****Additional items you wish to add:** {Share additional items that you think will help students be successful in your class.}

Request for a Revised Course
Valdosta State University

Date of Submission: (mm/dd/yyyy)	
Department Initiating Revision: Mathematics	Faculty Member Requesting Revision: Shaun Ault
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) MATH 0999 Support for College Algebra	
List Current and Requested Revisions:	
<p>Current:</p> <p>Course Prefix and Number: MATH 0999 Credit Hours: 3 Course Title: Support for College Algebra Pre-requisites:None (Co-requisite: MATH 1111) Course Description: Corequisite support for students requiring remediation in mathematics while enrolled in MATH 1101 or MATH 1111.</p>	<p>Requested:</p> <p>Course Prefix and Number: MATH 0999 Credit Hours: 3 Course Title: Support for College Algebra Pre-requisites:Placement into course by University guidelines. (Co-requisite: MATH 1111) Course Description: Corequisite support for students requiring remediation in mathematics while enrolled in MATH 1111.</p>
Semester/Year to be Effective: Fall 2018	Estimated Frequency of Course Offering: once per semester
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p>Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: This course should serve as co-requisite remediation for only MATH 1111. A separate co-requisite remediation course may be adopted for MATH 1101.</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input type="checkbox"/> Other:</p>	

Approvals:		
Dept. Head:		Date: 11/20/17
College/Division Exec. Comm.:		Date: 11/27/17
Dean/Director:		Date: 12/12/17
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission:

Department Initiating Deactivation:

Mathematics

Semester & Year to be Effective:

Fall 2018

List of courses (or the program or track) to be deactivated: MATH 0989

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Mathematics remediation in the USG has shifted to the "co-requisite" model, making this foundational course unnecessary.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other VSU entrance standards prevent any students from being placed into MATH 0989. The last time this course ran was Fall 2015.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation from Centralized Advising
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
College/Division Exec. Comm.: <i>Ohm King</i>	Date: 11/27/17
Dept. Head: <i>[Signature]</i>	Date: 11/20/17
Dean/Director: <i>Donnie Richards</i>	Date: 12/12/17
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MEMORANDUM

TO: Dr. Connie Richards, Dean
College of Arts and Sciences

FROM: Dr. Shaun Ault, Interim Head
Department of Mathematics

DATE: November 17, 2017

RE: Request for Course Reactivation – MATH 3900

The Math Department has voted (12 yea, 0 nay, 0 abstain) to reactivate the course MATH 3900, Mathematical Theory of Interest, upon the initial recommendation by Mr. Robert John Seppala and recommendation by the Undergraduate Program Committee (Dr. Charles Kicey, Chair). This course was last active in academic 2007-2008. Reactivating the course would allow the Math Department to develop an undergraduate certificate program and/or minor in Actuarial Science with possible expansion to a B. S. program in the future. The prerequisite and course description follows, which will remain unchanged at this time.

MATH 3900 Mathematical Theory of Interest (3-0-3)

Prerequisite: MATH 2262. A treatment of the mathematical theory and the practical applications of the various measures of interest. Included in the topics to be covered are simple and compound interest, continuous annuities, varying annuities, amortization, sinking funds, bonds, valuation of securities.

cc: Dr. Charles Kicey
Department of Mathematics

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

NOV 10 2017

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

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

Degree and Program Name: MAT in Education ESOL

Present Requirements:

Admission to Program
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA. To be considered for the preferred term, all required materials must be received by the Graduate School no later 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.

Proposed Requirements: (highlight changes after printing)

Admission to Program
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and any additional program requirements submitted by the admission deadline. Students will be eligible to enroll with a completed degree from an accredited program and a 2.75 GPA or qualify for admission by exception, see below. 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.

Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility

- Applicants may submit a copy of the score report received when they complete the exam.
- To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores that meet the following thresholds on the following exams:

*GRE taken before August 2011: 1030 (Verbal + Quantitative)

*GRE taken August 2011 or later: 297 (Verbal + Quantitative)

*SAT: 1000 (Verbal + Quantitative)

*ACT: 43 (English + Math)

*SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or a score report from

the testing service.

Admission by Exception

Admission by Exception 1: Have a minimum of 3.0 (on a 4.0 scale) grade point average (GPA) in all coursework attempted in upper-division content courses as undergraduate student working towards a bachelor's degree (must have completed at least 9 credit hours in upper-division undergraduate content courses).

Admission by Exception 2: Have a minimum 2.75 GPA (on a 4.0 scale) on all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded).

Admission by Exception 3: Undergraduate GPA obtained ten or more years prior to admission will not be considered in the GPA calculation. Instead, the applicant must provide a letter of exception and two letters of reference.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Current admission criteria penalize disproportionately harshly applicants with low GPA in their undergraduate work which may be 10-20 years old. Meanwhile, these candidates have proven themselves as good professionals, have matured, and developed appropriate dispositions.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **80% of the applicants for the MCL MAT programs were turned down on the basis of low GPA, some of which was more than 15 years old.**

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Acceptance rates.**

<u>Approvals:</u>		
Department Head:	<i>Ofelia R. Nikolova</i>	Date: <i>11-9-17</i>
College/Division Exec. Committee:	<i>Lynn C. Muni</i>	Date: <i>11-9-17</i>
Dean(s)/Director(s):	<i>Lynn C. Muni</i>	Date: <i>11-9-17</i>
Graduate Exec. Comm.: (for grad program)	<i>T. J. [Signature]</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program)	<i>T. J. [Signature]</i>	Date: <i>11-20-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

NOV 10 2017

REQUEST FOR A CURRICULUM CHANGE VALDOSTA STATE UNIVERSITY

Valdosta State University

GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018

Degree & Program Name: (e.g., BFA, Art): MAT in ESOL

Present Requirements:

Prerequisite: SPEC 3000

Required Core Courses:

- ESOL 2999* (0)
ESOL 6010 (3)
ESOL 6020 (3)
ESOL 6030 (3)
ESOL 6040 (3)
ESOL 6050 (3)
FLED 6000 (2)
FLED 6010 (1)
FLED 7000 (2)
FLED 7010 (1)
FLED 7500 (3)
ESOL 6780 (9)
ESOL 6800 (3)

Total hours required for the degree ... (36)

*ESOL 2999 must be completed successfully the first semester of the degree program.

Proposed Requirements (Underline changes after printing this form:

MAT in ESOL Track 1

Prerequisite: SPEC 3000

Required Core Courses:

- ESOL 2999* (0)
ESOL 6010 (3)
ESOL 6020 (3)
ESOL 6030 (3)
ESOL 6040 (3)
ESOL 6050 (3)
FLED 6000 (2)
FLED 6010 (1)
FLED 7000 (2)
FLED 7010 (1)
FLED 7500 (3)
ESOL 6780 (9)
ESOL 6800 (3)

Total hours required for the degree..... (36)

*ESOL 2999 must be completed successfully the first semester of the degree program.

MAT in ESOL Track 2

Requirements for the MAT degree in ESOL for students who have completed the BA in French or Spanish Language and Culture or World Languages and Cultures Track Two Accelerated ESOL (4+1) at Valdosta State University

Prerequisite: SPEC 3000

Required Core Courses:

- ESOL 2999* (0)
Choose two of the ESOL 6020, 6030, 6040, or 6050 not completed as an undergraduate**: (6)

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VALDOSTA STATE UNIVERSITY

	<u>FLED 7010</u>(1) <u>FLED 7500</u>(3) <u>ESOL 6780</u>(9) <u>ESOL 6800</u>(3) <u>Total hours required for the degree</u> (27) <u>*ESOL 2999 must be completed successfully the first semester of the degree program.</u> <u>** Students must complete all required core courses that they have not completed as undergraduates in Track Two Accelerated ESOL (4+1) for a total of 36 credit hours.</u>
--	--

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Increase graduate enrollment by creating a bridge between the undergraduate Spanish and French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Ofelia R. Nixedova* Date: *11-9-17*

College/Division Exec. Committee: *Lyn C. Muni* Date: *11-9-17*

Dean(s)/Director(s): *Lyn C. Muni* Date: *11-9-17*

Grad. Exec. Committee:
(for graduate course) *J. T. Platt* Date: *11-20-17*

Graduate Dean:
(for graduate course) *J. T. Platt* Date: *11-20-17*

Academic Committee: Date:

Form last updated: January 6, 2010

NOV 10 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): MAT in FLED French or Spanish

Education

Present Requirements:

Prerequisite: SPEC 3000

Required Core Courses:

- FLED 2999* (0)
- FLED 6000 (2)
- FLED 6010 (1)
- FLED 7000 (2)
- FLED 7010 (1)
- FLED 7500 (3)
- ESOL 6010 (3)
- ESOL 6020 (3)
- ESOL 6030 (3)
- FLED 6780 (6)
- FLED 6800 (3)

Select one of the following tracks:

- French: Guided Electives (FREN courses at the 5000 level or above) (9)
- Spanish: Guided Electives (SPAN courses at the 5000 level or above) (9)

Total hours required for the degree ... (36)

*FLED 2999 must be completed successfully the first semester of the degree program.

Proposed Requirements (Underline changes after printing this form:

MAT in FLED Track 1
Prerequisite: SPEC 3000

Required Core Courses:

- FLED 2999* (0)
- FLED 6000 (2)
- FLED 6010 (1)
- FLED 7000 (2)
- FLED 7010 (1)
- FLED 7500 (3)
- ESOL 6010 (3)
- ESOL 6020 (3)
- ESOL 6030 (3)
- FLED 6780 (6)
- FLED 6800 (3)

Select one of the following tracks:

- French: Guided Electives (FREN courses at the 5000 level or above) (9)
- Spanish: Guided Electives (SPAN courses at the 5000 level or above) (9)

Total hours required for the degree (36)

*FLED 2999 must be completed successfully the first semester of the degree program.

MAT in FLED Track 2

Requirements for the MAT degree in FLED French or Spanish for students who have completed the BA in French or Spanish Language and Culture or World Languages and Cultures Track Two Accelerated FLED (4+1) at Valdosta State University

Prerequisite SPEC 3000

Required Core Courses**:

FLED 2999*	(0)
FLED 6000	(2)
FLED 6010	(1)
FLED 7000	(2)
FLED 7010	(1)
FLED 7500	(3)
ESOL 6020 or 6030	(3)
FLED 6780	(6)
FLED 6800	(3)

Select one of the following tracks***:
 French: Guided Electives (FREN courses at the 5000 level or above)(6)
 Spanish: Guided Electives (SPAN courses at the 5000 level or above)(6)

Total hours required for the degree (27)

*FLED 2999 must be completed successfully the first semester of the degree program.

** Students must complete all required courses that they have not completed as undergraduates in Track Two Accelerated FLED (4+1) for a total of 27 credit hours.

*** Students must complete all guided electives that they have not completed as undergraduates in Track Two Accelerated FLED (4+1) for a total of 9 credit hours.

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Increase graduate enrollment by creating a bridge between the undergraduate Spanish and French BA and the graduate MAT in FLED. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Compensate for phasing out the FLED undergraduate program and create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Ofelia R. Nikolova* Date: *11-9-17*

College/Division Exec. Committee: *Lynn C. Muroi* Date: *11-9-17*

Dean(s)/Director(s): *Lynn C. Muroi* Date: *11-9-17*

Grad. Exec. Committee:
(for graduate course) *J. T. J. J. J.* Date: *11-20-17*

Graduate Dean:
(for graduate course) *J. T. J. J. J.* Date: *11-20-17*

Academic Committee: Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

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

Degree and Program Name: BA in French World Languages and Cultures

Present Requirements:

- FREN 2010 (3)
- FREN 3001 or 3002 (3)
- FREN 3150 or 3160..... (3)
- FREN 3200 (3)
- FREN 3250 or 3260 (3)
- FREN 3300..... (3)
- FREN 4001.....(3)
- FREN 4002.....(3)
- FREN 4990(3)
- FREN 3xxx or above(3)
- ESOL 4010(3)
- General Electives(27)
- Total hours(60)

Proposed Requirements: (highlight changes after printing)

Concentration in French World Languages and Cultures - Track 1

- FREN 2010 (3)
- FREN 3001 or 3002 (3)
- FREN 3150 or 3160..... (3)
- FREN 3200 (3)
- FREN 3250 or 3260 (3)
- FREN 3300..... (3)
- FREN 4001.....(3)
- FREN 4002.....(3)
- FREN 4990(3)
- FREN 3xxx or above(3)
- ESOL 4010(3)
- General Electives(27)
- Total hours(60)

Track Two Accelerated FLED (4+1)

- FREN 2010 (3)
- FREN 3001 or 3002 (3)
- FREN 3150 or 3160..... (3)
- FREN 3200 (3)
- FREN 3250 or 3260 (3)
- FREN 3300..... (3)
- FREN 4001.....(3)
- FREN 4002.....(3)
- FREN 4990(3)
- SPEC 3000.....(3)
- FREN 5xxx or above(3)
- ESOL 6010(3)
- ESOL 6020 or 6030.....(3)
- General Electives(21)
- Total hours(60)

Grade Point Average and Other Requirements for Track Two Accelerated (4 + 1)

Track Two Accelerated (4 + 1) is an undergraduate to graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the BA in French World Languages and Cultures. These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching (MAT) in FLED (French) at Valdosta State University upon graduate admission.

Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Accelerated (4 + 1) Application to the Undergraduate French Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the 120 hour graduate requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into Track Two, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who do not wish to continue in Track Two may revert to Track One to complete the remaining requirements for the BA in French World Languages and Cultures.

Students interested in continuing their graduate education may apply for admission to the MAT in FLED in their senior year or upon completion of their undergraduate degree. Students in Track Two must meet the requirements of the Graduate School for admission. Students who have completed Track Two will complete an additional 27 hours of graduate classes to meet the MAT in FLED degree requirement of 36 hours. Students who have made a C or less in any of their graduate classes as undergraduates will be subject upon application to the Graduate School to the MAT in FLED Special Retention Policy regarding deficiency points.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in FLED. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:		
Department Head:	<i>Olivia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee:	<i>M. Sitt</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s):	<i>M. Sitt</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. J. J.</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program)	<i>J. T. J. J.</i>	Date: <i>11-20-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018

Degree & Program Name: (e.g., BFA, Art): BA in French World Languages and Cultures

Present Requirements:

- FREN 2010 (3)
FREN 3001 or 3002 (3)
FREN 3150 or 3160 (3)
FREN 3200 (3)
FREN 3250 or 3260 (3)
FREN 3300 (3)
FREN 4001 (3)
FREN 4002 (3)
FREN 4990 (3)
FREN 3xxx or above (3)
ESOL 4010 (3)
General Electives (27)
Total hours (60)

Proposed Requirements (Underline changes after printing this form:

Concentration in World Languages and Cultures - Track 1

- FREN 2010 (3)
FREN 3001 or 3002 (3)
FREN 3150 or 3160 (3)
FREN 3200 (3)
FREN 3250 or 3260 (3)
FREN 3300 (3)
FREN 4001 (3)
FREN 4002 (3)
FREN 4990 (3)
FREN 3xxx or above (3)
ESOL 4010 (3)
General Electives (27)
Total hours (60)

Track Two Accelerated ESOL (4 + 1)

- FREN 2010 (3)
FREN 3001 or 3002 (3)
FREN 3150 or 3160 (3)
FREN 3200 (3)
FREN 3250 or 3260 (3)
FREN 3300 (3)
FREN 4001 (3)
FREN 4002 (3)
FREN 4990 (3)
FREN 3xxx or above (3)
SPEC 3000 (3)
ESOL 6010 (3)
ESOL 6020 or above (6)
General Electives (18)
Total hours (60)

Justification:

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

	<p>Track Two Accelerated ESOL (4 + 1) is an undergraduate to graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the BA in French World Languages and Cultures. These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching (MAT) in ESOL at Valdosta State University upon graduate admission. Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Accelerated (4 + 1) Application to the Undergraduate French Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the 120 hour graduate requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into Track Two, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who do not wish to continue in Track Two may revert to Track One to complete the remaining requirements for the BA in French World Languages and Cultures.</p> <p>Students interested in continuing their graduate education may apply for admission to the MAT in ESOL in their senior year or upon completion of their undergraduate degree. Students in Track Two must meet the requirements of the Graduate School for admission. Students who have completed Track Two will complete an additional 27 hours of graduate classes to meet the MAT in ESOL degree requirement of 36 hours. Students who have made a C or less in any of their graduate classes as undergraduates will be subject upon application to the Graduate School to the MAT in ESOL Special Retention Policy regarding deficiency points.</p>
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graduation

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Olivia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>N. Site</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s): <i>N. Site</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program) <i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring/18

Degree and Program Name: BA in French Language and Culture

Present Requirements:

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(11-23)
 Total hours(60)

Proposed Requirements: (highlight changes after printing)

Concentration in Language and Culture - Track 1

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(11-23)
 Total hours(60)

Track Two Accelerated ESOL (4 + 1)

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(6)
 SPEC 3000(3)
 ESOL 6010(3)
 ESOL 6020 or above.....(6)
 General Electives(2-14)
 Total hours(60)

Grade Point Average and Other Requirements for Track Two Accelerated ESOL (4 + 1)

Track Two Accelerated ESOL (4 + 1) is an undergraduate to graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the BA in French Language and Culture. These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching (MAT) in ESOL at Valdosta State University upon graduate admission.

Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Accelerated (4 + 1) Application to the Undergraduate French Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the 120 hour graduate requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into Track Two, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who do not wish to continue in Track Two may revert to Track One to complete the remaining requirements for the BA in French Language and Culture.

Students interested in continuing their graduate education may apply for admission to the MAT in ESOL in their senior year or upon completion of their undergraduate degree. Students in Track Two must meet the requirements of the Graduate School for admission. Students who have completed Track Two will complete an additional 27 hours of graduate classes to meet the MAT in ESOL degree requirement of 36 hours. Students who have made a C or less in any of their graduate classes as undergraduates will be subject upon application to the Graduate School to the MAT in ESOL Special Retention Policy regarding deficiency points.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:		
Department Head:	<i>Ofelia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee:	<i>M. Sitt</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s):	<i>M. Sitt</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program)	<i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

NOV 07 2017

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Spring/2018

Degree & Program Name:
(e.g., BFA, Art): BA in French Language and Culture

Present Requirements:

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(11-23)
 Total hours(60)

Proposed Requirements (Underline changes after printing this form:

Concentration in Language and Culture - Track 1

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(11-23)
 Total hours(60)

Track Two Accelerated FLED (4 + 1)

FREN 2010 (3)
 FREN 3001 or 3002 (3)
 FREN 3150 or 3160..... (3)
 FREN 3200 (3)
 FREN 3250 or 3260 (3)
 FREN 3300..... (3)
 FREN 4001.....(3)
 FREN 4002.....(3)
 FREN 4980.....(1)
 FREN 4990(3)
 FREN 3xxx or above(3)
 SPEC 3000(3)
 FREN 5xxx or above(3)
 ESOL 6010(3)
 ESOL 6020 or 6030.....(3)
 General Electives(5-17)
 Total hours(60)

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field: 4+1 program are currently considered best practice.
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Increase graduate enrollment by creating a bridge between the undergraduate French BA and the graduate MAT in FLED. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Compensate for phasing out the FLED undergraduate French program and create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:		
Department Head: <i>Olivia R. Nikolova</i>		Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>N. Site</i>		Date: <i>10-19-17</i>
Dean(s)/Director(s): <i>N. Site</i>		Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. J. Ph</i>		Date: <i>11-20-17</i>
Graduate Dean: (for grad program) <i>J. T. J. Ph</i>		Date: <i>11-20-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

NOV 07 2017

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

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring/18

Degree and Program Name: BA in Spanish World Languages and Cultures

Present Requirements:

SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(27)
 Total hours(60)

Proposed Requirements: (highlight changes after printing)

Concentration in World Languages and Cultures - Track 1

SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(27)
 Total hours(60)

Track Two Accelerated ESOL (4+1)

SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 3xxx or above(6)
 SPEC 3000(3)
 ESOL 6010(3)
 ESOL 6020 and above)(6)
 General Electives(18)
 Total hours(60)

Grade Point Average and Other Requirements for Track Two Accelerated ESOL (4 + 1)

Track Two Accelerated ESOL (4 + 1) is an undergraduate to graduate degree program. Students in this track will complete 9 graduate

hours that will count toward the completion of the BA in Spanish World Languages and Cultures. These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching (MAT) in ESOL at Valdosta State University upon graduate admission. Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Accelerated (4 + 1) Application to the Undergraduate Spanish Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the 120 hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into Track Two, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who do not wish to continue in Track Two may revert to Track One to complete the remaining requirements for the BA in Spanish World Languages and Cultures.

Students interested in continuing their graduate education may apply for admission to the MAT in ESOL in their senior year or upon completion of their undergraduate degree. Students in Track Two must meet the requirements of the Graduate School for admission. Students who have completed Track Two will complete an additional 27 hours of graduate classes to meet the MAT in ESOL degree requirement of 36 hours. Students who have made a C or less in any of their graduate classes as undergraduates will be subject upon application to the Graduate School to the MAT in ESOL Special Retention Policy regarding deficiency points.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Ofelia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>M. Siki</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s): <i>M. Siki</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program) <i>T. J. [Signature]</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program) <i>T. J. [Signature]</i>	Date: <i>11-20-17</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

NOV 07 2017

REQUEST FOR A CURRICULUM CHANGE VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Spring/2018

Degree & Program Name:
(e.g., BFA, Art): BA in Spanish World Languages and Cultures

Present Requirements:

SPAN 3000 (3)
SPAN 3010 (3)
SPAN 3150 (3)
SPAN 3160 (3)
SPAN 3200 (3)
SPAN 3250 or 3260..... (3)
SPAN 4010.....(3)
SPAN 4020.....(3)
SPAN 3xxx or above(6)
ESOL 4010(3)
General Electives(27)
Total hours(60)

Proposed Requirements (Underline changes after printing this form:

Concentration in World Languages and Cultures - Track 1

SPAN 3000 (3)
SPAN 3010 (3)
SPAN 3150 (3)
SPAN 3160 (3)
SPAN 3200 (3)
SPAN 3250 or 3260..... (3)
SPAN 4010.....(3)
SPAN 4020.....(3)
SPAN 3xxx or above(6)
ESOL 4010(3)
General Electives(27)
Total hours(60)

Track Two Accelerated ESOL (4+1)

SPAN 3000 (3)
SPAN 3010 (3)
SPAN 3150 (3)
SPAN 3160 (3)
SPAN 3200 (3)
SPAN 3250 or 3260 (3)
SPAN 4010 (3)
SPAN 4020 (3)
SPAN 3xxx or above (6)
SPEC 3000 (3)
ESOL 6010 (3)
ESOL 6020 and above) (6)
General Electives (18)
Total hours (60)

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Increase graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Department Head: <i>Olivia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee: <i>N. Site</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s): <i>N. Site</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program) <i>J. T. [Signature]</i>	Date: <i>11-20-17</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

REQUEST FOR A REVISED CATALOGUE COPY

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

NOV 07 2017

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Area of Change: Core Senior Graduate

Current Catalogue Page Number:

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

Degree and Program Name: BA in Spanish Language and Culture

Present Requirements:

- SPAN 3000 (3)
- SPAN 3010 (3)
- SPAN 3150 (3)
- SPAN 3160 (3)
- SPAN 3200 (3)
- SPAN 3250 or 3260 (3)
- SPAN 3300..... (3)
- SPAN 4010.....(3)
- SPAN 4020.....(3)
- SPAN 4980 x2.....(2)
- SPAN 4990(3)
- SPAN 3xxx or above(6)
- ESOL 4010(3)
- General Electives(7-19)
- Total hours(60)

Proposed Requirements: (highlight changes after printing)

Concentration in Language and Culture - Track 1

- SPAN 3000 (3)
- SPAN 3010 (3)
- SPAN 3150 (3)
- SPAN 3160 (3)
- SPAN 3200 (3)
- SPAN 3250 or 3260 (3)
- SPAN 3300..... (3)
- SPAN 4010.....(3)
- SPAN 4020.....(3)
- SPAN 4980 x 2..... (2)
- SPAN 4990(3)
- SPAN 3xxx or above(6)
- ESOL 4010(3)
- General Electives(7-19)
- Total hours(60)

Track Two Accelerated ESOL (4+1)

- SPAN 3000 (3)
- SPAN 3010 (3)
- SPAN 3150 (3)
- SPAN 3160 (3)
- SPAN 3200 (3)
- SPAN 3250 or 3260 (3)
- SPAN 3300..... (3)
- SPAN 4010.....(3)
- SPAN 4020.....(3)
- SPAN 4980 x 2..... (2)
- SPAN 4990(3)
- SPAN 3xxx or above(6)
- ESOL 6010(3)
- ESOL 6020 or above(6)
- General Electives(1- 13)
- Total hours(60)

124

Grade Point Average and Other Requirements for Track Two Accelerated ESOL (4 + 1)

Track Two Accelerated ESOL (4 + 1) is an undergraduate to graduate degree program. Students in this track will complete 9 graduate hours that will count toward the completion of the BA in Spanish Language and Culture. These 9 hours may then be applied toward the completion of degree requirements for the Master of Arts in Teaching (MAT) in ESOL at Valdosta State University upon graduate admission. Interested students must have at least 60 credit hours, an overall GPA of 3.0, and must submit the Accelerated (4 + 1) Application to the Undergraduate Spanish Advisor. Once admitted, a specific course of study will be developed with the student's advisor. Graduate courses taken as undergraduates will count toward the 120 hour graduation requirement but will not count toward the student's undergraduate GPA or the calculation of academic honors. Upon acceptance into Track Two, students must maintain an overall 3.0 GPA average to remain in good standing. Students who do not maintain good standing or who do not wish to continue in Track Two may revert to Track One to complete the remaining requirements for the BA in Spanish Language and Culture.

Students interested in continuing their graduate education may apply for admission to the MAT in ESOL in their senior year or upon completion of their undergraduate degree. Students in Track Two must meet the requirements of the Graduate School for admission. Students who have completed Track Two will complete an additional 27 hours of graduate classes to meet the MAT in ESOL degree requirement of 36 hours. Students who have made a C or less in any of their graduate classes as undergraduates will be subject upon application to the Graduate School to the MAT in ESOL Special Retention Policy regarding deficiency points.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Increase graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>		
Department Head:	<i>Olivia R. Nikolova</i>	Date: <i>10-12-17</i>
College/Division Exec. Committee:	<i>M. Sirt</i>	Date: <i>10-19-17</i>
Dean(s)/Director(s):	<i>M. Sirt</i>	Date: <i>10-19-17</i>
Graduate Exec. Comm.: (for grad program)	<i>J. J. J. J.</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program)	<i>J. J. J. J.</i>	Date: <i>11-20-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

NOV 07 2017

REQUEST FOR A CURRICULUM CHANGE VALDOSTA STATE UNIVERSITY

Valdosta State University

GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2018

Degree & Program Name:
(e.g., BFA, Art): BA in Spanish Language and Culture

Present Requirements:

SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260 (3)
 SPAN 3300..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 4980 x2.....(2)
 SPAN 4990(3)
 SPAN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(7-19)
 Total hours(60)

Proposed Requirements (Underline changes after printing this form:

Concentration in Language and Culture - Track 1
 SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260 (3)
 SPAN 3300..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 4980 x 2..... (2)
 SPAN 4990(3)
 SPAN 3xxx or above(6)
 ESOL 4010(3)
 General Electives(7-19)
 Total hours(60)

Track Two Accelerated ESOL (4+1)

SPAN 3000 (3)
 SPAN 3010 (3)
 SPAN 3150 (3)
 SPAN 3160 (3)
 SPAN 3200 (3)
 SPAN 3250 or 3260 (3)
 SPAN 3300..... (3)
 SPAN 4010.....(3)
 SPAN 4020.....(3)
 SPAN 4980 x 2..... (2)
 SPAN 4990(3)
 SPAN 3xxx or above(6)
 ESOL 6010(3)
 ESOL 6020 or above(6)
 General Electives(1- 13)
 Total hours(60)

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Increase graduate enrollment by creating a bridge between the undergraduate Spanish BA and the graduate MAT in ESOL. Decrease the cost and time commitment for qualified students to obtain a highly sought after degree. Create optimum conditions for initial teacher certification. Improve student retention.

Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Ofelia R. Nikolova* Date: *10-12-17*

College/Division Exec. Committee: *M. Sitt* Date: *10-19-17*

Dean(s)/Director(s): *M. Sitt* Date: *10-19-17*

Grad. Exec. Committee:
(for graduate course) *J. T. J. [Signature]* Date: *11-20-17*

Graduate Dean:
(for graduate course) *J. T. J. [Signature]* Date: *11-20-17*

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Online

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall, 2018

Degree and Program Name: Bachelor of Science in Education with a Major in Special Education (Deaf and Hard-of-Hearing)

Present Requirements:

Each of these three programs in the department has numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content

Proposed Requirements: (highlight changes after printing)

Each of these three programs in the department has numerous desired outcomes. Examples of these outcomes include the following:

Selected Educational Outcomes

1. Students in initial teacher education programs demonstrate knowledge of the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards.
2. Students in initial teacher education programs apply content-specific pedagogy to the subject area content and demonstrate a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn.
3. Students in initial teacher education programs analyze educational research findings and incorporate new information into their practice.
4. Students in initial teacher education programs assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

The departmental faculty members assess the desired learner outcomes for these three programs by using a variety of techniques. Examples of summative assessments in addition to course evaluations include the following:

Examples of Outcome Assessments

1. Students in initial teacher education programs will demonstrate content knowledge through passing the state-required content assessment.
2. Students in initial teacher education programs will demonstrate pedagogical content

knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through a ~~Teacher Work Sample (TWS)~~.

Requirements for the B.S. Ed. Degree with a Major in Special Education (Deaf and Hard-of-Hearing)

Code	Title	Hours
	Core Curriculum	60
	Core Areas A-E (See VSU Core Curriculum)	42
	Area F Requirements	
	DEAF 2999	
	Entry to the Profession	0
	ISCI 2001	
	Exploring Our Ecosphere	3
	or ISCI 2002	
	Physical Science for Early Childhood Education Teachers	
	EDUC 2110	
	Investigating Critical and Contemporary Issues in Education	3
	EDUC 2120	
	Exploring Socio-Cultural Perspectives on Diversity	3
	EDUC 2130	
	Exploring Learning and Teaching	3
	ASLS 2110	
	American Sign Language I	3
	ASLS 2120	
	American Sign Language II	3
	All courses in Area F must be completed with a grade of "C" or higher	
	College of Education and Human Services Health and Physical Education Requirements	6
	KSPE 2000	
	& KSPE 2150	
	Health and Wellness for Life and First Aid - CPR	4
	Select two KSPE Fitness/Activity Courses	2
	Professional Education	61

Professional Semester 1

knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Students in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-12 mentor teacher.

4. Students in initial teacher education programs will demonstrate their ability to positively impact P-12 learning through the completion of a capstone applied research project.

Requirements for the B.S. Ed. Degree with a Major in Special Education (Deaf and Hard-of-Hearing)

Code	Title	Hours
	Core Curriculum	60
	Core Areas A-E (See VSU Core Curriculum)	42
	Area F Requirements	
	DEAF 2999	
	Entry to the Profession	0
	ISCI 2001	
	Exploring Our Ecosphere	3
	or ISCI 2002	
	Physical Science for Early Childhood Education Teachers	
	EDUC 2110	
	Investigating Critical and Contemporary Issues in Education	3
	EDUC 2120	
	Exploring Socio-Cultural Perspectives on Diversity	3
	EDUC 2130	
	Exploring Learning and Teaching	3
	ASLS 2110	
	American Sign Language I	3
	ASLS 2120	
	American Sign Language II	3
	All courses in Area F must be completed with a grade of "C" or higher	
	College of Education and Human Services Health and Physical Education Requirements	6
	KSPE 2000	
	& KSPE 2150	
	Health and Wellness for Life and First Aid - CPR	4
	Select two KSPE Fitness/Activity Courses	2
	Professional Education	61

Professional Semester 1

<p>ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 SPEC 3000 Serving Students with Diverse Needs 3 ECED 3190 Early Childhood Practicum and Seminar: PreK-K 2 Professional Semester 2 ECSE 3020 Intermediate Assessment, Planning, and Instruction 3 ECSE 3210 Introduction to the Management of Learning Environments 3 ECED 4500 Science and Technology in Early Childhood Education 3 LITR 3130 Developing Literacy 3 ECED 3690 Early Childhood Practicum and Seminar: Grades 4- 5 2 Professional Semester 3 ASLS 3170 American Sign Language III 3 DEAF 3100 Orientation to Deaf Education & Language Learning 3 DEAF 4050 Manual Communication3 MATH 2008 Foundations of Numbers and Operations3 READ 4550 Reading in the Content Areas (Middle and Secondary Education) 3 SPEC 3020 Applied Behavior Analysis for Teachers 3 Professional Semester 4 ASLS 3180 American Sign Language IV 3 DEAF 3120 Learning, Cognition, and Social Development in Deaf Children 3 DEAF 3040 Legal and Ethical Issues for Deaf Education 3</p>	<p>ELSE 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 LITR 3120 Early Literacy 3 SPEC 3000 Serving Students with Diverse Needs 3 ECED 3190 Early Childhood Practicum and Seminar: PreK-K 2 Professional Semester 2 ELSE 3020 Intermediate Assessment, Planning, and Instruction 3 ELSE 3210 Introduction to the Management of Learning Environments 3 ECED 4500 Science and Technology in Early Childhood Education 3 LITR 3130 Developing Literacy 3 ECED 3690 Early Childhood Practicum and Seminar: Grades 4- 5 2 Professional Semester 3 ASLS 3170 American Sign Language III 3 DEAF 3100 Orientation to Deaf Education & Language Learning 3 DEAF 4050 Manual Communication3 MATH 2008 Foundations of Numbers and Operations3 MGED 3220 Reading and Writing in the Content Areas for Middle Grades 3 SPEC 3020 Applied Behavior Analysis for Teachers 3 Professional Semester 4 ASLS 3180 American Sign Language IV 3 DEAF 3120 Learning, Cognition, and Social Development in Deaf Children 3 DEAF 3040 Legal and Ethical Issues for Deaf Education 3</p>
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MGED 3991 & MATH 3161 Differentiated Classroom for Middle Grades and Mathematics for Early Childhood Teachers I6 Total hours required for the degree 127	MGED 3991 Differentiated Classroom for Middle Grades 3 MATH 3161 Mathematics for Early Childhood Teachers I 3 Total hours required for the degree 127
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Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Previous course, READ 4550, will no longer be offered.


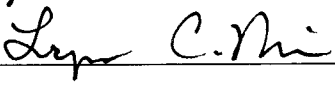
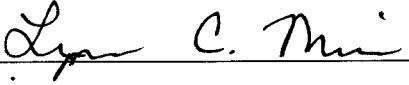
Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- No change in measures**

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- No change in measures**

Approvals:	
Department Head: 	Date: 11/30/17
College/Division Exec. Committee: 	Date: 11/30/17
Dean(s)/Director(s): 	Date: 11/30/17
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/30/2017 (mm/dd/yyyy)

Department Initiating Revision:
Middle, Secondary, Reading, and Deaf
Education

Faculty Member Requesting Revision:
Barbara Radcliffe

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ASLS 2110. American Sign Language I

List Current and Requested Revisions:

Current:

Course Prefix and Number: ASLS 2110
Credit Hours: 3
Course Title: American Sign Language I
Pre-requisites:
Course Description: The first in a series of courses based on American Sign Language concepts and principles. This course presents introductory components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Information about the history of sign language and its existence in society today is also included. Skill focus is on recognition and recall of American Sign Language.

Requested:

Course Prefix and Number: ASLS 2110
Credit Hours: 3
Course Title: American Sign Language I
Pre-requisites: INTP 2998, DEAF 2998, or DEAF 2999 or Co-requisite: INTP 2998, DEAF 2998, or DEAF 2999
Course Description: The first in a series of courses based on American Sign Language concepts and principles. This course presents introductory components of ASL, including signs, fingerspelling, mime, body language, and facial expression. Information about the history of sign language and its existence in society today is also included. Skill focus is on recognition and recall of American Sign Language.

Semester/Year to be Effective:
Summer 2018

Estimated Frequency of Course Offering:
Summers Only

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: ASLS 2110 is a required course for candidates with a major in American Sign

Language/English Interpreting or Deaf Education as well as for candidates with a minor in Deaf Education.

Plans for assessing the effectiveness of the course: Course enrollment data and American Sign Language/English Interpreting and Deaf Education program completer data.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: 11/30/17
Dept. Head: <i>[Signature]</i>	Date: 11/30/17
Dean/Director: <i>Lyn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 30, 2017

NOV 10 2017

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

VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/middle-secondary-reading-deaf-education/med-programs-middle-grades-math-science-curriculum-instruction-accomplished-teaching/>

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

Degree and Program Name:
Master of Education in Middle Grades Math and Science

Master of Education in Curriculum and Instruction in Accomplished Teaching

Present Requirements:

Online Graduate Education Programs and Collaboratives

Selected Educational Outcomes

1. Candidates in advanced teacher education programs demonstrate an in-depth knowledge of the content that they will teach.
2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning and will clearly explain the choices they make in their practice.
3. Candidates in advanced teacher education programs reflect on their practice and identify their strengths and areas of needed improvement.
4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driver decisions about strategies for teaching and learning so that all students learn.

Selected Program Assessments

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or completion of capstone project.
2. Candidates in advanced teacher education

Proposed Requirements: (highlight changes after printing)

Online Graduate Education Programs and Collaboratives

Selected Educational Outcomes

4. Candidates in advanced teacher education programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn

Selected Program Assessments

(1-4 No Changes)

****Delete paragraph above Admission Deadlines**

Admission Deadlines

programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode.

3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COEHS Advanced Teacher Self-Assessment Instrument.

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

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

Admission Deadlines

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

Master of Education with a Major in Middle Grades Math and Science
On-line collaborative degree with North Georgia College and State University

Admission Requirements

1. Must hold a bachelor's degree from a regionally-accredited institution.
2. Must have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate courses taken.
3. Must hold a current induction certificate that meets pathway 1, 2, or 3 in Middle Grades Math

(No Changes)

Master of Education with a Major in Middle Grades Math and Science
On-line collaborative degree with the University of North Georgia

Admission Requirements:

1. Must hold a Bachelor's degree from a regionally-accredited institution.
2. Must have a minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale.

VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See below).

3. Must hold a valid, Level 4 or higher Induction or Professional teaching certificate in Middle Grades Math and/or Middle Grades Science in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate in Middle Grades Math or Science. VSU reserves the right to request additional documentation, if needed.

Admission by Alternative Pathway Requirements

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

or Science in the State of Georgia, or a current professional teaching certificate in Middle Grades Math or Science in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate in Middle Grades Math or Science.

Program Retention, Dismissal, and Readmission Policies

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

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

3. Earning grades below "B" in graduate courses will result in the following consequences: students 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.

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

Program Completion Requirements

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

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

• Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

• Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

• Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission.

2. Must hold a Bachelor's degree from a regionally-accredited institution.

3. Must hold a valid, Level 4 or higher Induction or Professional teaching certificate in Middle Grades Math and/or Middle Grades Science in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate in Middle Grades Math or Science. VSU reserves the right to request additional documentation, if needed.

4. Applicants seeking admission by an alternative pathway must also submit a writing sample. The writing sample should address how completing the Master of Education with a Major in Middle Grades Math and Science program fits into the student's professional teaching and learning goals. The statement should be no longer than 300 words.

Note: To be eligible for a certificate upgrade from the GaPSC upon completion of the MED in Middle Grades Math and Science, a candidate must hold a certification in Middle Grades math and/or science prior to beginning the program.

Program Retention, Dismissal, and Readmission Policies
(No Changes)

Program Completion Requirements
(No Changes)

Course List				15	Course List
Code	Title	Hours	Core Courses		(No Changes)
MGMS 5999	Professional Orientation	0			
MGMS 7100	Research Methodology in Education	3			
MGMS 7000	Professional Development Seminar I (VSU)	3			
MGMS 7200	Conceptualizing Middle Level Learning and Diversity in Context (NGCSU)	3			
MGMS 7240	Instructional Leadership, Curriculum and Assessment (NGCSU)	3			
MGMS 7400	Physical Science for Middle Grades (NGCSU)	3			
	Content Courses		18		
MATH 5180	Mathematics for Middle School Teachers (VSU)	3			
MATH 5190	Algebra and Geometry for Teachers (VSU)	3			
MATH 6161	Mathematical Reasoning (VSU)	3			
MGMS 7400	Physical Science for Middle Grades	3			
MGMS 7401	Chemistry, Earth Science and Astronomy for Middle Grades	3			
MGMS 7402	Life Science and Natural History for Middle Grades (NGCSU)	3			
Capstone Course					
MGMS 7650	Teaching Practicum	3			
Total Hours Required for the Degree				36	
<p>Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching. On-line collaborative degree with Columbus State and Georgia Southern Universities Admission Requirements</p> <ol style="list-style-type: none"> 1. Must hold a bachelor's degree from a regionally-accredited institution. 2. Must have a cumulative undergraduate minimum GPA of 2.75 on all undergraduate courses taken. 3. Must hold a current induction certificate that 					<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</p> <p><u>The M.Ed. collaborative program in Curriculum and Instruction in Accomplished Teaching (CIAT) utilizes a sequenced, two-semester admission process, which includes a Quick Admit followed by Full Admission.</u></p>

meets pathway 1, 2, or 3 in any field in the State of Georgia, or a current professional teaching certificate in any field in the State of Georgia. Teachers certified in states other than Georgia may be eligible if they hold the equivalent of a Georgia professional teaching certificate.

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

Program Retention, Dismissal, and Readmission Policies

1. The maximum time allowed for completion of the degree is seven calendar years. No work completed more than seven years prior to degree completion will be accepted toward the degree, except with special permission from the student's advisor and approval from the Dean of the Graduate School.
2. No more than 9 semester hours of academic work may be transferred from another institution into a College of Education and Human Services graduate program. Transfer credit will be evaluated after admission by the academic department.
3. Earning grades below "B" in graduate courses will result in the following consequences: students 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.
4. If dismissed from the program, a student must

Quick Admit is a provisional admission decision and is only valid for the first semester of the program. To be reviewed for the semester one quick admission, applicants must submit the collaborative online education program application and application fee prior to the deadline for that term. Admission to the first semester is a provisional admission based on verification of teacher certification status.

Full Admission is required to continue in the program. To be fully admitted for the second term, applicants must complete all admission requirements in full prior to the admission deadline for that term.

Full Admission Requirements:

1. Must hold a Bachelor's degree from a regionally-accredited institution.
2. Must have a minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale.

VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See below).

3. A valid, Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership 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.

Admission by Alternative Pathway Requirements

1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways:

- Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted

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

Program Completion Requirements

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

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

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.

Course List

Code	Title	Hours	Core Courses	
EDAT 5999	Professional Orientation			9 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

while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

• Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

• Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

2. Must hold a Bachelor's degree from a regionally-accredited institution.

3. Must hold a valid, Level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership 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.

4. Applicants seeking admission by an alternative pathway must also submit a writing sample. The writing sample should address how completing the Master of Education with a Major in Curriculum and Instruction in Accomplished Teaching program fits into the student's professional teaching and learning goals. The statement should be no longer than 300 words.

Program Retention, Dismissal, and Readmission Policies
(No Changes)

Program Completion Requirements
(No Changes)

Course List
(No Changes)

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 to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies The GaPSC requires candidates admitted to initial preparation programs have a minimum undergraduate GPA of 2.5. The GaPSC requires an average minimum GPA of 3.0 for the admitted cohort. The changes proposed will allow more flexibility while maintaining a level of rigor when making admission decisions.

Other The Master of Education in Middle Grades Math and Science will no longer use the two-step admission process, which includes the "Quick Admit". This decision was based on the need to align admission practices with partner institutions in the GOML - MGMS collaborative.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Inquiries from prospective students and admission decisions.**

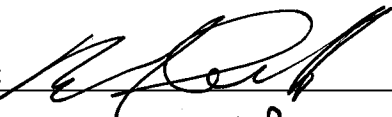
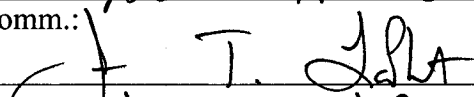
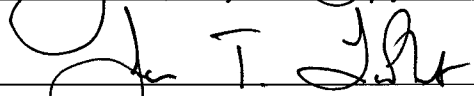
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of applicants admitted who successfully complete the program.**

Approvals:	
Department Head: 	Date: 11/9/17
College/Division Exec. Committee: Lynn C. Merrin	Date: 11/9/17
Dean(s)/Director(s): Lynn C. Merrin	Date: 11/9/17
Graduate Exec. Comm.: (for grad program) 	Date: 11-20-17
Graduate Dean: (for grad program) 	Date: 11-20-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED CATALOGUE COPY

NOV 10 2017

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

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: See locations in parentheses below.

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

Degree and Program Name: **M.Ed. in Instructional Technology P-12 Technology Applications Concentration**

Present Requirements:

(Located at Graduate School website, Our Programs section, M.Ed. in Instructional Technology: Technology Applications, Admissions Information webpage)
 —Must hold a bachelor’s degree from a regionally- accredited institution.
 —Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

~~—GRE or MAT scores are required.
 —Recommended minimum GRE Requirements:
 • Verbal score of 350 (for tests prior to July 2011) or 143 (for tests July 2011 or later)
 • Quantitative score of 400 (for tests prior to July 2011) or 140 (for tests July 2011 or later).
 • Analytical Writing score of 3.0
 —Recommended minimum MAT Requirement:
 386
 GRE and MAT scores are only one of the factors considered in admissions decisions. These test scores are not the sole criteria for admission.~~

Career Goal Statement
 • Career Goal Instructions (hyperlink)

(Located at Graduate Catalog: Master of Education with a Major in Instructional Technology webpage, under Requirements for the M.Ed. Degree with a Major in Instructional Technology, P-12 Technology Applications Concentration)

~~Prior to recommendation for instructional technology certification, the applicant must pass GACE Instructional Technology Tests.~~

Proposed Requirements: (highlight changes after printing)

(Located at Graduate School website, Our Programs section, M.Ed. in Instructional Technology: Technology Applications, Admissions Information webpage)
 —Must hold a bachelor’s degree from a regionally- accredited institution.
 —Minimum undergraduate GPA of 2.75 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded; applicants having a cumulative undergraduate GPA between 2.50 - 2.74 on a 4.0 scale must submit a Graduate Record Examination (GRE) or Miller's Analogy Test (MAT) score. Recommended scores for admission are:

- GRE -- Verbal score of 350 (for tests prior to July 2011) or 143 (for tests July 2011 or later)
 - GRE -- Quantitative score of 400 (for tests prior to July 2011) or 140 (for tests July 2011 or later)
 - GRE -- Analytical Writing score of 3.0
- Or
- MAT -- 386

Valid Certificate (P-12 Concentration Only)

- Must hold a valid level 4 or higher induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.

Career Goal Statement
 • Career Goal Instructions (hyperlink)

(Located at Graduate Catalog: Master of Education with a Major in Instructional Technology webpage, under Requirements for the M.Ed. Degree with a Major in Instructional Technology, P-12 Technology Applications Concentration)
Prior to recommendation for the M.Ed. degree, the applicant must attempt the GACE Instructional Technology assessment.
Prior to recommendation for instructional technology certification, the applicant must pass the GACE Instructional Technology assessment.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

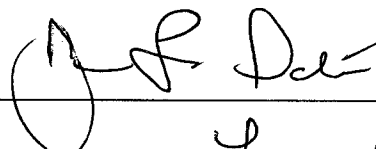
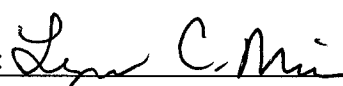
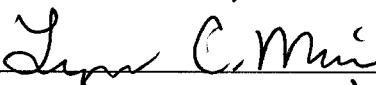
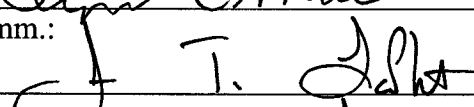
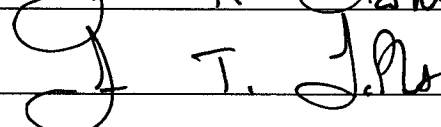
Source of Data to Support Suggested Change:

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) - **Immediate and long term assessments of actual program applicants**

Approvals:	
Department Head: 	Date: 11/9/17
College/Division Exec. Committee: 	Date: 11/9/17
Dean(s)/Director(s): 	Date: 11/9/17
Graduate Exec. Comm.: (for grad program) 	Date: 11-20-17
Graduate Dean: (for grad program) 	Date: 11-20-17
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: online at <http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/education-specialist-school-counseling/>

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

Degree and Program Name: EDS in School Counseling

Present Requirements: Admission Requirements

1. An applicant must hold a master's degree and be a fully certified school counselor.
2. An applicant must have one year experience working as a certified school counselor in a school setting. Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. An applicant must submit scores from the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT). Applicants must have an official test score of a minimum combined score of 286 with a verbal no less than 143 on the GRE or a minimum score of 390 on the MAT.
5. Only "Regular" admission status will be used for entry into the Education Specialist Degree in School Counseling. Graduate work taken prior to admission to an Education Specialist degree program will not be counted toward the degree requirements.

Proposed Requirements: (highlight changes after printing) Admission Requirements

1. An applicant must hold a master's degree and be a fully certified school counselor.
2. An applicant must have one year experience working as a certified school counselor in a school setting. Because this is a degree only program and not a certification program, the applicant must hold professional standard renewable certification in school counseling. Proof of certification is required with the application to the program. The one year of experience may not include practica and internships.
3. An applicant will not be admitted with a grade point average of less than 3.0 on all previous graduate work attempted.
4. Only "Regular" admission status will be used for entry into the Education Specialist Degree in School Counseling. Graduate work taken prior to admission to an Education Specialist degree program will not be counted toward the degree requirements.

Please note that the change is that number 4 in the original list of admissions requirements has been removed.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Information shared at the COE Council of Program Coordinators reveals that at similar institutions, the GRE and MAT are not required for applying to the EdS program in School Counseling.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Feedback from applicants.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Numbers of students who successfully complete the program without having submitted entrance exams.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: <i>Kate Wame</i>	Date: <i>11-14-17</i>
College/Division Exec. Committee: <i>Lynn C. Mini</i>	Date: <i>11-14-17</i>
Dean(s)/Director(s): <i>Lynn C. Mini</i>	Date: <i>11-14-17</i>
Graduate Exec. Comm.: (for grad program) <i>J. T. J. Miller</i>	Date: <i>11-20-17</i>
Graduate Dean: (for grad program) <i>J. T. J. Miller</i>	Date: <i>11-20-17</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 08/28/2017 (mm/dd/yyyy)

Department Initiating Revision: PSYCHOLOGY, COUNSELING, & FAMILY THERAPY	Faculty Member Requesting Revision: Dr. Mark A. Whatley
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Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3680

List Current and Requested Revisions:

Current: Course Prefix and Number: 3680 Credit Hours: 3 Course Title: Psychology of Motivation Pre-requisites: PSYC 3600 with a grade of "C" or better. Course Description: Explores selection and avoidance behaviors in theoretical, systemic, and biological context. The impact of motivation principles on human and animal decision making and survival will be examined.	Requested: Course Prefix and Number: 3680 Credit Hours: 3 Course Title: Psychology of Motivation Pre-requisites: PSYC 1101 with a "C" or better. Course Description: Explores selection and avoidance behaviors in theoretical, systemic, and biological context. The impact of motivation principles on human and animal decision making and survival will be examined.
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Semester/Year to be Effective: Summer 2018	Estimated Frequency of Course Offering: Spring/Fall/Summer
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Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Clarifies the requirement needed for PSYC 3680. The prerequisite of 3600 with a "C" or better is an outdated requirement. This change will allow greater flexibility of

psychology and other majors at VSU and positively impact student retention and graduation success.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: 11/30/17
Dept. Head: <i>Kathy M</i>	Date: 11/30/17
Dean/Director: <i>Lyn C. Mi</i>	Date: 11/30/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 30, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 08/28/2017 (mm/dd/yyyy)

Department Initiating Revision:
PSYCHOLOGY, COUNSELING, &
FAMILY THERAPY

Faculty Member Requesting Revision:
Dr. Mark A. Whatley

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 4500

List Current and Requested Revisions:

Current:

Course Prefix and Number: 4500
Credit Hours: 1-3
Course Title: Special Topics in Psychology
Pre-requisites: PSYC 3600 and Senior standing.

Course Description: Issues of topical importance in psychology are explored. May be repeated for a maximum of 3 hours credit in the major.

Requested:

Course Prefix and Number: 4500
Credit Hours: 3
Course Title: Special Topics in Psychology
Pre-requisites: PSYC 3600 and Senior standing, or permission of instructor.

Course Description: Issues of topical importance in psychology are explored. May be repeated for a maximum of 6 hours credit in the major.

Semester/Year to be Effective:
Summer 2018

Estimated Frequency of Course Offering:
Spring/Fall/Summer

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Clarifies the requirement needed for PSYC 4500 and the nonvariable credit hours. The addition of permission of instructor will allow more flexibility to impact student retention and graduation success.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: 11/30/17
Dept. Head: <i>Kate M</i>	Date: 11/30/17
Dean/Director: <i>Lyn C. Min</i>	Date: 11/30/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 30, 2017

Academic Program Name Change

Institution Information

Institution(s): Valdosta State University

Institution Contact (President or Vice President for Academic Affairs): Dr. Robert Smith, Provost and Vice President for Academic Affairs

Date: November 20, 2017

College(s)/Division(s): Dewar College of Education and Human Services

Department(s): Elementary Education (formerly Early Childhood and Special Education)

Program Information

Existing Degree Name: B.S.Ed. Degree with a Major in Early Childhood Education

CIP Code: 13.121001

Revised Degree Name: B.S.Ed. Degree with a Major in Elementary Education

CIP Code: 13.120201

Rationale for Name Change:

The degree name change to Elementary Education from Early Childhood was approved through the University System of Georgia internal review process. The purpose of the change will help the program align with the grade span designations in the public schools (PreK-5th grade) and help clarify program availability for students who may want to transfer to Valdosta State University.

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VALDOSTA STATE UNIVERSITY

Department of Elementary Education		B.S.Ed. in Elementary Education (proposed)
B.S.Ed. in Early Childhood Education (current)	Area F Requirements	
EDUC 2110 Investigating Critical and Contemporary Issues in Education	3 hours	No changes
EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity	3 hours	No changes
EDUC 2130 Exploring Learning and Teaching	3 hours	No changes
ISCI 2001 Exploring Our Ecosphere	3 hours	No changes
ISCI 2002 Physical Science for Early Childhood Education Teachers	3 hours	No changes
MATH 2008 Foundations of Numbers and Operations	3 hours	No changes
ECSE 2999 Entry to the Education Profession	0 hours	ELED 2999 Entry to the Education Profession
College of Education and Human Services Health and Physical Education Requirements		
KSPE 2000 Health and Wellness for Life	2 hours	No changes
KSPE 2150 First Aid - CPR	2 hours	
Select two KSPE Fitness/Activity Courses	1 hour each	
Professional Program Requirements		
Professional Semester 1		
ECED 3190 Early Childhood Practicum and Seminar: PreK-K	2 hours	ELED 3190 Elementary Education Practicum and Seminar: PreK-K
ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practices	3 hours	ELSE 3010 Planning, Instruction, and Developmentally Appropriate Practices
LITR 3110 Emergent Literacy Through Children's Literature and the Arts	3 hours	No changes
LITR 3120 Early Literacy	3 hours	No changes
MATH 3161 Mathematics for Early Childhood Teachers I	3 hours	No changes
SPEC 3000 Serving Students with Diverse Needs	3 hours	No changes

Professional Program Requirements		
Professional Semester 2		
ECED 3690	Early Childhood Practicum and Seminar: Grades 4-5	2 hours
ELED 3690	Elementary Education Practicum and Seminar: Grades 4-5	2 hours
ECED 4500	Science and Technology in Early Childhood Education	3 hours
ELED 4500	Science and Technology in Elementary Education	3 hours
ECSE 3020	Intermediate Assessment, Planning, and Instruction	3 hours
ELSE 3020	Intermediate Assessment, Planning, and Instruction	3 hours
ECSE 3210	Introduction to the Management of Learning Environments	3 hours
ELSE 3210	Introduction to the Management of Learning Environments	3 hours
LITR 3130	Developing Literacy	3 hours
MATH 3162	Mathematics for Early Childhood Teachers II	3 hours
	No changes	
	No changes	
Professional Program Requirements		
Professional Semester 3		
ECED 3300	Mathematics and Technology in Early Childhood	3 hours
ELED 3300	Mathematics and Technology in Elementary Education	3 hours
ECED 4400	Social Science Methods in Early Childhood	3 hours
ELED 4400	Social Science Methods in Elementary Education	3 hours
ECED 4690	Early Childhood Practicum and Seminar: Grades 1-3	2 hours
ELED 4690	Elementary Education Practicum and Seminar: Grades 1-3	2 hours
ECSE 4010	Assessment, Planning, and Differentiated Instruction	3 hours
ELED 4010	Assessment, Planning, and Differentiated Instruction	3 hours
LITR 4120	Literacy Assessment and Applications	3 hours
No changes		
MATH 4161	Mathematical Reasoning	3 hours
	No changes	
Professional Program Requirements		
Professional Semester 4		
ECED 4790	Student Teaching in Early Childhood	9 hours
ELED 4790	Student Teaching in Elementary Education	9 hours
ECSE 4420	Student Teaching Reflective Seminar	3 hours
ELED 4420	Student Teaching Reflective Seminar	3 hours

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number:
<http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/early-childhood-special-education/>

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

Degree and Program Name: B.S.Ed. Degree with a Major in Early Childhood Education

Present Requirements:

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree. The major in Early Childhood Education results in initial GaPSC certification in Early Childhood (P-5). The program is designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with children.

Selected Educational Outcomes

1. Program graduates will demonstrate an acceptable level of content knowledge.
2. Program graduates will demonstrate an acceptable level of teaching competency for an extended period of time during the clinical practice experience by planning, delivering, and assessing appropriate instruction for students who represent a diverse population and who are in public school settings.
3. Program graduates will integrate technology into instruction, assessment, and communication.
4. Program graduates will demonstrate characteristics of reflective practitioners by evaluating the effects of choices and actions on others (students, families, and other professionals in the learning community).

Examples of Outcome Assessments

1. Teacher candidates in initial teacher education programs will demonstrate content knowledge through

Proposed Requirements: (highlight changes after printing)

The Department of Elementary Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree. The major in Elementary Education results in initial GaPSC certification in Early Childhood (P-5). The program is designed to prepare professional educators who manifest the knowledge, dispositions, and competencies deemed necessary to enhance young children's overall intellectual, social, emotional, and personal growth and development. The design of the undergraduate professional program includes a variety of methods and content courses supported by structured field experiences designed to provide opportunities to meld theory with practice in field-based interactions with children.

Selected Educational Outcomes
(No changes)

Examples of Outcome Assessments
(No changes)

passing the state-required content assessment.

2. Teacher candidates in initial teacher education programs will demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy.

3. Teacher candidates in initial teacher education programs will demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and P-5 mentor teacher.

4. Teacher candidates in initial teacher education programs will demonstrate their ability to positively impact P-5 learning through an Impact on Student Learning project.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Wording has been changed to reflect the change in the name of the department and degree.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Sources of information from administration.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

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

Approvals:	
Department Head: <i>Shuley P. Andrews</i>	Date: <i>12-4-17</i>
College/Division Exec. Committee: <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Dean(s)/Director(s): <i>Lyn C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 hours	ELSE 3010 Planning, Instruction, and Developmentally Appropriate Practices 3 hours
LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 hours	LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 hours
LITR 3120 Early Literacy 3 hours	LITR 3120 Early Literacy 3 hours
MATH 3161 Mathematics for Early Childhood Teachers I 3 hours	MATH 3161 Mathematics for Early Childhood Teachers I 3 hours
SPEC 3000 Serving Students with Diverse Needs 3 hours	SPEC 3000 Serving Students with Diverse Needs 3 hours
Professional Semester 2	Professional Semester 2
ECED 3690 Early Childhood Practicum and Seminar: Grades 4-5 2 hours	<u>ELED 3690 Elementary Education Practicum and Seminar: Grades 4-5</u> 2 hours
ECED 4500 Science and Technology in Early Childhood Education 3 hours	<u>ELED 4500 Science and Technology in Elementary Education</u> 3 hours
ECSE 3020 Intermediate Assessment, Planning, and Instruction 3 hours	<u>ELSE 3020 Intermediate Assessment, Planning, and Instruction</u> 3 hours
ECSE 3210 Introduction to the Management of Learning Environments 3 hours	<u>ELSE 3210 Introduction to the Management of Learning Environments</u> 3 hours
LITR 3130 Developing Literacy 3 hours	LITR 3130 Developing Literacy 3 hours
MATH 3162 Mathematics for Early Childhood Teachers II 3 hours	MATH 3162 Mathematics for Early Childhood Teachers II 3 hours
Professional Semester 3	Professional Semester 3
ECED 3300 Mathematics and Technology in Early Childhood 3 hours	<u>ELED 3300 Mathematics and Technology in Elementary Education</u> 3 hours
ECED 4400 Social Science Methods in Early Childhood 3 hours	<u>ELED 4400 Social Science Methods in Elementary Education</u> 3 hours
ECED 4690 Early Childhood Practicum and Seminar: Grades 1-3 2 hours	<u>ELED 4690 Elementary Education Practicum and Seminar: Grades 1-3</u> 2 hours
ECSE 4010 Assessment, Planning, and Differentiated Instruction 3 hours	<u>ELED 4010 Assessment, Planning, and Differentiated Instruction</u> 3 hours
LITR 4120 Literacy Assessment and Applications 3 hours	LITR 4120 Literacy Assessment and Applications 3 hours
MATH 4161 Mathematical Reasoning 3 hours	MATH 4161 Mathematical Reasoning 3 hours

<p>Professional Semester 4 ECED 4790 Student Teaching in Early Childhood 9 hours</p> <p>ECSE 4420 Student Teaching Reflective Seminar 3 hours</p>	<p>Professional Semester 4 ELED 4790 Student Teaching in Elementary Education 9 hours</p> <p>ELED 4420 Student Teaching Reflective Seminar 3 hours</p>
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Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Wording has been changed to reflect the change in the name of the department, degree, and program.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Sources of information from administration.

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the Educator Preparation Program and program assessments approved by the Georgia Professional Standards

Commission.	
Approvals:	
Department Head: <i>Shirley P. Andrews</i>	Date: 12-4-17
College/Division Exec. Committee: <i>Lyn C. Mui</i>	Date: 12-4-17
Dean(s)/Director(s): <i>Lyn C. Mui</i>	Date: 12-4-17
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECSE 2999 Entry to the Education Profession

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECSE 2999
Credit Hours: 0
Course Title: Entry to the Education Profession
Pre-requisites:
Course Description: Graded "Satisfactory" or "Unsatisfactory". A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully complete prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an "unsatisfactory" grade is earned, the course must be repeated until a "Satisfactory" grade is received.

Requested:
Course Prefix and Number: ELED 2999
Credit Hours:
Course Title:
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shelby P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practices

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECSE 3010
Credit Hours: 3
Course Title: Planning, Instruction, and Developmentally Appropriate Practice
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level.
Course Description: Evidence-based practices, theories of learning, and developmentally appropriate strategies that underlie the teaching and learning processes related to planning, instruction, and assessment for Pre-K and K learners in inclusive settings and the associated curricular disciplines.

Requested:
Course Prefix and Number: ELSE 3010
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ELED 3190, or a practicum approved at the program level.
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: 12-4-17
Dept. Head: <i>Shirley P. Andrews</i>	Date: 12-4-17
Dean/Director: <i>Lynn C. Mc</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECSE 3020 Intermediate Assessment, Planning, and Instruction

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECSE 3020
Credit Hours: 3
Course Title: Intermediate Assessment, Planning, and Instruction
Pre-requisites: Appropriate 2999 course, ECSE 3010, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level.
Course Description: The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction to meet the diverse and individualized needs of students in Grades 4-5.

Requested:
Course Prefix and Number: ELSE 3020
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course, ELED 3010, and minimum GPA of 2.75. Co-requisite: ELED 3690, or a practicum approved at the program level.
Course Description: The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction to meet the diverse and individualized needs of students in grades 4-5.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Les C. Ni</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Les C. Ni</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 3190 Early Childhood Practicum and Seminar: PreK-K

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 3190
Credit Hours: 2
Course Title: Early Childhood Practicum and Seminar: PreK-K
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Graded "Satisfactory" or "Unsatisfactory."
Course Description: Pre-K or K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

Requested:

Course Prefix and Number: ELED 3190
Credit Hours:
Course Title: Elementary Education Practicum and Seminar: PreK-K
Pre-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECSE 3210 Introduction to the Management of Learning Environments

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECSE 3210

Credit Hours: 3

Course Title: Introduction to the Management of Learning Environments

Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level.

Course Description: Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades Pre-K-5.

Requested:

Course Prefix and Number: ELSE 3210

Credit Hours:

Course Title:

Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ELED 3690, or a practicum approved at the program level.

Course Description: Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades P-5.

Semester/Year to be Effective:

Fall 2018

Estimated Frequency of Course Offering:

Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mc</i>	Date: 12-4-17
Dept. Head: <i>Shirley P. Andrews</i>	Date: 12-4-17
Dean/Director: <i>Lyn C. Mc</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 3300 Mathematics and Technology in Early Childhood

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 3300
Credit Hours: 3
Course Title: Mathematics and Technology in Early Childhood
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECED 4690, or a practicum approved at the program level.
Course Description: Recent developments in curriculum and methods on instruction of contemporary school mathematics in grades P-5, including the use of manipulative materials, technology, and other resources.

Requested:
Course Prefix and Number: ELED 3300
Credit Hours:
Course Title: Mathematics and Technology in Elementary Education
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ELED 4690, or a practicum approved at the program level.
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 3690 Early Childhood Practicum and Seminar: Grades 4-5

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 3690

Credit Hours: 2

Course Title: Early Childhood Practicum and Seminar: Grades 4-5

Pre-requisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ECED 3190. Graded "Satisfactory" or "Unsatisfactory."

Course Description: Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies.

Requested:

Course Prefix and Number: ELED 3690

Credit Hours:

Course Title: Elementary Education Practicum and Seminar: Grades 4-5

Pre-requisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ELED 3190. Graded "Satisfactory" or "Unsatisfactory."

Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mui</i>	Date: 12-4-17
Dept. Head: <i>Shirley P. Andrew</i>	Date: 12-4-17
Dean/Director: <i>Lynn C. Mui</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECSE 4010 Assessment, Planning, and Differentiated Instruction

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECSE 4010
Credit Hours: 3
Course Title: Assessment, Planning, and Differentiated Instruction
Pre-requisites: Appropriate 2999 course, ECSE 3010, ECSE 3020, and minimum GPA of 2.75.
Co-requisite: ECSE 4390, ECED 4690, or a practicum approved at the program level.
Course Description: Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive settings, and special education classrooms.

Requested:
Course Prefix and Number: ELED 4010
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course, ELED 3010, ELED 3020, and minimum GPA of 2.75.
Co-requisite: ELED 4690, or a practicum approved at the program level.
Course Description: Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education and inclusive classrooms.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mei</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mei</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 4400 Social Science Methods in Early Childhood

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 4400
Credit Hours: 3
Course Title: Social Science Methods in Early Childhood
Pre-requisites: ECSE 2999
Course Description: A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5. ECED 4690 or a practicum placement approved at the program level is required as a corequisite of this course.

Requested:
Course Prefix and Number: ELED 4400
Credit Hours:
Course Title: Social Science Methods in Elementary Education
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ELED 4690, or a practicum approved at the program level.
Course Description: A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: 12-4-17
Dept. Head: <i>Shirley P. Andrews</i>	Date: 12-4-17
Dean/Director: <i>Lyn C. Mui</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECSE 4420 Student Teaching Reflective Seminar

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECSE 4420

Credit Hours: 3

Course Title: Student Teaching Reflective Seminar

Pre-requisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ECSE 4490 or ECED 4790. Graded "Satisfactory" or "Unsatisfactory."

Course Description: Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.) and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

Requested:

Course Prefix and Number: ELED 4420

Credit Hours:

Course Title:

Pre-requisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ELED 4790. Graded "Satisfactory" or "Unsatisfactory."

Course Description: Examination of the nature, extent, and significance of involving families in the education of children in grades P-5. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and guiding with instructional support team members (i.e., paraprofessionals, academic coaches, etc.) and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley L. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECED 4500 Science and Technology in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 4500

Credit Hours: 3

Course Title: Science and Technology in Early Childhood Education

Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.

Course Description: Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be integrated with curriculum for grades P-5. ECED 3690 or a practicum approved at the program level is required as a corequisite of this course.

Requested:

Course Prefix and Number: ELED 4500

Credit Hours:

Course Title: Science and Technology in Elementary Education

Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ELED 3690, or a practicum approved at the program level.

Course Description: Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be integrated with curriculum for grades P-5.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

ECED 4690 Early Childhood Practicum and Seminar: Grades 1-3

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 4690

Credit Hours: 2

Course Title: Early Childhood Practicum and Seminar: Grades 1-3

Pre-requisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ECED 3190 and in ECED 3690. Graded "Satisfactory" or "Unsatisfactory."

Course Description: Grades 1-3 classroom experience supervised by mentor teachers and university supervisors; debriefing seminars focused on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of appropriate teaching and management strategies.

Requested:

Course Prefix and Number: ELED 4690

Credit Hours:

Course Title: Elementary Education Practicum and Seminar: Grades 1-3

Pre-requisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ELED 3190 and in ELED 3690. Graded "Satisfactory" or "Unsatisfactory."

Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of

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the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley D. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 4790 Student Teaching in Early Childhood

List Current and Requested Revisions:

Current:
Course Prefix and Number: ECED 4790
Credit Hours: 9
Course Title: Student Teaching in Early Childhood
Pre-requisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ECSE 4420.
Course Description: A full-day, semester-long experience in early childhood K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

Requested:
Course Prefix and Number: ELED 4790
Credit Hours:
Course Title: Student Teaching in Elementary Education
Pre-requisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.75. Corequisite: ELED 4420. Graded "Satisfactory" or "Unsatisfactory."
Course Description: A full-day, semester-long experience in elementary K-5 classrooms under the supervision of a mentor teacher and a university supervisor.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: 12-4-17
Dept. Head: <i>Shuley P. Andrew</i>	Date: 12-4-17
Dean/Director: <i>Lyn C. Min</i>	Date: 12-4-17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

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Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 4890 Internship in Early Childhood Education

List Current and Requested Revisions:

Current:

Course Prefix and Number: ECED 4890
Credit Hours: 6
Course Title: Internship in Early Childhood Education
Pre-requisites: Completion of requirements to student teach as listed in the University's Undergraduate Catalog, submission of passing scores on Praxis II, and certification by a school district of the status of the candidate as an employee. Credit: Course completion requires a two-semester internship, taken for a total of 12 hours (6 hours each semester).
Course Description: Guided professional experiences in an early childhood classroom (P-5) as a capstone/culminating activity of the Early Childhood Education Program. Students teach and manage a classroom under the guidance of a mentor teacher and university professor. Experience includes observations, participation, teaching, classroom management, and collaboration with school personnel..

Requested:

Course Prefix and Number: ELED 4890
Credit Hours:
Course Title: Internship in Elementary Education
Pre-requisites: Completion of requirements to student teach as listed in the University's Undergraduate Catalog, submission of passing scores on GACE Content assessment, and certification by a school district of the status of the candidate as an employee. Credit: Course completion requires a two-semester internship, taken for a total of 12 hours (6 hours each semester).
Course Description: Guided professional experiences in an elementary classroom (P-5) as a capstone/culminating activity of the Elementary Education Program. Candidates teach and manage a classroom under the guidance of a mentor teacher and university supervisor. Experience includes observations, participation, teaching, classroom management, and collaboration with school personnel.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shuleij P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
LITR 3110 Emergent Literacy Through Children's Literature and the Arts

List Current and Requested Revisions:

Current:

Course Prefix and Number: LITR 3110
Credit Hours: 3
Course Title: Emergent Literacy Through Children's Literature and the Arts
Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level.
Course Description: An integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature and the fine arts to develop life-long readers.

Requested:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ELED 3190, or a practicum approved at the program level.
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley B. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
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Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

LITR 3120 Early Literacy

List Current and Requested Revisions:

Current:

Course Prefix and Number: LITR 3120

Credit Hours: 3

Course Title: Early Literacy

Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level.

Course Description: Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom..

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ELED 3190, or a practicum approved at the program level.

Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
LITR 3130 Developing Literacy

List Current and Requested Revisions:

Current:

Course Prefix and Number: LITR 3130
Credit Hours: 3
Course Title: Developing Literacy
Pre-requisites: Appropriate 2999 course; LITR 3110; LITR 3120; and a minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level.
Course Description: Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in a 4-5 grade classroom. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized.

Requested:

Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course; LITR 3110; LITR 3120; and a minimum GPA of 2.75. Co-requisite: ELED 3690, or a practicum approved at the program level.
Course Description: Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in P-5 classrooms. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized.

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of

the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date: <i>12-4-17</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
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Form last updated: December 4, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 11/20/17 (mm/dd/yyyy)

Department Initiating Revision:
Elementary Education

Faculty Member Requesting Revision:
Shirley Andrews

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
LITR 4120 Literacy Assessment and Applications

List Current and Requested Revisions:

Current:
Course Prefix and Number: LITR 4120
Credit Hours: 3
Course Title: Literacy Assessment and Applications
Pre-requisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130
Course Description: Emphasizes diagnostic and assessment strategies for corrective instruction for struggling elementary readers and writers. The course includes causes of reading disability, methods of diagnosis, instructional methods for group and individual remedial work, strategies for successful test taking. Teacher candidates will be required to apply their learned skills in tutoring experiences.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title:
Pre-requisites: Appropriate 2999 course; LITR 3110; LITR 3120; LITR 3130; and a minimum GPA of 2.75.
Course Description:

Semester/Year to be Effective:
Fall 2018

Estimated Frequency of Course Offering:
Fall and Spring Semesters

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The changes in the Course Prefix and Course Title reflect the change in the name of the department, program, and degree.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Prie</i>	Date: <i>12-4-17</i>
Dept. Head: <i>Shirley P. Andrews</i>	Date:
Dean/Director: <i>Lyn C. Prie</i>	Date: <i>12-4-17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: December 4, 2017