VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 9, 2020

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
March 9, 2020

1. Minutes of the February 10, 2020 meeting. (pages 1-3) were approved by email February 17, 2020.

2. **UNIVERSITY HONORS COLLEGE**
   a. Revised college narrative and certificate requirements (pages 4-8)

3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
   a. Revised degree narrative and degree requirements for the MSN (pages 9-17)
   b. Revised college narrative (pages 18-21)

4. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
   a. Revised admission requirements for the MAT in Foreign Language Education (French or Spanish) (pages 22-24)
   b. Revised graduation requirements for the MAT in English to Speakers of Other Languages and the MAT in Foreign Language Education (pages 25-26)
   c. Revised admission requirements for the MAT in English to Speakers of Other Languages (pages 27-29)

5. **COLLEGE OF BUSINESS**
   a. Revised degree requirements for the BBA in International Business (pages 30-31)
   b. Revised degree requirements for the BBA in Accounting (pages 32-33)
   c. New course ACCT 2999 (pages 34-36)

6. **COLLEGE OF SCIENCE AND MATHEMATICS**
   a. Revised degree requirements for the BA in Mathematics-Secondary Education Track (pages 37-38)
   b. Revised degree requirements for the BS in Computer Science – New Track – Cyber Security (pages 39-42)
   c. Revised degree requirements for the BS in Computer Information Systems – New Track – Cyber Security (pages 43-46)
   d. New course CS 4625 (pages 47-51)
   e. New course CS 4635 (pages 52-56)

7. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
   a. Revised degree requirements for the EDD in Adult and Career Education (pages 57-58)
   b. Revised Outcome Assessments for the MLIS degree (pages 59-60)
   c. Revised degree requirements for the EDD in Leadership (pages 61-63)
   d. Revised degree requirements for the EDD in Curriculum and Instruction – Learning and Development Concentration (pages 64-65)
   e. Revised degree requirements for the BSED in Health and Physical Education (pages 66-67)
   f. Revised admission requirements for the MAT in Health and Physical Education (pages 68-70)
   g. Revised degree requirements for the MED in Health and Physical Education (pages 71-72)
   h. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education (pages 73-74)
   i. Revised degree requirements for the BSED in Elementary Education (pages 75-76)
   j. Revised degree requirements for the BSED in Secondary Education (pages 77-78)
   k. Revised degree requirements for the BSED in Special Education – Deaf and Harding of Hearing (pages 79-80)
   l. Revised degree requirements for the BSED in Middle Grades Education (pages 81-83)
   m. New course MGED 2000 (pages 84-96)
   n. Revised course description MGED 4000 (97-98)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 10, 2020

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 10, 2020. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Catherine Bowers, Mr. Brian Nelson (Proxy for Ms. Gabrielle Stellmacher), Dr. Candace Witherspoon, Mr. Joe Mason, Dr. Nicole Cox, Mr. Brian Nelson, Dr. Fleming Bell, Dr. Eric Chambers, Dr. Ray Elson, Dr. Ellis Heath, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, Mr. Chuck Conner (Proxy for Dr. Vicki Wetter), Dr. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Ms. Gabrielle Stellmacher, Dr. Diane Wright, Dr. Brian Sowa, Dr. Ben Wescoatt, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Bruce Mackh, Dr. Mary Fares, Mr. David Nelson, Dr. Brian Gerber, Mr. Michael Webster, Dr. Theresa Grove, Dr. Steve Downey, Dr. Doug Farwell, Dr. Michael Schmidt, and Mr. Ernest Smith.

The Minutes of the November 11, 2019 meeting were approved by email on November 15, 2019. (pages 1-6).

A. College of Business Administration

1. Revised academic transfer credit policy was approved effective Fall Semester 2020. (pages 7-9).

B. College of Nursing and Health Sciences

1. Revised admission requirements for the MS in Exercise Physiology was approved effective Fall Semester 2020. (pages 10-11).

2. Revised degree requirements for the MS in Exercise Physiology was approved effective Fall Semester 2020. (pages 2-14).

3. New course, Health Sci Exercise Physiology (HSEP) 7020, "Advanced Exercise Physiology II", (ADVANCED EXERC PHYSIOL II – 3 credit hours,3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021 with the description changed to read ...master's degree...Physiology or consent... . (pages 15-22).

4. New course, Health Sci Exercise Physiology (HSEP) 7200, "Exercise and Nutrition as Medicine", (EXERC & NUTRITION AS MEDICINE – 3 credit hours,3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021. (pages 23-30).

C. College of Science and Mathematics

1. Revised catalog copy for the College of Science and Mathematics was approved effective Fall Semester 2020. (pages 31-34).

2. New course, Engineering Technology (ENGT) 2010, "Introduction to Engineering Technology, (INTRO TO ENGINEERING TECHNOLOG – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read – Introduction to engineering...ethics; and problem solving using industry standard software. . (pages 35-42).

3. New course, Engineering Technology (ENGT) 2500, "Engineering Graphics for Design, (ENGINEERING GRAPHICS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2020 with the description changed to read – An introduction to engineering...visualization, geometric construction, graphical projection and sketching, descriptive geometry, and computer graphics. . (pages 43-48).

4. New course, ENGT 2520 (pages 49-52) was TABLED

D. College of the Arts

1. Revised admission requirements for the Master of Arts in Communication was approved effective Fall Semester 2020. (pages 53-54).

2. New course, Art (ART) 3010, "Design Thinking", (DESIGN THINKING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...solving through design thinking. Coursework prepares... the last sentence was deleted. (pages 55-61).

3. New course, Art (ART) 3240, "Design Thinking for Entrepreneurship", (DESIGN THINKING ENTREPRENEUR– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...computational thinking to solve human-centered problems and create... . (pages 62-68).

4. Deactivation of the BFA in Emergent Media and Communication was approved effective Fall 2020. (pages 69-71).

5. Revised course title and description, Music Education (MUE) 3000, "Music Teaching", (MUSIC TEACHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2021. (pages 72-73).

6. Deactivation of the MMED Masters of Music Education was approved effective Fall Semester 2020. (pages 74-75).

7. Deactivation of MUE 7000 and 7680 was approved effective Fall Semester 2020. (pages 76-77).

E. College of Education and Human Services

1. Revised requirements for the EDS in Educational Leadership – Tier II Certification was approved effective Fall Semester 2020. (pages 78-79).

2. Revised requirements for the MED in Instructional Technology – Corporate Concentration was approved effective Spring Semester 2020. (pages 80-81).

3. Revised requirements for the EDS in Educational Leadership was approved effective Fall Semester 2020. (pages 82-83).

4. Revised department narrative for MLIS was approved effective Fall Semester 2020. (pages 84-86).

5. Revised degree requirements for the MLIS was approved effective Fall Semester 2020. (pages 87-89).

6. Revised course title and prerequisite, Library Science (MLIS) 7730, "Preservation Management", (PRESERVATION MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 90-91).

7. New course, Library Science (MLIS) 7680, "Understanding Information Behavior", (UNDERSTANDING INFO BEHAVIOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...information services information needs, information seeking,...user perspective are examined. Provides... . (pages 92-99).

8. Revised course title, prerequisite, and description, Education Exemplary Teacher (EDET) 8020 "Teacher Leadership Residency I", (TEACHER LEADERSHIP RESIDENCY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 100-102).

9. Revised course title, prerequisite, and description, Education Exemplary Teacher (EDET) 8040 "Teacher Leadership Residency II", (TEACHER LEADRSHIP RESIDENCY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 103-105).

10. Revised course title, prerequisite, and description, Education Exemplary Teacher (EDET) 8050 "Teacher Leadership Residency III", (TEACHER LEADRSHIP RESIDENCY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020. (pages 106-108).

11. Revised course prerequisite, and description, Education Exemplary Teacher (EDET) 8880 "Capstone Seminar", (CAPSTONE SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...leadership degree. The course will emphasis integrating knowledge... . (pages 109-111).

12. Deactivation of EDET 8001, 8002, and 8003 was approved effective Spring Semester 2021. (pages 112-113).

13. Revised requirements for the EDS in Teacher Leadership was approved effective Fall Semester 2020. (pages 114-116).

14. New course, Education Exemplary Teacher (EDET) 8005 "Foundations of Teacher Leadership", (FOUNDATIONS OF TEACHER LDRSHP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read – Admission to the Ed.S Teacher Leadership program. A survey of theories... . (pages 117-126).

15. Revised degree requirements for the MS in Psychology was approved effective Fall Semester 2020. (pages 127-129).

16. New course, Psychology (PSYC) 7050 "Consulting in Industrial-Organizational Psychology 1", (CON I/O PSYC 1 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...together on consulting initiatives, developing the necessary skills and knowledge to be successful as consultants. (pages 130-138).

17. New course, Psychology (PSYC) 7060 "Consulting in Industrial-Organizational Psychology 2", (CON I/O PSYC 2 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...initiatives, developing the necessary skills and knowledge to develop a consulting firm. (pages 139-147).

18. New course, Psychology (PSYC) 7080 "Group Dynamics", (GROUP DYNAMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...teams. The course covers... . (pages 148-156).

19. New course, Psychology (PSYC) 7090 "Organizational Development", (ORGANIZATIONAL DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...Instructor. An introduction to change and interventions in relation to individuals, groups, and organizations, including strategies for individual, interpersonal and group, and organizational change. (pages 157-164).

20. Reactivation, Revised course title and description, Psychology (PSYC) 8100 "Research Methods in I/O Psychology", (RESEARCH METHODS IN I/O PSY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...Instructor. An exploration of topics in Industrial-Organizational psychology. Students work together in teams to conduct empirical investigations. (pages 165-172).

21. Reactivation, Revised course title and description, Psychology (PSYC) 8110 "Psychometrics", (PSYCHOMETRICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2020 with the description changed to read ...Instructor. A study of Psychometrics including scale development... . (pages 173-181).

Respectfully submitted,

Stanley Jones
Registrar

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/17/2020

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

College:	Academic Division	**Dept. Initiating Request:**	February 17, 2020
Requestor's Name:	Michael Savoie	**Requestor's Role:**	Dean

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	University Honors College
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/interdisciplinary-multidisciplinary-studies/university-honors-college/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
The University Honors College is an interdisciplinary program with courses leading to a certificate of completion in University Honors. The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of special classes and interdisciplinary seminars supported by departments and faculty across campus. A student who completes all certificate requirements also receives recognition at Honors Day *as well as at graduation ceremonies.* In addition, the students receive a Certificate of University Honors and special notation on official university transcripts. Admission into the Honors College is based on the following criteria: high school GPA, SAT/ACT scores, an application essay, and a letter of recommendation from a teacher or academic advisor. All applicants are expected to have a minimum high school GPA of 3.5. Current VSU students who achieve a 3.5 GPA or better may be considered. Requirements for Graduation with the Certificate in University Honors 25-28 hours in the Honors Curriculum as designated below 3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the	The University Honors College is an interdisciplinary program with courses and activities leading to a certificate of completion in University Honors. The University Honors College offers special courses and activities designed to help qualified students realize their full intellectual potential and to provide them the best possible preparation for their major degree programs. It does so through a wide range of opportunities and interdisciplinary seminars supported by departments and faculty across campus. University Honors is characterized by three dimensions including: creating a sense of community, enhancing academic competency, and provide students with the opportunity to develop a unique and challenging program of study (Wolfensberger). A student who completes all certificate requirements also receives recognition at graduation ceremonies. In addition, the students receive a Certificate of University Honors and special notation on official university transcripts. Admission into the Honors College is based on a review of the following criteria: high school GPA, SAT/ACT scores, previous Honors/AP/IB courses, an application essay, and a letter of recommendation from a teacher or academic advisor. Applicants are expected to have a minimum high school GPA of 3.5 with coursework in Honors/AP/IB. Current VSU students who achieve a 3.5 GPA or better may be considered. Special consideration is given to diverse and motivated students eager to engage in Honors level work. The admissions process is based on an incoming first-year

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GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

Global Experience and Understanding Requirement
All students in the Honors College must complete the Global Experience and Understanding requirement with an approved research activity, service learning assignment, or field experience. The semester-long commitment fosters understanding of global and cultural issues. In the spirit of the Honors interdisciplinary approach, research, service, and minor program activities will be considered. These activities must be approved by the Honors College.

Selected Educational Outcomes
Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Examples of Outcome Assessments
Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
Students will participate in at least one research/creative endeavor forum to present their work.
Students will provide evidence of their understanding of global perspectives.
Students will provide documentation of and reflection on at least one sustained community service activity.
Students will complete a capstone project that will be presented at an interdisciplinary forum.

Requirements for the Certificate in University Honors in Interdisciplinary Studies

Code	Title	Hours
First Year		
HONS 1990	Honors Introductory Seminar	2

cohort and students are expected to take HONS 1990 in their first semester as part of their provisional acceptance. After successfully completing HONS 1990 and approval of an Honors committee, students will be considered for full admittance into the Honors College and qualified for funding and benefits such as travel and research support. Incoming Honors students are expected to live and participate in the living learning community in Reade Hall, the designated Honors residence.

Requirements for Graduation with the Certificate in University Honors
*29 equivalent hours in the Honors Curriculum as designated below. The Honors Curriculum is based on points rather than credit hours.
*3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

Selected Educational Outcomes
1. Students will learn the arts of inquiry and conversation, culminating in structured research and creative endeavors, academic writing, oral presentations, and creative production.
2. Students will practice the organizational skills of collaboration, planning, and assessment, and the personal skills of self-discipline and task management, culminating in the capacity to guide or direct group-based work.
3. Students will understand the importance of civic involvement and giving back to the larger community, culminating in occasions of service that draw upon scholarship, creativity, and leadership capacities.
4. Students will incorporate an understanding of diverse global and cultural perspectives in their scholarly or creative inquiry, culminating in an international exchange of ideas and activities.
5. Students will incorporate an understanding of diverse disciplinary perspectives in their scholarly/creative inquiry, culminating in a collaborative, interdisciplinary project.

Examples of Outcome Assessments
1. Students will provide evidence of their accomplishments related to each area of the five educational outcomes previously listed and present the evidence in a portfolio.
2. Students will participate in at least one research/creative endeavor forum to present their work.
3. Students will provide evidence of their understanding of global perspectives.
4. Students will provide documentation of and reflection on at least one sustained community service activity.
5. Students will complete a capstone project that will be presented at an interdisciplinary forum.

Two core Honors courses		5-8
Second Year		
HONS 2010	Honors Colloquium	2
One core Honors course or one Honors major course		3-4
HONS 2990	Experiential Activity	0
Third Year		
HONS 3999	Introduction to Honors Research	3
HONS 3990	Honors Capstone Seminar	3
Two Honors major courses		6
Fourth Year		
HONS 4990	Honors Senior Portfolio	1-3
Total Hours		25-28

Course List

HONS 3990 and HONS 3999 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the Honors College, and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College). All students in the Honors College must complete a capstone project that will be presented at an interdisciplinary forum.

Honors students may substitute an experiential learning project (HONS 2990) for an Honors major course requirement. All substitutions must be approved by the Dean of the Honors College. The Honors College provides specific guidelines for semester-long experiential learning projects on the Honors website.

Courses not listed as Honors may also be available for Honors credit through the Honors Option (HONS 3330). This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors Options must be approved no later than the last day of the second week of classes.

Requirements for the Certificate in University Honors in Interdisciplinary Studies

HONORS ORIENTATION
HONS 1990 Honors Introduction Seminar 2
HONS 2010 Honors Colloquium 2

HONORS RESEARCH
Honors core course 3
Honors major courses (two required) 6
HONS 3990 Honors Capstone or HONS 3999 Honors Research Methods 3
Research Presentation 3

HONORS EXPERIENTIAL LEARNING
Honors Experiential Learning Activity 3
Honors Leadership Activity 3
Honors Global Experience 3

HONORS PORTFOLIO
HONS 4990 Honors Senior Portfolio 1

Total Points 29

Honors Experiential Learning requirements
Students in the Honors College must complete Honors Experiential Learning activities with an approved research activity, service-learning assignment, or field experience. Experiential activities are a semester-long commitment that includes assignments and activities that engage students in problem-solving and real-world situations. These activities must be approved by the Honors College.

Experiential learning requires a full semester commitment of at least 45 hours with specified outcomes, a timeline of deliverables, and structured reflection. The Honors College assists students with the process of establishing and formalizing structured experiential learning opportunities to complete Honors requirements in service, leadership, and global understanding. Honors experiential learning activities must be approved by the Honors College and are listed as HONS 2990 Experiential Activities on the official university transcript. Examples of approved Honors experiential activities include:

*Honors sanctioned experiential groups
*Departmental experiential or service activities
*Faculty supervised experiential or service projects
*Departmental supervised internships
*University or departmental leadership opportunities
*Study abroad, study-away, and semester exchanges

Academic units may also offer Honors tracks for Honors Certification with specific embedded departmental requirements in the Honors curriculum.

	HONS 3990 and HONS 3999 may be taken to satisfy one of the Honors major requirements, with the approval of the major department and the Dean of the Honors College and may satisfy elective credit for some majors. In addition, the Honors College offers a seminar and an independent study course (HONS 4000), which may satisfy elective credit or, in some cases, capstone requirements in a variety of major degree programs (must be approved by the Dean of the Honors College). All students in the Honors College must complete a capstone project that will be presented at an interdisciplinary forum. Courses not listed as Honors may also be available for Honors credit through the Honors Option Contract. This option allows students to receive Honors credit while enrolled in regular courses by doing different types of assignments approved in advance by the instructor of the course and the Dean of the Honors College. Honors Options must be approved no later than the last day of the second week of classes. Students are required to complete HONS 4990 Honors Senior Portfolio and submit a portfolio with evidence of learning for successful completion of the Honors certification. The portfolio also requires materials from experiential activities to include evidence of learning, academic artifacts, and structured reflections. Honors certification requires a final review and approval of the senior portfolio by the Honors College.

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

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

The changes reflect best practices in Honors education and aligns with other experiential-based programs in the Georgia Collegiate Honors Council. Other justification includes decreasing enrollment in Honors core seminars due to an increasing number of students taking advanced credit options in high school programs such as dual enrollment, AP, and IB. The changes also reflect the need to offer more experiential learning opportunities to support the VSU Strategic Plan, Goal #2.

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

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

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

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

The Honors senior portfolio documents student participation in experiential learning and HIPs. Honors also has a senior exit questionnaire that is used to shape the program and opportunities for future students.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	MIKE SAVOIE	Mike Savoie	2-17-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/11/2020

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

College:	College of Nursing and Health Sciences	**Dept. Initiating Request:**	Nursing
Requestor's Name:	Michelle Ritter	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	MSN/ Post-Master's Certificate		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/nursing-health-sciences/ms-nursing/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.	Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application packet to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, *official test scores (GRE or MAT),* completed application form, fee, and any additional program requirements (listed below), submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.
Admission Deadlines Fall Deadline: July 15 Spring Deadline November 15 Summer Deadline: April 15	Admission Deadlines Fall Deadline: May 15 Spring Deadline September 15 *Summer Deadline: April 15*
Program Admission Requirements To be considered for admission to the Master of Science in Nursing program, an applicant must have:	Program Admission Requirements To be considered for admission to the Master of Science in Nursing program, an applicant must have:
graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.	Graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
a GPA of 3.0 or higher on a 4.0 point scale.	A GPA of 3.0 or higher on a 4.0 point scale.
minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. A Miller Analogies Test	*minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. A Miller Analogies Test score of*

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score of 400 or higher (or equivalent) will be accepted as an alternative to the GRE. evidence of Georgia licensure as a registered nurse. three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form. NOTE: Admission to regular graduate status requires completion of a graduate-level statistics course.	*400 or higher (or equivalent) will be accepted as an alternative to the GRE.* Evidence of a valid (current, unencumbered) nursing license Three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form. *NOTE: Admission to regular graduate status requires completion of a graduate-level statistics course.* POST-MASTER'S CERTIFICATE PROGRAMS In addition to the admission criteria listed above, applicants who have a Master's Degree in Nursing and graduated with at least a 3.0 GPA may be admitted to the department's Nurse Practitioner (FNP, AGNP, or FPMHNP) Post-Master's Certificate Program. Because these certification programs utilize past learning experience to satisfy some course requirements, programs of study are highly individualized and tailored to the needs of the students. Therefore, the applicant must meet with the School of Nursing's Graduate Nursing Program Director's to complete a gap analysis and design a program of study for post-master's requirements. Out-of-state applicants should become familiar with their state's regulations governing distance accessible programs. TRANSFER CREDIT Courses considered for transfer credit must: (1) be no more than 7 years of age at the time of admission, unless otherwise approved by the program; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research. The Graduate Catalog can be found at http://catalog.valdosta.edu/graduate/.
Program Considerations for Probationary Status Students must be recommended for Probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.	Program Considerations for Probationary Status Students must be recommended for Probationary status by the College of Nursing and Health Sciences Graduate Faculty. To be reclassified as Regular status, probationary students must, at a minimum, maintain a 3.0 grade point average in the first 9 semester hours of graduate coursework and meet any and all contingencies and conditions set forth by the College of Nursing and Health Sciences.

Program Retention, Dismissal, and Readmission Policies	Program Retention, Dismissal, and Readmission Policies
Students must have documentation of current malpractice insurance of $1,000,000/$3,000,000.	Students must have documentation of current malpractice insurance of $1,000,000/$3,000,000.
Students must have documentation of current health and accident insurance.	Students must have documentation of current health and accident insurance.
Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.	Students must have documentation of current certification in American Heart Association Healthcare Provider CPR.
Students must maintain current licensure as a Registered Nurse in the State of Georgia.	Students must maintain current, unencumbered nursing license.
Students must provide evidence of current health status: Current physical examination (by a medical physician or nurse practioner) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.	Students must provide evidence of current health status: Current physical examination (by a licensed health care provider) on admission, affirming that they are free from communicable disease and able to function safely in a clinical environment.
Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.	Immunizations: Documentation must include but is not limited to MMR (measles, mumps, rubella), tetanus toxoid, varicella titer, hepatitis-B vaccination, and PPD tuberculin test as required by affiliating clinical agencies.
i. MMR, serologic evidence of immunity or prior vaccination.	i. MMR, serologic evidence of immunity or prior vaccination.
ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.	ii. Tetanus toxoid must remain up to date during tenure in the College of Nursing and Health Sciences. The CDC recommendations for healthcare personnel are utilized by our clinical agencies. Adults who have completed a primary series of a tetanus/diphtheria-containing product (DTP, DTaP, DT, Td) should receive Td boosters every 10 years. Students younger than age 65 years with direct patient contact should be given a 1-time dose of Tdap, if Td booster is scheduled prior to admission or during tenure in the College of Nursing and Health Sciences.
iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.	iii. Varicella (chickenpox) requires serologic proof of immunity, prior vaccination, or documented history of varicella disease.
iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).	iv. Hepatitis-B vaccination or proof of immunity (anti-HBs at least 10 mIU/ml) is required. Students who initiate the recommended series for admission must provide proof of maintaining scheduled 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2).
v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).	v. PPD (tuberculin skin test) is required annually or proof of a negative chest X-ray (every 5 years).
vi. Influenza vaccine annually is recommended, but not required.	vi. Influenza vaccine annually is recommended, but not required.

Students may be subject to background check and drug screening at any point during the program. Students must have a minimum grade of "B" in all nursing courses. Students must have a cumulative GPA of 3.0 for all graduate courses. Students receiving two grades of "C" or below ("D," "F," "WF," or "U") will be dismissed from the program. If dismissed from the program, the student must wait a minimum of one calendar year and obtain approval from the academic department before applying for readmission. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered. The maximum time allowed for completion of the master's degree is 7 calendar years. No work completed more than 7 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences, and approval from the Associate Provost for Graduate Studies and Research. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree. Program Graduation Requirements Students must complete an application for graduation one semester prior to their expected graduation date. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Satisfactory completion of the comprehensive examination. Requirements for the Adult-Gerontology Nurse Practitioner Track	Students may be subject to background check and drug screening at any point during the program. Students must have a minimum grade of "B" in all nursing courses. Students must have a cumulative GPA of 3.0 for all graduate courses. Students receiving two grades of "C" or below ("D," "F," "WF," or "U") will be dismissed from the program. *If dismissed from the program, the student must wait a minimum of one calendar year and obtain approval from the academic department before applying for readmission.* The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. *Readmission is not guaranteed, and prior academic performance and conduct in the program will be considered*. The maximum time allowed for completion of the master's degree is 5 calendar years. No work completed more than 5 years prior to degree completion will be accepted toward the degree, except with special permission from the student's major professor and the Dean of the College of Nursing and Health Sciences, and approval from the Associate Provost for Graduate Studies and Research. No more than 9 semester hours of academic work may be transferred from another institution into a master's-level graduate program. This credit must be documented in the form of an official transcript at the time of admission. Transfer credit will be evaluated after admission, by the academic department. To be eligible, credit must be no more than 7 years old prior to completion of the degree. Program Graduation Requirements Students must complete an application for graduation one semester prior to their expected graduation date. A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Satisfactory completion of the comprehensive examination. Requirements for the Adult-Gerontology Nurse Practitioner Track

Code	Title	Hours
Master Core		14
NURS 7100	Advanced Pathophysiology	3

Code	Title	Hours
Master Core		14
NURS 7100	Advanced Pathophysiology	3

NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7220	Advanced Evidence-Based Practice	3
Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
AGNP Coursework		18
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Nurse Practitioner Capstone	6
Total Credit Hours Required for the Degree		40
Total Minimum Clinical Hours Required for the Degree		505

Course List

Requirements for the Family Nurse Practitioner Track

Code	Title	Hours
Master Core		14
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7220	Advanced Evidence-Based Practice	3
Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
AGNP Coursework		18
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Nurse Practitioner Capstone	6
Total Credit Hours Required for the Degree		40
Total Minimum Clinical Hours Required for the Degree		505

Course List

Requirements for the Family Nurse Practitioner Track

Code	Title	Hours
Master Core		14
NURS 7100	Advanced Pathophysiology	3
NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7110	Philosophical and Theoretical Foundations for Advanced Nursing Practice	2

NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7220	Advanced Evidence-Based Practice	3
Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		28
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Nurse Practitioner Capstone	6
Total Hours Required for the Degree		50
Total Minimum Clinical Hours Required for the Degree		715

Course List

Requirements for the Family Psychiatric Mental Health Nurse Practitioner Track

Code	Title	Hours
Master Core		20
NURS 7100	Advanced Pathophysiology	3

NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7220	Advanced Evidence-Based Practice	3
Clinical Core		8
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7230	Advanced Pharmacology	3
FNP Coursework		28
NURS 7328	Advanced Practice Nursing: Women's Health	3
NURS 7328L	Advanced Practice Nursing: Women's Health Practicum	2
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7329L	Advanced Practice Nursing: Pediatrics Practicum	2
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7330L	Advanced Practice Nursing: Adult Health I: Practicum	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
NURS 7350L	Advanced Practice Nursing: Adult Health II Practicum	3
NURS 7590	Nurse Practitioner Capstone	6
Total Hours Required for the Degree		50
Total Minimum Clinical Hours Required for the Degree		715

Course List

Requirements for the Family Psychiatric Mental Health Nurse Practitioner Track

Code	Title	Hours
Master Core		20
NURS 7100	Advanced Pathophysiology	3

NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7220	Advanced Evidence-Based Practice	3
NURS 7230	Advanced Pharmacology	3
Family Health Coursework		9
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
PMHN Nursing Coursework		27
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Family Systems and Group Process for Advanced Psychiatric Mental Health Nursing	3
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3

NURS 7101	Role Transition: Issues in Advanced Nursing Practice	2
NURS 7150	Nursing and Health Care Information Systems	2
NURS 7160	Health Care Delivery Systems, Economics, and Policy	2
NURS 7200	Advanced Health Assessment	3
NURS 7200L	Advanced Health Assessment Practicum	2
NURS 7220	Advanced Evidence-Based Practice	3
NURS 7230	Advanced Pharmacology	3
Family Health Coursework		9
NURS 7329	Advanced Practice Nursing: Pediatrics	3
NURS 7330	Advanced Practice Nursing: Adult Health I	3
NURS 7350	Advanced Practice Nursing: Adult Health II	3
PMHN Nursing Coursework		27
NURS 7250	Theoretical Foundations for Advanced Practice Psychiatric Mental Health Nursing Practice	3
NURS 7252	Family Systems and Group Process for Advanced Psychiatric Mental Health Nursing	3
NURS 7251	Advanced Psychopharmacology	2
NURS 7251L	Advanced Psychopharmacology Practicum	1
NURS 7348	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan	3
NURS 7348L	Advanced Psychiatric Mental Health Nursing for Individuals Across the Lifespan Practicum	3
NURS 7352	Advanced Psychiatric Mental Health Nursing for Families	3

NURS 7352	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan	3
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7450	Family Psychiatric Mental Health Nurse Practitioner Role Synthesis	6
Total Hours Required for the Degree		56
Total Minimum Clinical Hours Required for the Degree		645
Course List		

	and Groups Across the Lifespan	
NURS 7352L	Advanced Psychiatric Mental Health Nursing for Families and Groups Across the Lifespan Practicum	3
NURS 7450	*Family Psychiatric Mental Health Nurse Practitioner Role Synthesis*	*6*
NURS 7590	Nurse Practitioner Capstone	6
Total Hours Required for the Degree		56
Total Minimum Clinical Hours Required for the Degree		645
Course List		

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

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

Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients. This curriculum, along with existing courses in the MSN program, provides population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2019). The National Organization of Nurse Practitioners Faculties (NONPF) has identified nationally validated core competencies for entry into practice for all nurse practitioners. The proposed changes are consistent with those core competencies. Additionally, students matriculating through the Nurse Practitioner tracks will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain

proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification (AANP).

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Exit Exam results and certification pass rates.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Michelle Ritter		2/11/2020
College/Division Executive Committee			
Dean/Director	Dr. LaGary Carter		2/11/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	02/11/2020
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.			
College:	College of Nursing and Health Sciences	Dept. Initiating Request:	Nursing
Requestor's Name:	Michelle Ritter	Requestor's Role:	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	MSN		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/nursing-health-sciences/		

Present Requirements:	Proposed Requirements: *(hover over for instructions)*
The College of Nursing and Health Sciences offers programs that lead to a Master of Science in Nursing (M.S.N.) degree or to a Master of Science (M.S.) in Exercise Physiology. The Master of Science in Nursing Master's nursing education builds on baccalaureate nursing education and prepares nurses for specialized clinical roles. The M.S.N. program offers three clinical tracks: Advanced Nursing of Growing Families, Advanced Nursing of Adults, and Psychiatric/Mental Health Nursing. Four role options are available to graduate students: Care Manager, Nurse Practitioner, Nurse Educator, and Nurse Administrator. Graduate students must select one clinical track and one role option. The College offers a special curriculum for Registered Nurse applicants leading to the B.S.N. or to both the B.S.N. and M.S.N. Please contact the College directly for information about this accelerated curriculum. Both the bachelor's degree (B.S.N.) and the master's degree (M.S.N.) programs in the College of Nursing and Health Sciences are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Telephone 202-887-6791; Fax 202-887-8476. Questions about accreditation status may be addressed to this organization. All students take a common core before entering the clinical and role options. The common core includes pathophysiology, research, theory, and an issues seminar.	The College of Nursing and Health Sciences offers programs that lead to a Master of Science in Nursing (M.S.N.) degree or to a Master of Science (M.S.) in Exercise Physiology. The Master of Science in Nursing Master's nursing education builds on baccalaureate nursing education and prepares nurses for specialized clinical roles. The M.S.N. program offers three primary care clinical tracks: Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, Family Psychiatric Mental Health Nurse Practitioner. *Four role options are available to graduate students: Care Manager, Nurse Practitioner, Nurse Educator, and Nurse Administrator. Graduate students must select one clinical track and one role option. The College offers a special curriculum for Registered Nurse applicants leading to the B.S.N. or to both the B.S.N. and M.S.N. Please contact the College directly for information about this accelerated curriculum. Both the bachelor's degree (B.S.N.) and.* The master's degree (M.S.N.) programs in the College of Nursing and Health Sciences are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036. Telephone 202-887-6791; Fax 202-887-8476. Questions about accreditation status may be addressed to this organization. All students take a common core before entering the clinical *and role* track options. The common core includes advanced pathophysiology, *research, theory, and an issues*

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	seminar advanced pharmacology, and advanced health assessment.
MSN Program Objectives Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom, and ethics) in advanced nursing practice.	MSN Program Objectives Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom, and ethics) in advanced nursing practice.
Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of health care services.	Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of health care services.
Effect health policy and promote change through leadership, innovation, and management expertise.	Effect health policy and promote change through leadership, innovation, and management expertise.
Practice advanced nursing in collaborative relationships across disciplines and with communities.	Practice advanced nursing in collaborative relationships across disciplines and with communities.
Demonstrate health care informatics literacy within the context of advanced nursing practice.	Demonstrate health care informatics literacy within the context of advanced nursing practice.
Promote culturally competent systems that reflect the global context of health.	Promote culturally competent systems that reflect the global context of health.
Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.	Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study.
Examples of Outcome Assessments Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.	Examples of Outcome Assessments Each student must pass a comprehensive examination which tests communication, critical thinking, advanced discipline knowledge, and the ability to synthesize.
Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of a thesis or project.	Each student must demonstrate application of theory, practice, knowledge, critical thinking, and problem solving by completion of a *thesis or project* grand rounds presentation.

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

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

Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients. This curriculum, along with existing courses in the MSN program, provides population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2019). The National Organization of Nurse Practitioners Faculties (NONPF) has identified nationally validated core competencies for entry into practice for all nurse practitioners. The proposed changes are consistent with those core competencies. Additionally, students matriculating through the Nurse Practitioner tracks will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification (AANP).

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

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

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

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

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Exit Exam results and certification pass rates.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Michelle Ritter		2/11/2020

College/Division Executive Committee			
Dean/Director	Dr. LaGary Carter	LaGary Carter	2/11/2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	*Select Date.*

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:		**Requestor's Role:**	*Select One.*

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	M.A.T. in Foreign Language Education (French or Spanish)		
Current Catalog URL:	https://www.valdosta.edu/programs/mat-education-foreign-language-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
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 in French or Spanish from a regionally- accredited institution. -Students with a bachelor's degree from a regionally accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (www.actfl.org) and score in the Advanced range. -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. 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. Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility using official SAT/GRE/ACT scores You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores upon application that meet the following thresholds on the following exams: GRE taken before August 2011: 1030 (Verbal + Quantitative).	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 in French or Spanish from a regionally- accredited institution. -Students with a bachelor's degree from a regionally accredited program that is not in French or Spanish must take the ACTFL Oral Proficiency Interview and the Writing Proficiency Test (www.actfl.org) and score in the Advanced range. -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. 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. Passing scores or evidence of exemption eligibility on state assessments: -Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/) -GACE Program Admission Assessment or exemption *Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility using official SAT/GRE/ACT scores* *You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program*

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GRE taken August 2011 or later: 297 (Verbal + Quantitative). Visit the GRE Test website for more information. SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT. ACT: 43 (English + Math). Visit the ACT website for more information. SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service. If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.	*Admission Assessment exemption for state certification requirements, applicants may submit official scores upon application 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).* *Visit the GRE Test website for more information.* *SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT.* *ACT: 43 (English + Math). Visit the ACT website for more information.* *SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service.* *If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.*

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

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

The Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level. The applicable exemptions for the GACE Program Admission Assessment are being removed from each programs' admission criteria and, instead, are being linked to a separate webpage that lists the exemptions in order to better manage the methods and offer resources for applicants.

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

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

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

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

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	1-31-2020
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	2-5-20
Dean/Director	James T. LaPlant	J. T. LaPlant	2-5-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2-24-2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	02/6/2020

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:	Randy Gladwin	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	MAT English to Speakers of Other Languages and MAT Foreign Language Education		
Current Catalog URL:	https://www.valdosta.edu/academics/graduate-school/our-programs/graduation-requirements.php		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Graduation Requirements MASTER OF ARTS FOR TEACHING (M.A.T.) MAT ESOL Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. MAT FLED Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree.	Graduation Requirements MASTER OF ARTS FOR TEACHING (M.A.T.) *MAT ESOL* ENGLISH TO SPEAKERS OF OTHER LANGUAGES Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students must attempt all Georgia state-approved educator certification assessments for their program. *MAT FLED* FOREIGN LANGUAGE EDUCATION Students must complete an application for graduation one semester prior to their expected graduation date; A 3.0 cumulative grade point average (GPA) is required for graduation. No grade below a "C" will be credited toward the degree. Students must attempt all Georgia state-approved educator certification assessments for their program.

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

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

All initial teacher educator preparation programs must require candidates to attempt all state-mandated assessments (edTPA, GACE Content Assessment, and Georgia Educator Ethics - Exit) in order to be considered a program completion. For this reason, we are adding them as graduation requirements for our initial teacher preparation programs.

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

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

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

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

All initial teacher educator preparation programs must require candidates to attempt all state-mandated assessments (edTPA, GACE Content Assessment, and Georgia Educator Ethics - Exit) in order to be considered a program completion. For this reason, we are adding them as graduation requirements for our initial teacher preparation programs.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	1-31-2020
College/Division Executive Committee	James T. LePlant	J. T. LePlant	2-5-20
Dean/Director	James T. LePlant	J. T. LePlant	2-5-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2-24-2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	*Select Date.*

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

College:	College of Humanities and Social Sciences	**Dept. Initiating Request:**	Modern and Classical Languages
Requestor's Name:		**Requestor's Role:**	*Select One.*

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐ Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	M.A.T. in English to Speakers of Other Languages		
Current Catalog URL:	https://www.valdosta.edu/programs/mat-education-english-to-speakers-of-other-languages/		

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Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
ADMISSION REQUIREMENTS 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. -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. 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. Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility using official SAT/GRE/ACT scores You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores upon application 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). Visit the GRE Test website for more information.	ADMISSION REQUIREMENTS 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. -Must have fulfilled the specified prerequisites (see below) for acceptance into the program. 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. *Passing scores on the GACE Program Admission Assessment or evidence of exemption eligibility using official SAT/GRE/ACT scores* *You may be eligible to exempt the GACE Basic Skills Exam Program Admission Assessment requirement (250) using SAT, GRE, or ACT scores. To document a GACE Program Admission Assessment exemption for state certification requirements, applicants may submit official scores upon application 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).* *Visit the GRE Test website for more information.*

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SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT. ACT: 43 (English + Math). Visit the ACT website for more information. SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service. If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.	*SAT: 1000 (Verbal + Quantitative). Visit the College Board website for more information about the SAT.* *ACT: 43 (English + Math). Visit the ACT website for more information.* *SAT and ACT scores may be documented by: official high school transcript, official college transcript with scores posted, or an official score report from the testing service.* *If you do not qualify for a GACE exemption, you must pass the GACE Basic Skills Exam for admission to the program. Information on how to access and complete the exam can be found Program Admission Assessment page. Applicants may submit a copy of the score report received when they complete the exam.* Passing scores or evidence of exemption eligibility on state assessments: -Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/) -GACE Program Admission Assessment or exemption

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

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

The Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level. The applicable exemptions for the GACE Program Admission Assessment are being removed from each programs' admission criteria and, instead, are being linked to a separate webpage that lists the exemptions in order to better manage the methods and offer resources for applicants.

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

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

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

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

Approvals:	Print:	Signature:	Date:

Department Head	Ofélia R. Nikolova	Ofélia R. Nikolova	1-31-2020
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	2-5-20
Dean/Director	James T. LaPlant	J. T. LaPlant	2-5-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	2-24-2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	03/3/2020

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

College:	College of Business Administration	**Dept. Initiating Request:**	Marketing and International Business
Requestor's Name:	Leisa R. Flynn	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☐ Fall ☐ Spring ☒ Summer	2020
Degree/Program Name:	B.B.A. in International Business		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/business-administration/marketing-international-business/bba-international-business/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Required International Business Core		15	Required International Business Core		15
IB 3000	Introduction to International Business	3	IB 3000	Introduction to International Business	3
			IB 4900	*International Business Capstone*	*3*
Take the three courses from the following not taken above for the International Option:		9	Take the three courses from the following not taken above for the International Option:		9
ECON 3600	International Economics		ECON 3600	International Economics	
FIN 3650	Multinational Corporate Finance		FIN 3650	Multinational Corporate Finance	
MKTG 4680	International Marketing		MKTG 4680	International Marketing	
MGNT 4800	International Management		MGNT 4800	International Management	

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

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

This is a correction of an error that was entered into the catalog during a 2016 revision of the entire Business curriculum.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Leisa R. Flynn		3-3-2020
Curriculum Chair ~~College/Division~~ Executive Committee	Ellis Heath		3 MAR 20
Dean/Director	L. Wayne Plumly		3-2-2020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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): 8/2020**	**Degree & Program Name: (e.g., BFA, Art): BBA**

Present Requirements:	**Proposed Requirements (Underline changes after printing this form:**
Required Accounting Core: 21 hours	Required Accounting Core: 21 hours
ACCT 3201,	ACCT 3201,
ACCT 3202,	ACCT 3202,
ACCT 3400,	ACCT 3400,
ACCT 4410,	ACCT 4410,
ACCT 4500,	ACCT 4500,
ACCT 4800	ACCT 4800
BUSA 3110	BUSA 3110
	ACCT 2999
The grade in each of the courses must be a "C" or better.	The grade in each of the courses must be a "C" or better, with the exception of ACCT 2999 which will be assigned a grade of satisfactory or unsatisfactory.
General Electives :	General Electives:
(6 hours must be non-business) 6 hours	(All hours must be non-business) 6 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: Recommended by the VSU Accounting Department and the VSU Accounting Advisory Board to insure that each accounting major has the opportunity to attend the annual fall recruiting event and interact with members of the professional community.

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.) . Feedback from professional community attending event.

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.) Signed acknowledgment of attendance at event.

Approvals:

Department Head: [signature] Date: 3/2/20

Curriculum Committee Chair
College/Division Exec. Committee: [signature] Date: 2 MAR 20

Dean(s)/Director(s): [signature] Date: 3/2/20

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: 11/1/2019 (mm/dd/yyyy)

Department Initiating Request: Accounting	**Faculty Member Requesting:** Ron Stunda
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ACCT 2999	**Proposed New Course Title:** Accounting Career Development **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Accounting Development
Semester/Year to be Effective: Fall, 2020	**Estimated Frequency of Course Offering:** Once per year

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

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Accounting career development course in which accounting majors at the junior or senior level are required to attend at least 1 Accounting career event prior to graduation. Assigned grade will be satisfactory or unsatisfactory.

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: Recommended by the VSU Accounting Department and the VSU Accounting Advisory Board to insure that each accounting major has the opportunity to attend the annual fall recruiting event and interact with members of the professional community.

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.) . Feedback from professional community attending event.

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: Signed acknowledgment of attendance at event.

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

Approvals: Dept. Head:	Date: 3/2/20
College/Division Exec. Comm.: Curriculum Committee Chair	Date: 2 MAR 20
Dean/Director:	Date: 3/2/20
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	02/11/2020

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Mathematics
Requestor's Name:	Sandra Trowell	Requestor's Role:	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	Bachelor of Arts with a Major in Mathematics - Secondary Education Track
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/mathematics/ba-mathematics/

Present Requirements:			Proposed Requirements: *(hover over for instructions)*		
Core Curriculum Areas A-E (See VSU Core Curriculum)		42	Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Mathematics majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D			Mathematics majors are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D		
Core Curriculum Area F		18	Core Curriculum Area F		18
...			...		
Senior College Curriculum		60	Senior College Curriculum		60
...			...		
Courses in Professional Education			Courses in Professional Education		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
MAED 2999	Entry to the Education Profession	0	*MAED 2999*	*Entry to the Education Profession*	*0*
SPEC 3000	Serving Students with Diverse Needs	3	EDUC 2999	Teacher Education Requirements	0
MAED 4500	Curriculum and Methods for Teaching Secondary Mathematics	3	SPEC 3000	Serving Students with Diverse Needs	3
MAED 4790	Student Teaching	9	MAED 4500	Curriculum and Methods for Teaching Secondary Mathematics	3
MAED 4800	Senior Professional Development Seminar	3	MAED 4790	Student Teaching	9
			MAED 4800	Senior Professional Development Seminar	3
Total Hours Required for the Degree		120	Total Hours Required for the Degree		120

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to thes e students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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

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

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

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

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Shaun Ault		2/18/20
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	2-19-20
Dean/Director	James T. LaPlant	J. T. LaPlant	2-19-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

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Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/17/2020

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

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Computer Science
Requestor's Name:	Sudip Chakraborty	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Science in Computer Science - Cyber Security Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-science/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
n/a	Core Curriculum 60 Core Curriculum Areas A-E (See VSU Core Curriculum) 42 Majors in Computer Science are required to take MATH 1112 or MATH 1113 or MATH 2261 in Area A and MATH 2261 or MATH 2262 in Area D Core Curriculum Area F 18 CS 1301 Principles of Programming I 4 CS 1302 Principles of Programming II 4 CS 2620 Discrete Structures 3 MATH 2261 Analytic Geometry and Calculus I (1 hour "spillover" from Area D) 1 MATH 2262 Analytic Geometry and Calculus II 4 Any D.2.a or D.1 Laboratory Science from a different discipline than the sequence completed in D.2.a (with 2 hours "spilling" into Supporting Courses) or ENGR 2320 (with 1 hour "spilling" into Supporting Courses) 2 Senior College Curriculum 60 CS 3101 Computer Organization 3 CS 3200 Computer Ethics 3 CS 3300 UNIX Programming 3 CS 3335 The C Programming Language 3 CS 3410 Data Structures 3 CS 3520 Algorithms 3 CS 3750 Introduction to Cybersecurity 3 CS 4345 Operating Systems 3 CS 4121 Data Communications and Networks I 3 CS 4321 Software Engineering I 3 CS 4721 Database Design I 3

	CS 4500 Formal Languages and Automata Theory 3 CS 4625 Network & System Security 3 CS 4635 Digital Forensics 3 CS 4900 Senior Seminar 3 Supporting Courses 11 D.2.a Laboratory Science ("spillover" from Area F) 2 MATH 2150 Introduction to Linear Algebra 3 MATH 3600 Probability and Statistics 3 MATH 4651 Numerical Analysis I 3 or MATH 4901 Operations Research I Electives 4 Total Hours Required for the Degree 120

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

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

This is a new track off the existing computer science degree. When compared to the existing computer science degree, the only areas in the table above that are changing are the "Senior College Curriculum" and "Electives". The track consists of these courses: CS 3200, 3300, 3750, 4121, 4625, 4635. CS 3200 & 4121 were already required in the computer science degree, CS 3300 & 3750 were electives but are required for this track, and CS 4625 & 4635 are new courses developed for the track.

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

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

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

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

Courses assessed as a part of ongoing programming accreditation.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy	Krishnendu Roy	2/17/2020
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	2-25-20
Dean/Director	James T. LaPlant	J. T. LaPlant	2-25-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

(8)

Graduation Checklist for BS Computer Science – Cyber Security Track

2020 Catalog

Name _____ Student # 870

Core Area A (9 hrs)			
	Grade	Sem/Yr	Hrs
Engl 1101			3
Engl 1102			3
Math 1112 or 1113			3

Core Area B (4 hrs)			
	Grade	Sem/Yr	Hrs
Pers[1]			2
Pers[1]			2

[1] Each must be from a different area: 21xx, 22xx, ..., 27xx

Core Area C (6 hrs)			
	Grade	Sem/Yr	Hrs
Engl 2111, 2112, or 2113			3
Elective[1]:			3

[1] Art 1100; Comm 1100, 1110; Danc 1500; Musc 1100, 1120, 1130; Mdia 2000; Thea 1100; Phil 2010, 2020; Rel 2020; Engl 2111, 2112, 2113; and foreign language (1001, 1002, 2001, 2002)

Core Area D 2.a (12 hrs)			
	Grade	Sem/Yr	Hrs
Math 2261			4
Science[1]:			4
Science[1]:			4

[1] Biol 1107K, 1108K; Chem 1211/L, 1212/L; Phys 2211K, 2212K (sequence req'd)

Core Area E (12 hrs)			
	Grade	Sem/Yr	Hrs
Hist 2111 or 2112			3
Pols 1101			3
Elective[1]:			3
Elective[1]:			3

[1] Afam/Wgst 2020; Anth 1102; Econ 1500, 2105; Geog 1100, 1101, 1102, 1103; Hist 1011, 1012, 1013; Pols 2101, 2401, 2501; Psyc 1101; Soci 1101, 1160

Other Requirements	
Regents Reading	
Regents Writing	
GA History	
GA Constitution	
≥ 21 hrs in CS at 3xxx or above	
≥ 39 hrs at 3xxx or above	
C or higher for all CS and Math courses required for the degree	

Core Area F (19 hrs)			
	Grade	Sem/Yr	Hrs
Math 2262			4
CS 1301			4
CS 1302			4
CS 2620			3
Science[1]:			4

[1] Astr 1010K, 1020K; Biol 1010/20L, 1030/40L, 1107K, 1108K, 1951H, 1952H; Chem 1010, 1151K, 1152K, 1211/L, 1212/L; Geog 1112K, 1113K; Geol 1121K, 1122K; Phys 1111K, 1112K, 2211K, 2212K; Engr 2320. Must be from a different discipline than the sequence completed in D.2.a

Senior College Curriculum (45 hrs)			
	Grade	Sem/Yr	Hrs
CS 3101			3
CS 3200			3
CS 3300			3
CS 3335			3
CS 3410			3
CS 3520			3
CS 3750			3
CS 4121			3
CS 4321			3
CS 4345			3
CS 4500			3
CS 4625			3
CS 4635			3
CS 4721			3
CS 4900			3

Supporting Courses (9 hrs)			
	Grade	Sem/Yr	Hrs
Math 2150			3
Math 3600			3
Math 4651 or 4901			3

Electives (4 hrs)			
	Grade	Sem/Yr	Hrs

(5)

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/17/2020

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

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Computer Science
Requestor's Name:	Sudip Chakraborty	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Science in Computer Information Systems - Cyber Security Track		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts-sciences/computer-science/bs-computer-information-systems/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
n/a	Core Curriculum 60 Core Curriculum Areas A-E (See VSU Core Curriculum) 42 Core Curriculum Area F 18 CS 1301 Principles of Programming I 4 CS 1302 Principles of Programming II 4 CS 2620 Discrete Structures 3 ACCT 2101 Principles of Accounting I 3 ACCT 2102 Principles of Accounting II 3 ECON 2106 Principles of Microeconomics (with 2 hours "spilling" into electives) 1 Senior College Curriculum 60 CS 3101 Computer Organization 3 CS 3200 Computer Ethics 3 CS 3300 UNIX Programming 3 CS 3410 Data Structures 3 CS 3750 Introduction to Cybersecurity 3 CS 4121 Data Communications and Networks I 3 CS 4321 Software Engineering I 3 CS 4345 Operating Systems 3 CS 4625 Network & System Security 3 CS 4635 Digital Forensics 3 CS 4721 Database Design I 3 One 3000-level or 4000-level course not required above (excluding CS 3000 and CS 3001) 3 Supporting Courses 14 ECON 2106 ("spillover" from Area F) 2

	MATH 1401 Statistical Methods or MATH 3600 Probability and Statistics	3
	MGNT 3250 Management and Organization Behavior	3
	MGNT 3300 Production and Operations Management	3
	FIN 3350 Financial Management or MKTG 3050 Introduction to Marketing	3
	Electives 10	
	Total Hours Required for the Degree 120	

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

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

This is a new track off the existing computer information systems degree. When compared to the existing degree, the only area in the table above that is changing is the "Senior College Curriculum". The track consists of these courses: CS 3200, 3300, 3750, 4121, 4625, 4635. CS 4121 was already required in the computer science degree, CS 3200, 3300 & 3750 were electives but are required for this track, and CS 4625 & 4635 are new courses developed for the track.

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

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

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

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

Courses assessed as a part of ongoing programming accreditation.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy	Krishnendu Roy	2/17/2020
College/Division Executive Committee	James T. LaPlant	J. T. LaPlant	2-25-20
Dean/Director	James T. LaPlant	J. T. LaPlant	2-25-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

(6)

Graduation Checklist for BS Computer Information Systems – Cyber Security Track

2020 Catalog

Name _____ Student # 870

Core Area A (9 hrs)			
	Grade	Sem/Yr	Hrs
Engl 1101			3
Engl 1102			3
Math 1111[1]			3

[1] prefer 1111, 1112, or 1113, but 1101 allowed

Core Area B (4 hrs)			
	Grade	Sem/Yr	Hrs
Pers[1]			2
Pers[1]			2

[1] Each must be from a different area: 21xx, 22xx, ..., 27xx

Core Area C (6 hrs)			
	Grade	Sem/Yr	Hrs
Engl 2111, 2112, or 2113			3
Elective[1]:			3

[1] Art 1100; Comm 1100, 1110; Danc 1500; Musc 1100, 1120, 1130; Mdia 2000; Thea 1100; Phil 2010, 2020; Rel 2020; Engl 2111, 2112, 2113; and foreign language (1001, 1002, 2001, 2002)

Core Area D.1 (11 hrs)			
	Grade	Sem/Yr	Hrs
Math 1261 (or 2261)			3
Science[1]:			4
Science[1]:			4

[1] Astr 1010K, 1020K; Biol 1010/20L, 1030/40L, 1107K, 1108K, 1951H, 1952H; Chem 1010, 1151K, 1152K, 1211/L, 1212/L; Geog 1112K, 1113K; Geol 1121K, 1122K; Phys 1111K, 1112K, 2211K, 2212K (sequence not required)

Core Area E (12 hrs)			
	Grade	Sem/Yr	Hrs
Hist 2111 or 2112			3
Pols 1101			3
Elective[1]:			3
Elective[1]:			3

[1] Afam/Wgst 2020; Anth 1102; Econ 1500, 2105; Geog 1100, 1101, 1102, 1103; Hist 1011, 1012, 1013; Pols 2101, 2401, 2501; Psyc 1101; Soci 1101, 1160

Other Requirements			
Regents Reading		GA History	
Regents Writing		GA Constitution	
≥ 21 hrs in CS at 3xxx or above			
≥ 39 hrs at 3xxx or above			
C or higher for (a) Area F, (b) Supporting Courses, and (c) any other required CS and Math courses.			

Core Area F (20 hrs)			
	Grade	Sem/Yr	Hrs
CS 1301			4
CS 1302			4
CS 2620			3
Econ 2106			3
Acct 2101			3
Acct 2102			3

Senior College Curriculum (36 hrs)			
	Grade	Sem/Yr	Hrs
CS 3101			3
CS 3200			3
CS 3300			3
CS 3410			3
CS 3750			3
CS 4121			3
CS 4321			3
CS 4345			3
CS 4625			3
CS 4635			3
CS 4721			3
CS 3xxx[1]			3

[1] except: 3000, 3001

Supporting Courses (12 hrs)			
	Grade	Sem/Yr	Hrs
Mgnt 3250			3
Mgnt 3300			3
Mktg 3050 or Fin 3350			3
Math 1401			3

Electives (10 hrs)			
	Grade	Sem/Yr	Hrs

(1)

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/17/2020

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

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Computer Science
Requestor's Name:	Sudip Chakraborty	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	CS	**NEW Course Number:** *(Consult #s in the catalog)*	4625
Proposed NEW Course Title:	Network and System Security		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Network and System Security		
Prerequisite(s):	CS 3750 and CS 4121 with a 'C' or better		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

A survey on advanced theories and practices of cybersecurity, emphasizing hands-on experiments with cybersecurity tools; students work individually and in groups, within a controlled environment, to examine strategies of cyberattacks targeting a network or system and to test counter-measure techniques.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2020	*Once per Year*

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

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

Cybersecurity is one of the most important domains within the Computer Science discipline. With the growing number of cyberattacks and current shortfall of trained cybersecurity professionals to detect/deter/prevent these attacks, a state-of-the-art program in Computer Science must have an objective to create potential future cybersecurity experts. Every graduate of a computer science program, irrespective of primary interest in cybersecurity, should be exposed to the current state of the cybersecurity techniques and tools. An advanced course, focused on hands-on experience with techniques and tools, will enable students to pursue higher-level avenues to become cybersecurity professionals. The computing accreditation boards (for example, ABET) also have created student outcome guidelines separately for cybersecurity program. Though we do not plan to create a separate cybersecurity program in near future, offering greater coverage on cybersecurity topics has become an essential need within our program.

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

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VALDOSTA STATE

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Meeting of the learning outcomes and course effectiveness will be assessed through scores on assignments, quizzes, participation in lab activities, in-class surveys, and course-specific questions on SOI.

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy	Krishnendu Roy	2/17/2020
College/Division Executive Committee	James T. LaPlant	J T. LaPlant	2-25-20
Dean/Director	James T. LaPlant	J T. LaPlant	2-25-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

(2)

CS 4625 Syllabus (Spring 2020) [CRN: xxxxx]

Course Number: CS 4625 **Course Name:** Network and System Security

Hours of Credit: 3 **Dept:** Computer Science, VSU

Class time & location: TBD

Class Location: TBD

Instructor: Dr. Sudip Chakraborty **Office Location:** 1210 Nevins Hall

Office Telephone: 229-219-1341 **Email:** schakraborty@valdosta.edu

Office Hours: TBD

Course Description:
A course focused on advance theories and practices of cybersecurity, emphasizing hands-on experiments with cybersecurity tools; students work individually and in groups, within a controlled environment, to examine strategies of cyberattacks targeting a network or system, and to test counter-measure techniques.

Course Prerequisites: CS 3750 and CS 4121 with a "C" or better.

Text Book/Materials: No specific textbook is adopted. All recourses/materials are available on the Web or, are provided by the instructor. Students will also be instructed to research appropriate materials.

Assessment Scheme: Quizzes, Labs, and Assignments

Grade Scale:
A student's final letter grade is based on total numeric score, on a 0-100 scale, obtained by the students. The letter grade is assigned according to the following scale:

- 90% and above in consolidated numeric grade = **A**
- 80% to less than 90% in consolidated numeric grade = **B**
- 70% to less than 80% in consolidated numeric grade = **C**
- 60% to less than 70% in consolidated numeric grade = **D**
- Less than 60% = **F** (Fail)

Course Policies:

- **Responsibility:** There can be certain activities (for example, "hacking" technique/tool) in the course which are executed only for learning purpose. Students should not be using them to cause any damage or service disruption to any system. If any such instance is identified, the student(s) solely will be held responsible and will face the necessary consequences as evaluated by the instructor and/or appropriate authorities (VSU IT/Security, Dept. Head, Dean, USG System, or State/Federal law enforcement).

- **Self-learning:** The course will demand good amount of self-learning or, self-exploration. The activities/assignments may require trial-and-error. Students are expected to devote time to try the activities as instructed and expand/augment the necessary knowledge/skills beyond the level they have been discussed.

- **Documentation:** It is important to document the steps executed in activities/assignments in terms of descriptions, screenshots, and logs (with timestamps). It is possible that a certain activity does not produce the desired result even after following the steps that are supposed to be followed. In that case, the documentation will decide the level of credit.

- **Assignments:** all assignments must be completed and submitted before the due date. Late submissions are not allowed. However, if a student cannot submit an assignment within the due date due to some unforeseen incident, he/she must provide a written documentation stating the proper reason to miss it. Upon reviewing the document the instructor will take appropriate grading decision. There will be no make-up assignment.

- **Quizzes:** all quizzes must be taken on the scheduled date. There will be no make-up quiz. If a student misses a quiz, he/she must provide a written documentation for his/her absence. If the absence is due to severe illness, death of immediate family members, appearance in court, or a personal situation that has been discussed and approved by the instructor, then appropriate arrangements will be made for the missed test. Otherwise a 0 will be assigned.

- **BlazeVIEW**: We will use the BlazeVIEW e-mail client as the primary way of communication, outside class, between the instructor and students. The students should ensure that their BlazeVIEW account is active and up to date. This syllabus is available on BlazeVIEW. All class-related announcements (change in schedule, cancellation of a class, announcement etc.) will be posted on BlazeVIEW. The students are responsible to check it regularly for any update/announcement/emails. In fact, they are strongly encouraged to enable the "Notification" (Email and/or SMS) features on BlazeVIEW. If the BlazeVIEW is down then the sudents may send emails to the instructor's VSU e-mail id. Nonetheless, they must use their VSU e-mail id for any communication with the instructor.

- ***Academic Honesty:*** *Academic honesty and personal integrity are fundamental components of a student's education and character development. The college expects that student will produce work representative of his/her own efforts and abilities, they will not cheat, lie, plagiarize, or commit other acts of academic dishonesty. All work should be done* ***individually, unless otherwise instructed.*** *The instructor reserves the right to compare works using both automated and manual methods. Students must be able to defend overly similar work. Cheating and plagiarism can result in* ***F*** *grade in the course. For more information on academic integrity, please refer to Student Code of Conduct – Section 1 of Students' Handbook (http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml).*

Important Dates:

Events	Dates
First Day of Class	TBD
MLK Day (No class)	TBD

Midterm	TBD
Spring break (No class)	TBD
Last Day of Class	TBD

Withdrawal Policy (5 "W" Policy):
All undergraduate students are limited to five course withdrawal ("W") grades for their **entire enrollment at Valdosta State University**. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in BANNER or initiated by the instructor on the proof roll) will be recorded as "WF." The grade of "WF" is calculated as an "F" for GPA purposes. To get more details about this policy, students are strongly recommended to check the following link:

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

Title IX Statement:
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement:
Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/17/2020

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

College:	College of Science and Mathematics	**Dept. Initiating Request:**	Computer Science
Requestor's Name:	Krishnendu Roy	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	CS	**NEW Course Number:** *(Consult #s in the catalog)*	4635
Proposed NEW Course Title:	Digital Forensics		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Digital Forensics		
Prerequisite(s):	CS 3410 with a 'C' or better		

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

A survey course that covers the fundamentals for digital forensic investigation and use of computer forensics tools. Topics include core forensics procedures to ensure court admissibility of evidence, as well as the legal and ethical implications. Topics also include how to perform a forensic investigation and analysis on both Unix/Linux and Windows systems.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐ Summer	2020	*Once per Year*

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

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

Cybersecurity is one of the most important domains within the Computer Science discipline. Digital forensics is an important sub-domain of cybersecurity. Digital crime is on the rise. This has created a lot of demand for trained cybersecurity and digital forensics professionals. Hence, we propose this course to expose our students to this important subfield of cybersecurity.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Meeting of the learning outcomes and course effectiveness will be assessed through scores on assignments, quizzes, participation in lab activities, in-class surveys, and course-specific questions on SOI.

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Krishnendu Roy	Krishnendu Roy	2/17/2020
College/Division Executive Committee	James T. LePlant	J. T. LePlant	2-25-20
Dean/Director	James T. LePlant	J. T. LePlant	2-25-20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

(4)

Dept. of Computer Science
College of Science and Math
Valdosta State University
CS 4635 Digital Forensics
Spring 2020 Syllabus

Instructor	Dr. Krishnendu Roy	Phone	(229)259-2041 (w)
Office	NH - 2071	E-mail	kroy@valdosta.edu
Office Hours	M/W 14:00 – 15:30 And by appointment	Credit	3 hours
Class Location	NH 2109	Class Time	M/W 15:30-16:45

Course Description:

This course covers the fundamentals for digital forensic investigation and use of computer forensics tools. The course covers core forensics procedures to ensure court admissibility of evidence, as well as the legal and ethical implications. The course includes how to perform a forensic investigation and analysis on both Unix/Linux and Windows systems with different file systems.

Prerequisites:

None

Learning Outcomes:

After the successful completion of this course students will be able to:

1. Describe fundamental computer forensics concepts and procedures.
2. Explain how to recover hidden data for forensic analysis from Windows and Linux/Unix file systems
3. Apply digital forensic tools to discover, collect, preserve and analyze Windows and Linux/Unix digital evidence.
4. Explain how steganography tools work and how to use them to detect and possibly recover hidden information.
5. Document and report digital evidence to court.

Text Books:

None.

Software:

Students will be requested to install many software on their personal laptops during the duration of the course. Students are required to have their own laptops as it is not practical to install many of the software on VSU computers.

Assessment and Grading:

Attendance and participation	5%	**Letter Grade**	**Credit**
Several homework, projects, and labs	55%	A	90-100%
Midterm	20%	B	80-89%
Final	20%	C	70-79%
		D	60-69%
		F	0-59%

Tentative schedule for the first half:

- Week 1-2 — Introduction; Overview of Linux
- Week 3 — Forensic Fundamental
- Week 4-6 — Linux Acquisition
- Week 7-9 — Windows Acquisitions

Course Policies:

- **Attendance is mandatory.** You are expected to attend all scheduled classes and exams on time and stay for the full class period. **20% or more absences results in failing grade for the course.**
- Please turn off cell phones during class time. **Reading/sending text msgs. during the class is prohibited.**
- **When class is held in a computer lab, do not read email, surf the Internet or play games**, unless you are told to search the Internet for class materials. *A student caught using a computer for recreational purposes during class will be given a warning for the first infraction and will be asked to leave the class for subsequent infractions.*
- Cheating in an exam or assignment may result in an F in this course and other disciplinary actions from VSU.
- **There are no makeup quizzes or exams.** If you missed an exam, you must provide the written documentation for your absence. If your absence is due to one of the following types, then upon review of the written documentation and instructor's approval, the score on your final exam would be used to fill in for the missed test. If your absence is not excused or if you miss more than one exam, a score of zero will be recorded for that test.
  - Participation in a documented official university function that does not permit the student's class attendance (e.g., participation in athletic events, field trips, etc.)
  - Severe illness, a hospital stay, or a doctor's excuse saying that it is impossible for student to attend class(es)
  - Death of an immediate family member (grandparent, parent, sibling, or child)
  - Appearance in court
  - Personal situations that are approved by the instructor in advance of the time the student is to be absent.
- If you have any questions/comments about any graded material, for seeking clarification, you have up to a week from the day the graded material was returned to you. No grade will be changed after that.

Important Dates:

First day of class	:	January 13, 2020
Last day of class	:	Monday, May 4, 2020
Final	:	***Thursday, May 7, 2:45-4:45 pm***

Disability Accommodation:

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. 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, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage.

Title IX Statement

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

VSU Withdrawal Policy:

Effective Fall 2010, all undergraduate students are limited to five course withdrawal ("W") grades for their entire enrollment at Valdosta State University. Once a student has accumulated five "W" grades, all subsequent withdrawals (whether initiated by the student in BANNER or initiated by the instructor on the proof roll) will be recorded as "WF." The grade of "WF" is calculated as an "F" for GPA purposes. Visit http://www.valdosta.edu/academic/WithdrawalPolicy.shtml for more details.

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/6/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Adult & Career Education
Requestor's Name:	Keith Waugh	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☒ Elective	☒ Fall ☐ Spring ☐Summer	2020
Degree/Program Name:	Ed.D. Degree with a Major in Adult and Career Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/adult-career-education/edd-adult-career-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Requirements for the Ed.D. Degree with a Major in Adult and Career Education	Requirements for the Ed.D. Degree with a Major in Adult and Career Education
Area A – Interdisciplinary Studies	Area A – Interdisciplinary Studies
Select three from the following: 9	Select three from the following: 9
ACED 9400 Adult Learning Strategies	ACED 9400 Adult Learning Strategies
CIED 9100 Curriculum Design, Implementation, and Evaluation	CIED 9100 Curriculum Design, Implementation, and Evaluation
LEAD 9030 Leadership Problems: Interdisciplinary Analysis	LEAD 9030 Leadership Problems: Interdisciplinary Analysis
EDUC 9000 Interdisciplinary Studies in Education	EDUC 9000 Interdisciplinary Studies in Education
Area B – Educational Inquiry	Area B – Educational Inquiry 16
RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research 3	RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research 3
RSCH 9820 Qualitative Research Methods in Education 3	RSCH 9820 Qualitative Research Methods in Education 3
RSCH 9840 Quantitative Research Methods in Education 3	RSCH 9840 Quantitative Research Methods in Education 3
Select one of the following: 3	Select one of the following: 3
RSCH 9830 Advanced Qualitative Research Methods	RSCH 9830 Advanced Qualitative Research Methods
RSCH 9850 Advanced Quantitative Research Methods	RSCH 9850 Advanced Quantitative Research Methods
RSCH 9860 Advanced Mixed Method	RSCH 9860 Advanced Mixed Method
RSCH 9872 Dissertation Topic Conceptualization 3	RSCH 9871 Planning for Dissertation 1
Area C – Adult and Career Education	RSCH 9872 Dissertation Topic Conceptualization 3
ACED Core	Area C – *Adult and Career Education*Major and Interdisciplinary Courses 21
ACED 9410 Diverse Populations in Adult and Career Education 3	*ACED Core*Major 12
ACED 9420 Issues in Adult and Career Education 3	ACED 9410 Diverse Populations in Adult and Career Education 3
ACED 9430 Leadership in Adult and Career Education 3	ACED 9420 Issues in Adult and Career Education 3
ACED 9450 International Workforce Education and Training 3	ACED 9430 Leadership in Adult and Career Education 3
Interdisciplinary	*ACED 9450 International Workforce Education and Training 3*
	CIED 9400 Review of Academic Discipline and Pedagogy Literature 3
	Interdisciplinary Electives 9

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An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed. 9 ACED 9999 Dissertation in Adult and Career Education 9 Total Hours Required for the Degree 54	An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed. 9 Area D – Dissertation 9 ACED 9999 Dissertation in Adult and Career Education 9 Total Hours Required for the Degree 545

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

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

Changes will enhance learning outcomes, especially as they relate to better preparation as a researcher. Also, this will better align COEHS doctoral programs' curriculum for more consistent student outcomes across programs.

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

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

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

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

SOI's, student feedback, and faculty feedback will be tracked and used to determine effectiveness of change.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Christopher K. Walker		2/13/20
College/Division Executive Committee			
Dean/Director	Bernard Oliver		2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz		2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/5/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	MLIS
Requestor's Name:	Nicole Alemanne	**Requestor's Role:**	Faculty

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐Major Requirement ☐Elective	☒ Fall ☐ Spring ☐Summer	2020

Degree/Program Name:	Master of Library and Information Science
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/library-information-studies/mlis/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Examples of Outcome Assessments 4. A social cataloging technology project	Examples of Outcome Assessments 4. *A social cataloging technology project* an organization of digital resources project

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

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

The assignment was revised to reflect current practices in organization of information.

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

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

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

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

The MLIS program uses a set of student learning outcome assessments (SLOAs) to measure its success in developing students whose skills correspond to American Library Association's (ALA) Core Competences of Librarianship (2009), and to the expectations for entry-level professionals who hold ALA accredited master's degrees as directed in the Standards for Accreditation of Master's Programs in Library and Information Studies (2008). The curriculum is assessed based on the findings from this systematic assessment of student learning.

This catalog copy change reflects a change in the assignment for SLOA 2.2.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	LINDA MOST	Linda Most	2/13/2020
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	2/14/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 01/27/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Curriculum, Leadership, & Technology
Requestor's Name:	Herbert Fiester	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☒ Core (Area A-E) ☐ Major Requirement ☐Elective	☒ Fall ☐ Spring ☐Summer	2020

Degree/Program Name:	Ed.D. in Leadership
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/edd-leadership/

Present Requirements:		**Proposed Requirements:** *(hover over for instructions)*	
Area A: Disciplinary Studies	9	Area A: Disciplinary Studies	9
Select three from the following:	9	Select three from the following:	9
ACED 9400 Adult Learning Strategies		ACED 9400 Adult Learning Strategies	
CIED 9100 Curriculum Design, Implementation, and Evaluation		CIED 9100 Curriculum Design, Implementation, and Evaluation	
LEAD 9030 Leadership Problems: Interdisciplinary Analysis		LEAD 9030 Leadership Problems: Interdisciplinary Analysis	
EDUC 9000 Interdisciplinary Studies in Education		EDUC 9000 Interdisciplinary Studies in Education	
Area B: Educational Inquiry	16	Area B: Educational Inquiry	16
RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3	RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research	3
RSCH 9820 Qualitative Research Methods in Education	3	RSCH 9820 Qualitative Research Methods in Education	3
RSCH 9840 Quantitative Research Methods in Education	3	RSCH 9840 Quantitative Research Methods in Education	3
Select one of the following:	3	Select one of the following:	3
RSCH 9830 Advanced Qualitative Research Methods		RSCH 9830 Advanced Qualitative Research Methods	
RSCH 9850 Advanced Quantitative Research Methods		RSCH 9850 Advanced Quantitative Research Methods	
RSCH 9860 Advanced Mixed Method		RSCH 9860 Advanced Mixed Method	
RSCH 9871 Planning for Dissertation	1	RSCH 9871 Planning for Dissertation	1
RSCH 9872 Dissertation Topic Conceptualization	3	RSCH 9872 Dissertation Topic Conceptualization	3
Area C: Major and Interdisciplinary Courses	21	Area C: Major and Interdisciplinary Courses	21
Leadership Core		Leadership Core	
LEAD 9010 Seminar in Organizational Leadership	3	LEAD 9010 Seminar in Organizational Leadership	3
LEAD 9020 Planning and Change for Leaders	3	LEAD 9020 Planning and Change for Leaders	3
LEAD 9040 Organizatioanl Theory, Culture, and Leadership	3	LEAD 9040 Organizatio*an*nal Theory, Culture, and Leadership	3
Interdisciplinary Courses	12	Interdisciplinary Courses	12
The advisor and student will jointly design a program of study based on the selected concentration.		CIED 9400 Review of Academic Discipline and Pedagogy Literature	3

Area D: Dissertation 9 CIED 9999 and/or RSCH 9999 Total Hours Required for the Degree 55 Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.	The advisor and student will jointly design a program of study based on the selected concentration. Area D: Dissertation 9 CIED 9999 and/or RSCH 9999 Total Hours Required for the Degree 55 *Please note that all students who hold or are seeking a GaPSC educator certificate must successfully complete EDUC 5999.*

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

Changes will enhance learning outcomes, especially as they relate to better preparation as a researcher. Also, this will better align COEHS doctoral programs' curriculum for more consistent student outcomes across programs.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

SOI's, student feedback, and faculty feedback will be tracked and used to determine effectiveness of change.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Steve Downey	S Downey	2/3/2020
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 01/27/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Curriculum, Leadership, & Technology
Requestor's Name:	Herbert Fiester	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☒ Core (Area A-E) ☐ Major Requirement ☐Elective	☒ Fall ☐ Spring ☐Summer	2020
Degree/Program Name:	Ed.D. with a Major in Curriculum and Instruction with a Concentration in Learning and Development		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/edd-curriculum-instruction/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Area A: Disciplinary Studies 9	Area A: Disciplinary Studies 9
Select three from the following: 9	Select three from the following: 9
ACED 9400 Adult Learning Strategies	ACED 9400 Adult Learning Strategies
EDUC 9000 Interdisciplinary Studies in Education	EDUC 9000 Interdisciplinary Studies in Education
CIED 9400 Review of Academic Discipline and Pedagogy Literature	CIED 9400 Review of Academic Discipline and Pedagogy Literature
LEAD 9030 Leadership Problems: Interdisciplinary Analysis	LEAD 9030 Leadership Problems: Interdisciplinary Analysis
Area B: Educational Inquiry 13	Area B: Educational Inquiry 136
RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research 3	RSCH 9800 Research Design and Foundations for Advanced Quantitative, Qualitative, and Mixed Methods Research 3
RSCH 9840 Quantitative Research Methods in Education 3	RSCH 9820 Qualitative Research Methods in Education 3
RSCH 9871 Planning for Dissertation 1	RSCH 9840 Quantitative Research Methods in Education 3
RSCH 9872 Dissertation Topic Conceptualization 3	RSCH 9871 Planning for Dissertation 1
Select one of the following: 3	RSCH 9872 Dissertation Topic Conceptualization 3
RSCH 9810 Program Evaluation in Learning Environments	Select one of the following: 3
RSCH 9820 Qualitative Research Methods in Education	*RSCH 9810 Program Evaluation in Learning Environments*
RSCH 9850 Advanced Quantitative Research Methods	*RSCH 9820 Qualitative Research Methods in Education*
RSCH 9860 Advanced Mixed Method	RSCH 9830 Advanced Qualitative Research Methods
Area C: Major Courses 24-27	RSCH 9850 Advanced Quantitative Research Methods
Curriculum and Instruction Core	RSCH 9860 Advanced Mixed Method
CIED 9100 Curriculum Design, Implementation, and Evaluation 3	Area C: Major Courses *24-27*21
CIED 9210 Instructional Design 3	Curriculum and Instruction Core
CIED 9220 Instructional Development and Production 3	CIED 9100 Curriculum Design, Implementation, and Evaluation 3
CIED 9280 Application of Research Methods in Learning and Development Settings 3	CIED 9210 Instructional Design 3
ACED 7110 Workforce Human Performance Improvement 3	CIED 9220 Instructional Development and Production 3
Electives 9-12	*CIED 9280 Application of Research Methods in Learning and Development Settings 3*
	ACED 7110 Workforce Human Performance Improvement 3
	Electives *9-12*

The advisor and student will jointly design a program of study based on the selected program of study.	
Area D: Dissertation CIED 9999 and/or RSCH 9999	9
Total Hours Required for the Degree	55-58

The advisor and student will jointly design a program of study based on the selected program of study.	
Area D: Dissertation CIED 9999 and/or RSCH 9999	9
Total Hours Required for the Degree	55-*58*

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

☒ Improving student learning outcomes ☐ Mandate of State/Federal/Accrediting Agency

☐ Adopting current best practice(s) in field ☒ Other –

Changes will enhance learning outcomes, especially as they relate to preparation as a researcher. Also, this will better align COEHS doctoral programs' curriculum for more consistent student outcomes across programs.

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

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

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

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

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

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

☐ Other Data Source Descriptions –

SOI's, student feedback, and faculty feedback will be tracked and used to determine effectiveness of change.

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Dr. Steve Downey	S Downey	2/2/2020
College/Division Executive Committee			
Dean/Director	Dr. Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruy	Becky K. deCruy	2/24/2020
Academic Committee			

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

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

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Date of Submission:	02/11/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Kinesiology and Physical Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	Bachelor of Science in Education with a Major in Health and Physical Education
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/kinesiology-physical-education/bsed-health-physical-education/

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42	Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements			Area F Requirements		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
BIOL 2651 & BIOL 2652	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8	BIOL 2651 & BIOL 2652	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
KSPE Physical Education Activity Course 1 Any physical education course requiring physical fitness or lifetime physical activity; participation and content approved by any departmental academic advisor.			KSPE Physical Education Activity Course 1 Any physical education course requiring physical fitness or lifetime physical activity; participation and content approved by any departmental academic advisor.		
KSPE 2999	Entry to the Education Profession	0	*KSPE 2999* EDUC 2999	*Entry to the Education Profession* Teacher Education Requirements	*0* 0
…			…		
Professional Program Requirements		60	Professional Program Requirements		60
…			…		
Total hours required for the degree		126	Total hours required for the degree		126

60

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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

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

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

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

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Eugene Asola		3/2/20
College/Division Executive Committee	Bernard Oluo	Bernard Oluo	3/2/20
Dean/Director	Bernard Oluo	Bernard Oluo	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/6/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Kinesiology and Physical Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Department Head

Check One Option:	☐ Curriculum Change *(Changes to Program/Degree)*	☒ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐Summer	2020
Degree/Program Name:	M.A.T in ~~Education with a Concentration in~~ Health and Physical Education		
Current Catalog URL:	https://www.valdosta.edu/programs/mat-health-physical-education/		

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
ADMISSIONS REQUIREMENTS ONLINE GRADUATE APPLICATION Must apply to the Valdosta State University Graduate School through the Online Graduate Application. TRANSCRIPTS One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). -GRE or MAT Official Score Report (if not meeting the 2.75 GPA requirement). -Must hold a minimum of a Bachelor's degree from a regionally-accredited institution. -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.* -Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores: GRE: Verbal - 143 and Quantitative - 138 (or 750 combined higher if taken before August 1, 2011) MAT: 375 GACE PROGRAM ADMISSION ASSESSMENT (PREVIOUSLY GACE BASIC SKILLS) Submit passing scores on the GACE Program Admission Assessment or exempt by acceptable SAT, ACT, or GRE scores. EXEMPTION SCORES: an SAT score of 1000 or greater, or	ADMISSIONS REQUIREMENTS ONLINE GRADUATE APPLICATION Must apply to the Valdosta State University Graduate School through the Online Graduate Application. TRANSCRIPTS One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). -GRE or MAT Official Score Report (if not meeting the 2.75 GPA requirement). Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores: GRE: Verbal - 143 and Quantitative - 138 (or 750 combined higher if taken before August 1, 2011) MAT: 375 -Must hold a minimum of a Bachelor's degree from a regionally-accredited institution. -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.* -Must have passing scores on the GACE Program Admission Assessment or submit evidence of exemption -Complete the Georgia Educator Ethics Assessment – Program Entry (Test 350) (To Register: https://gace.ets.org/ethics/register/) *-Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:* *GRE: Verbal - 143 and Quantitative - 138 (or 750 combined higher if taken before August 1, 2011)*

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score of 43 or greater, or .E score of 297 Verbal and Quantitative (or 1030 or higher if taken before August 1, 2011) TWO RECOMMENDATIONS Submit two recommendations from professionals familiar with your professional or academic background. Download the recommendation form from the Graduate School website. PERSONAL STATEMENT Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words. Considering you are applying to a fully online degree program, describe (1) how this program will help you accomplish your career goals and (2) how your backgrounds, experiences, interests, or identities will add to the learning of other students within your cohort. VERIFICATION OF LAWFUL PRESENCE This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver. This documentation must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency. *ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission	*MAT: 375* *GACE PROGRAM ADMISSION ASSESSMENT (PREVIOUSLY GACE BASIC SKILLS)* *Submit passing scores on the GACE Program Admission Assessment or exempt by acceptable SAT, ACT, or GRE scores.* *EXEMPTION SCORES:* *an SAT score of 1000 or greater, or* *an ACT score of 43 or greater, or* *a GRE score of 297 Verbal and Quantitative (or 1030 or higher if taken before August 1, 2011)* TWO RECOMMENDATIONS Submit two recommendations from professionals familiar with your professional or academic background. Download the recommendation form from the Graduate School website. PERSONAL STATEMENT Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words. Considering you are applying to a fully online degree program, describe (1) how this program will help you accomplish your career goals and (2) how your backgrounds, experiences, interests, or identities will add to the learning of other students within your cohort. VERIFICATION OF LAWFUL PRESENCE This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver. This documentation must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and information on residency. *ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways: Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

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

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

The Georgia Professional Standards Commission mandates that the appropriate state-approved Assessment of Educator Ethics – Program Entry be completed prior to enrollment for all initial teacher educator preparation programs. For this reason, we are adding it as an admission requirement for our initial teacher preparation programs at the graduate level. This is already an admission to teacher education requirement at the undergraduate level. The applicable exemptions for the GACE Program Admission Assessment are being removed from each programs' admission criteria and, instead, are being linked to a separate webpage that lists the exemptions in order to better manage the methods and offer resources for applicants.

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

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

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

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

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	EUGENE ASOLA		2/13/20
College/Division Executive Committee			
Dean/Director	Bernard Ulivo	Bernard Oliva	2/1/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. deCruz	Becky K. deCruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/6/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Kinesiology and Physical Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐Summer	2020
Degree/Program Name:	M.Ed. Degree with a Major in Health and Physical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/kinesiology-physical-education/med-health-physical-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
EDUC 5999	Professional Orientation	0	*EDUC 5999*	*Professional Orientation*	*0*
RSCH 7100	Research Methodology in Education	3	RSCH 7100	Research Methodology in Education	3
KSPE 7110	Physical Education for Exceptional Learners	3	KSPE 7110	Physical Education for Exceptional Learners	3
KSPE 7120	Physical Education Pedagogy	3	KSPE 7120	Physical Education Pedagogy	3
KSPE 7130	Curriculum Development in Physical Education	3	KSPE 7130	Curriculum Development in Physical Education	3
KSPE 7141	Technology Application in Physical Education	3	KSPE 7141	Technology Application in Physical Education	3
KSPE 7150	Assessment and Applications in Physical Education	3	KSPE 7150	Assessment and Applications in Physical Education	3
KSPE 7160	Human Kinetics 3		KSPE 7160	Human Kinetics 3	
KSPE 7171	Innovative Health-Related Fitness Applications in Physical Education Program	3	KSPE 7171	Innovative Health-Related Fitness Applications in Physical Education Program	3
KSPE 7180	Interdisciplinary Physical Education	3	KSPE 7180	Interdisciplinary Physical Education	3
KSPE 7261	Contemporary Program Development	3	KSPE 7261	Contemporary Program Development	3
KSPE 7910	Capstone Seminar in Physical Education	3	KSPE 7910	Capstone Seminar in Physical Education	3
Total Hours		33	Total Hours		33

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

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

EDUC 5999 Professional Orientation is no longer required for this program.

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

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

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	EUGENE ASOLA		2/13/20
College/Division Executive Committee			
Dean/Director	Barnard Oliver	Barnard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. de Cruz	Becky K. de Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/6/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Kinesiology and Physical Education
Requestor's Name:	Eugene Asola	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☐Undergraduate ☒ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐Summer	2020
Degree/Program Name:	Ed S Degree with a Major in Coaching Pedagogy in Physical Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/kinesiology-physical-education/eds-coaching-pedagogy-physical-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
EDUC 5999	Professional Orientation	0	*EDUC 5999*	*Professional Orientation*	*0*
KSPE 8100	Studying Sports Coaching	3	KSPE 8100	Studying Sports Coaching	3
KSPE 8210	Sport Coaching Pedagogy	3	KSPE 8210	Sport Coaching Pedagogy	3
KSPE 8300	Applied Sports Science	3	KSPE 8300	Applied Sports Science	3
KSPE 8500	Coaching Pedagogy Research Methods	3	KSPE 8500	Coaching Pedagogy Research Methods	3
KSPE 8600	Professional Coaching Development	3	KSPE 8600	Professional Coaching Development	3
KSPE 8700	Communication Skills for Coaches	3	KSPE 8700	Communication Skills for Coaches	3
KSPE 8110	History, Sociology and Psychology of Sport	3	KSPE 8110	History, Sociology and Psychology of Sport	3
KSPE 8410	Coaching Pedagogy: Evaluating Research	3	KSPE 8410	Coaching Pedagogy: Evaluating Research	3
KSPE 8900	Coaching Pedagogy Capstone: Data Analysis Research Project	3	KSPE 8900	Coaching Pedagogy Capstone: Data Analysis Research Project	3
Total Hours Required for the Degree		27	Total Hours Required for the Degree		27

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

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

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EDUC 5999 Professional Orientation is no longer required for this program.

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

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

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

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

Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.)
☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	EUGENE ASOLA		2/13/20
College/Division Executive Committee			
Dean/Director	Bernard Oliver	Bernard Oliver	2/11/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. de Cruz	Becky K. de Cruz	2/24/2020
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/11/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Science in Education with a Major in Elementary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/initial-teacher-preparation-service/bsed-early-childhood-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Areas A-E (See VSU Core Curriculum)		42	Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements		18	Area F Requirements		18
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
ISCI 2001	Exploring Our Ecosphere	3	ISCI 2001	Exploring Our Ecosphere	3
ISCI 2002	Physical Science for Early Childhood Education Teachers	3	ISCI 2002	Physical Science for Early Childhood Education Teachers	3
MATH 2008	Foundations of Numbers and Operations	3	MATH 2008	Foundations of Numbers and Operations	3
ELED 2999	Entry to Education Profession	0	*ELED 2999*	*Entry to Education Profession*	*0*
			EDUC 2999	Teacher Education Requirements	0
...			...		
Professional Program Requirements		63	Professional Program Requirements		63
...			...		
Total hours required for the degree		129	Total hours required for the degree		129

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these

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students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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

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

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

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

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

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

☒ Other Data Source Descriptions –

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Eugene Asola		3/2/20
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/2/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission: 02/11/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Science in Education with a Major in Secondary Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/initial-teacher-preparation-service/bsed-secondary-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)			Core Areas A-E (See VSU Core Curriculum)		
Area F Requirements			Area F Requirements		
1xxx/2xxx elective		3	1xxx/2xxx elective		3
MATH 1112	Trigonometry	3	MATH 1112	Trigonometry	3
or MATH 1113	Precalculus		or MATH 1113	Precalculus	
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3	SEED 2000	Written and Verbal Communication for Secondary Education Teachers	3
SEED 2999	Entry to the Education Profession	0	*SEED 2999*	*Entry to the Education Profession*	*0*
			EDUC 2999	Teacher Education Requirements	0
College of Education and Human Services Health and Physical Education Requirements		6	College of Education and Human Services Health and Physical Education Requirements		6
KSPE 2000	Health and Wellness for Life	2	KSPE 2000	Health and Wellness for Life	2
KSPE 2150	First Aid - CPR	2	KSPE 2150	First Aid - CPR	2
Select two KSPE fitness/activity courses		2	Select two KSPE fitness/activity courses		2
Program Requirements		60	Program Requirements		60
...			...		

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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

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

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

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

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

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

☒ Other Data Source Descriptions –

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Eugene Asola		3/2/20
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/2/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Date of Submission:	02/11/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	Initial Teacher Preparation and Service
Requestor's Name:	Barbie Radcliffe	**Requestor's Role:**	Department Head

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Science in Education with a Major in Special Education (Deaf and Hard-of-Hearing)		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/initial-teacher-preparation-service/bsed-special-education-deaf-hard-hearing/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Core Areas A-E (See VSU Core Curriculum)		42	Core Areas A-E (See VSU Core Curriculum)		42
Area F Requirements			Area F Requirements		
DEAF 2999	Entry to the Profession	0	*DEAF 2999*	*Entry to the Profession*	*0*
ISCI 2001	Exploring Our Ecosphere	3	EDUC 2999	Teacher Education Requirements	0
or ISCI 2002	Physical Science for Early Childhood Education Teachers		ISCI 2001 or ISCI 2002	Exploring Our Ecosphere Physical Science for Early Childhood Education Teachers	3
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3	EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3	EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3	EDUC 2130	Exploring Learning and Teaching	3
ASLS 2110	American Sign Language I	3	ASLS 2110	American Sign Language I	3
ASLS 2120	American Sign Language II	3	ASLS 2120	American Sign Language II	3
…			…		
Professional Education		61	Professional Education		61
…			…		
Total hours required for the degree		127	Total hours required for the degree		127

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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

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

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

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

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

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

☒ Other Data Source Descriptions –

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

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

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:	01/31/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	ITPS
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
☒ Undergraduate ☐ Graduate	☒ Core (Area A-E) ☐ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020

Degree/Program Name:	BSED in Middle Grades Education
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/initial-teacher-preparation-service/bsed-middle-grades-education/

Present Requirements:	**Proposed Requirements:** *(hover over for instructions)*
Core Curriculum 60 Core Areas A-E (See VSU Core Curriculum)42 Area F Requirements 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 Primary Concentration (select one area) 6 Language Arts, Math, Science, Social Studies, Reading (select from the approved course list for concentration area) Secondary Concentration 3 Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)MGED 2999 Entry to the Education Profession 0 All courses in Area F must be completed with a grade of "C" or better. College of Education and Human Services Health and Physical Education Requirements 6 KSPE 2000 & KSPE 2150 Health and Wellness for Life and First Aid - CPR4Select two KSPE Fitness/Activity Courses 2 Program Requirements 63 All courses listed under program requirements must be completed with a grade of "C" or better. Professional Courses SPEC 3000 Serving Students with Diverse Needs 3 MGED 3220 Reading and Writing in the Content Areas for Middle Grades 3 MGED 3990 Development and Education of the Middle Grades Student, Part 13 MGED 3991 Differentiated Classroom for Middle Grades 3 MGED 3020 Introduction to Standards, Planning, and Assessment 2 Teaching Concentrations Primary Concentration Area 112 Secondary Concentration Area 112 Professional Program MGED 4000 Development and Education of the Middle Grades Student, Part 23 Select two methods courses from the following: 6	Core Curriculum 60 Core Areas A-E (See VSU Core Curriculum Area F Requirements 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 MGED 2000 Written and Verbal Communication for Middle Grades Education 3 Primary Concentration (select one area) *6* 3 Language Arts, Math, Science, Social Studies, *Reading* (select from the approved course list for concentration area) Secondary Concentration 3 Language Arts, Mathematics, Science, Social Studies, *Reading* (select from the approved course list for concentration area) *MGED* EDUC 2999 Entry to the Education Profession 0 All courses in Area F must be completed with a grade of "C" or better. 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 All courses listed under program requirements must be completed with a grade of "C" or better. Professional Courses SPEC 3000Serving Students with Diverse Needs3MGED 3220Reading and Writing in the Content Areas for Middle Grades3MGED 3990Development and Education of the Middle Grades Student, Part 13MGED 3991Differentiated Classroom for Middle Grades3MGED 3020Introduction to Standards, Planning,

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MGED 4100 Mathematics Methods for Middle Grades Education MGED 4200 Science Methods for Middle Grades Education MGED 4300 Social Studies Methods for Middle Grades Education MGED 4400 Language Arts Methods for Middle Grades Education MGED 4500 Methods of Teaching Reading for Middle Grades Education MGED 4620 Apprenticeship in Middle Grades Teaching 2 MGED 3110 Integrating Technology in Middle Grades Education 2 MGED 4790 Student Teaching in the Middle Grades 10 MGED 4800 Professional Practices Seminar 2 Total hours required for the degree 129	and Assessment 2 Teaching Concentrations Primary Concentration Area 112 Secondary Concentration Area 112Professional Program MGED 4000 Assessment for Middle Grades Education *Development and Education of the Middle Grades Student*, Part 23 Select two methods courses from the following:6 MGED 4100 Mathematics Methods for Middle Grades Education MGED 4200 Science Methods for Middle Grades Education MGED 4300 Social Studies Methods for Middle Grades Education MGED 4400 Language Arts Methods for Middle Grades Education MGED 4500 Methods of Teaching Reading for Middle Grades Education MGED 4620 Apprenticeship in Middle Grades Teaching 2 MGED 3110 Integrating Technology in Middle Grades Education2 MGED 4790 Student Teaching in the Middle Grades 10 MGED 4800 Professional Practices Seminar 2 Total hours required for the degree 129

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

☐ Improving student learning outcomes

☒ Mandate of State/Federal/Accrediting Agency

☒ Adopting current best practice(s) in field

☐ Other –

1. PSC/DOE/BOR rules require 15 hours per certification area (MGED students are required to have 2 certification areas). Currently, we have a "primary content" at 18 hours, and a "secondary content" at 15 hours. We are proposing a change to 15 hours in each area.

2. We are adding a new course "MGED 2000 Communication Course" focusing on writing for teachers. Effective written and verbal communication skills are essential to today's middle and secondary teachers and necessary to impact student learning and achievement in all content areas. Candidates must be prepared to meet the following standard.
Georgia Department of Education (GaDOE) Teacher Performance Standard
Performance Standard 10: Communication. The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

3. We are removing "reading" as a concentration area. This aligns to most regional middle school schedules as reading is embedded in English/Language Arts classes. We do not have any current students with reading as a concentration area.

4. We are updating the course description and name of MGED 4000 to reflect the current content – Assessment for Middle Grades Education. This change is long overdue.

5. We are changing MGED 2999 to EDUC 2999 because this course is now being taught by one person, it improves efficiencies, and provides more support to students.

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

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

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

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

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

☒ Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) ☐ Other Data Source Descriptions –

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- **CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		3/2/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/2/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- **Request for a NEW COURSE**

Date of Submission:	02/21/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	ITPS
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Faculty

Proposed NEW Course Prefix: *(Consult abbreviations in the catalog)*	MGED	**NEW Course Number:** *(Consult #s in the catalog)*	2000
Proposed NEW Course Title:	Written and Verbal Communication for Middle Grades Education		
NEW Course Title Abbreviation: *(Limit to 30 character spaces)*	Communication for MGE Teachers		
Prerequisite(s):			

Lecture Hours:	3	**Lab/Contact Hours:**	0	**Credit Hours:**	3

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

Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020	*Twice per Year*

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

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

Effective written and verbal communication skills are essential to today's middle and secondary teachers and necessary to impact student learning and achievement in all content areas. Candidates must be prepared to meet the following standard.

Georgia Department of Education (GaDOE) Teacher Performance Standard
Performance Standard 10: Communication. The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

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

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

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

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

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

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

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

☐ Other Data Source Descriptions –

Educator Professional Preparation (EPP) Assessment: Candidate Assessment on Performance Standards (Observation Instrument).

Written assignments/presentations

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

Valdosta State University – NEW COURSE Form

- **Request for a NEW COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Radcliffe		3/2/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/2/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Dewar College of Education and Human Services
Valdosta State University
Department of Initial Teacher Preparation and Services

MGED 2000
Written and Verbal Communication for Middle Grades Education
3 Semester Hours
Term/Year

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
*InTASC Model Core Teacher Standards**

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

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

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

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

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

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

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

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

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

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

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

INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:

COURSE DESCRIPTION

Practice and application of techniques in verbal and written communication specifically for the middle and secondary classroom. The use of standardized English will be emphasized in speaking, reading, writing, and listening.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS

Burgess, D. (2012). *Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator.* San Diego, CA: Dave Burgess Consulting, Inc.

Casagrande, J. (2006). Grammar Snobs are Great Big Meanies: A Guide to Language for Fun & Spite. New York, NY: Penguin.

COURSE OBJECTIVES (CO):

Communication is essential to life and, not surprisingly, to teaching and learning. SEED 2000 is designed to assist teaching candidates in developing those communications skills requisite to successful middle and secondary classroom instruction. Verbal and written communications skills in standardized English will be emphasized. Candidates will perform a variety of communicative tasks, including (but not limited to) writing emails, memoranda, essays, and short research papers; public speaking in the form of class discussions, individual, and group presentations; and listening in the form of written and verbal feedback to the course instructor and colleagues. Class discussions and exercises will emphasize conventions of written and oral discourse (e.g. grammar, voice instruction) as well as communication theory, propaganda, and the analysis of various discursive scenarios.

Numbers in parentheses following objectives refer to InTASC Standards.
By the end of the semester, candidates will:

1. Develop communications skills (writing, speaking, listening) commensurate with the demands of classroom instruction and professional development in the field of education. (InTASC Standards 3, 5, and 9)
2. Identify and apply key vocabulary for the successful negotiation of professional learning environments. (InTASC Standard 3)
3. Identify key features of discourse communities together with methods of reconciling student diversity with the demands associated with standardized language usage. (InTASC Standards 1, 2, and 9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Writing (40%)

Professional Email Portfolio: Students will compose a weekly email to the course instructor in which they (1) report on their training activities from the previous week and (2) set goals for the upcoming week and (3) self-assess for progress or regress in terms of their communications skills/confidence. Candidates will also be given "situational contexts" to respond to via email. After the instructor responds to the email, candidates will keep each mail and response in a separate e-folder in their email account. Emails will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

Educational Manifesto: Students will compose a manifesto of their beliefs pertaining to public education and related matters of learning and human development. This is an informal/creative version of the philosophy of education that will come in later coursework. Manifestos will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

I-Search Report (informal register): Students will research and compose a short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). This paper can be written in an informal style, utilizing first-person narrative technique. I-Search Reports will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

Research Paper (formal register): Students will research and compose a 2nd short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). Research Papers will be written in a formal register, utilizing third-person narrative technique. Research papers will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

Speaking (40%)

Reports on Research Papers: Students will present the findings from two research assignments to the class. Speaking presentations will be evaluated for structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

My Manifesto!: Students will deliver an oral version of their educational manifesto to the class. Presentations will be evaluated on structure, voice, and physical presence.

In the News: Students will be assigned to groups of 3-4. Each group will research, write, and present a "newscast" to the class. Each individual's role is to present material that represents his or her content area. Together, each of the groups should integrate the various content areas into a single coherent presentation of news (look for common themes). Groups will be assessed on the quality of the presentation: structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

The Happening: Students will be assigned to groups of 2-5. Each group is responsible for staging a "happening" in a public venue and recording the event for presentation to the whole class. Groups will be assessed on the quality of the class presentation: structure, quality and accuracy of visual aids (video of event), voice, pacing, and physical presence.

Alone in the Spotlight: Students will create, write, and perform a song, poem, dance or any combination of these for the entire class. The topic is "my teaching metaphors," and candidates are encouraged to create their performance piece from their self-perceptions as teachers-in-training and from their individual content areas and artistic interests and influences.
Case Studies in Hollywood Pedagogy: Students will each present a "teacher" (character) as represented in film or television. Utilizing clips from the movie or program as a basis for analysis, each presenter will discuss the character in terms of persona, teaching strategies, assessment strategies, dispositions, philosophy, and anything else pertinent to the themes associated with teaching and preparing to teach.

Listening (20%)

Peer Feedback Forms: Evaluation and constructive criticism are big parts of the teaching profession, and in this class students need to be active listeners and learners. For every presentation, audience members will be asked to complete a feedback form for individuals and groups. On the feedback forms they will provide their impressions of the presentation and suggestions for improvement. Feedback forms will be evaluated for completion.

Pop Quizzes on Discussion Prompts and Materials: Students will be randomly assessed for knowledge of class discussions, educational vocabulary, concepts, and terms. These short quizzes will be evaluated for completion and accuracy.

COURSE EVALUATION

Assessment/Evaluation	Point Value
Writing (40%)	
Professional Email Portfolio	10
Educational Manifesto	10
I-Search Report	10
Research Paper	10
Speaking (40%)	
Reports on Research Papers	5
My Manifesto!	5
In the News	10
The Happening	5
Alone in the Spotlight	5
Case Studies in Hollywood Pedagogy	10
Listening (20%)	
Peer Feedback Forms	10
Pop Quizzes on Discussion Prompts and Materials	10

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances.

Grading Scale

A = 100 - 90	D = 69 - 60
B = 89 - 80	F = 59 - 0
C = 79 – 70	

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin, "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course."

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted during the first week of the semester.

90 -

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
The College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

THE BLAZER CREED
Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

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

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that

original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see **Turnitin for Students** (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

ACADEMIC SUPPORT CENTER

The Academic Support Center (ASC) provides free peer tutoring in core curriculum courses, including, math, writing, sciences, social sciences, humanities, and foreign languages. The ASC also provides supplemental instruction (tutor-led study group sessions) for historically difficult courses like biology, chemistry, geosciences, psychology and sociology, as well as academic success workshops. New for fall 2018: 24/7 access to online tutoring through ThinkingStorm, which includes Writing Center where you can submit drafts for feedback and get help with core courses when the ASC is closed. Call 229-333-7570 to make an appointment, email us at asc@valdosta.edu, or visit our website www.valdosta.edu/asc. Located in Odum Library.

MENTAL HEALTH AND WELLNESS

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance. VSU provides mental health services to support the academic success of students. The Counseling Center offers free, confidential services to help you manage personal challenges.

In the event I suspect you need additional support, I will express my concerns and the reasons for them, and remind you of campus resources (e.g., Counseling Services, Dean of Students, etc.) that might be helpful to you. My intention in doing so is to let you know I am concerned and that help, if needed, is available.

More information and resources are located at The Counseling Center website at: http://www.valdosta.edu/student/student-services/counseling-center/. Twenty-four hour emergency help is also available through the University Police at 229-259-5555 who will contact on-call counselors or appropriate resources for support.

Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

Responsibility: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
Communication: Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.
Interpersonal Skills: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.
Classroom Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.
Judgment: Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.
Ethics: Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.
Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.
*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

_____	_____	_____
Your Signature	Your Name – Printed	Date

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate's Name _____

Candidate's Signature _____

Date _____

Valdosta State University Curriculum Form

- **Request for a REVISED COURSE**

Date of Submission:	02/21/2020

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

College:	College of Education and Human Services	**Dept. Initiating Request:**	ITPS
Requestor's Name:	Deborah Paine	**Requestor's Role:**	Faculty

CURRENT:		**REQUESTED:** *(list only items to be changed)*	
Course Prefix and Number:	MGED 4000	**Course Prefix and Number:**	MGED 4000
Course Title:	Development and Education of the Middle Grades Student, Part 2	**Course Title:**	Assessment for Middle Grades Education
Lecture Hours:	3	*Lecture Hours:*	
Lab/Contact Hours:	0	*Lab/Contact Hours:*	
Credit Hours:	3	*Credit Hours:*	
Pre-requisites:	Appropriate 2999	**Pre-requisites:**	

CURRENT Course Description:	**NEW Course Description:** *(hover over for instructions)*
Prerequisites: Admission to the MGED professional program. Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program and all courses in Block A must be taken together.	*Prerequisites: Admission to the MGED professional program. Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program and all courses in Block A must be taken together.* Prerequisite: Appropriate 2999 course. A study of the curriculum and assessment strategies needed for effective teaching and learning in the middle grades education classroom Candidates will develop reliable and valid assessments, make instructional plans and decisions based on data, and measure students' mastery of learning.

Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**	**Estimated Frequency of Course Offering:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020	*Twice per Year*

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

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

Description aligns to the content of the course.

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

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

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

Plans for assessing course effectiveness/meeting program learning outcomes

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

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

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

☐ Other Data Source Descriptions –

Valdosta State University - REVISED COURSE Form

- **Request for a REVISED COURSE**

Approvals:	Print:	Signature:	Date:
Department Head	Barbara Rudcliffe		3/2/2020
College/Division Executive Committee	Bernard Oliver	Bernard Oliver	3/2/20
Dean/Director	Bernard Oliver	Bernard Oliver	3/2/20
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

***Will this change impact another college/department?**		☒ No ☐ Yes *[select college & indicate department(s)]*	
College:	*Select One.*	**Department(s):**	

Valdosta State University Curriculum Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 02/11/2020

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

College:	College of the Arts	**Dept. Initiating Request:**	Art and Design
Requestor's Name:	Sarah Libba Willcox	**Requestor's Role:**	Faculty

Check One Option:	☒ Curriculum Change *(Changes to Program/Degree)*	☐ Revised Catalog Copy *(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)*	
Program Level:	**Course Classification:**	**Semester to be Effective:**	**Year to be Effective:**
☒ Undergraduate ☐ Graduate	☐ Core (Area A-E) ☒ Major Requirement ☐ Elective	☒ Fall ☐ Spring ☐ Summer	2020
Degree/Program Name:	Bachelor of Fine Arts with a Major in Art Education		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/arts/art/bfa-art-education/		

Present Requirements:			**Proposed Requirements:** *(hover over for instructions)*		
Core Curriculum		60	Core Curriculum		60
Core Curriculum Areas A-E (See VSU Core Curriculum)		42	Core Curriculum Areas A-E (See VSU Core Curriculum)		42
Students are advised to take ART 1100 in Area C			Students are advised to take ART 1100 in Area C		
Core Curriculum Area F			Core Curriculum Area F		
ART 1010	Drawing I	3	ART 1010	Drawing I	3
ART 1011	Drawing II	3	ART 1011	Drawing II	3
ART 1020	Two Dimensional Design	3	ART 1020	Two Dimensional Design	3
ART 1030	3-Dimensional Design	3	ART 1030	3-Dimensional Design	3
ART 2030	Computers in Art	3	ART 2030	Computers in Art	3
ARTH 2121	Art History Survey I	3	ARTH 2121	Art History Survey I	3
ARED 2999	Entry to the Education Profession	0	*ARED 2999*	*Entry to the Education Profession*	*0*
			EDUC 2999	Teacher Education Requirements	0
...			...		
Major Curriculum		68	Major Curriculum		68
...			...		
Total hours required for the degree		132	Total hours required for the degree		132

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

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

We are changing the course prefix for our entry to the teaching profession course from multiple, subject-specific course prefixes into a single course prefix for all initial teacher majors. This change will allow us to expand our services to these students in this course by improving efficiencies. This course will be offered in both face-to-face and online options to increase student success in the course.

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COLLEGE OF THE ARTS RECEIVED 2020 VALDOSTA STATE UNIVERSITY

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

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

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

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

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

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

☒ Other Data Source Descriptions –

Retention data and student success in the course

Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head			2-28-2020
College/Division Executive Committee	Micaal Summs		2.28.2020
Dean/Director	A. Blake Pearce		2-28-020
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?		☐ No ☒ Yes *[select college & indicate department(s)]*	
College:	College of Education and Human Services	**Department(s):**	

ICE