

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 13, 2021**

2:30 p.m.

Microsoft Teams

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

ACADEMIC COMMITTEE
AGENDA
September 13, 2021

1. Minutes of the April 12, 2021 meeting. (pages 1-3) were approved by email April 15, 2021.
2. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised credit hours CHEM 4910 (pages 4-5)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised admission requirements for the BSN (pages 6-8)
4. **COLLEGE OF BUSINESS ADMINISTRATION**
 - a. Revised course title and description WMBA 6040 (pages 9-11)
 - b. Revised degree requirements for the WebMBA (pages 12-14)
5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. New course ELED 2200 (pages 15-28)
 - b. Revised course title and description CSD 3080 (pages 29-30)
 - c. Revised course title and description CSD 4040 (pages 31-32)
6. **HONORS COLLEGE**
 - a. New course FYSE 1101H (pages 33-34)
 - b. New course HONS 2000 (pages 35-37)
 - c. Revised requirements for the Certificate in University Honors in Interdisciplinary Studies (page 38-40)
7. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Revised prerequisite PHIL 3060 (pages 41-43)
 - b. Revised prerequisite PHIL 3070 (pages 44-46)
 - c. Revised prerequisite PHIL 3080 (pages 47-49)
 - d. Revised prerequisite PHIL 3090 (pages 50-52)
8. **COLLEGE OF THE ARTS**
 - a. Revised Educational Outcomes for the MAT in Music Education (pages 53-56)
 - b. Revised degree requirements for the MAT in Music Education (pages 57-59)
 - c. Revised course title and credit hours MUE 7640 (pages 60-61)
 - d. New course MUE 7650 (pages 62-70)
 - e. Revised course prefix, credit hours, and description MUSC to MUE 5520 (pages 71-72)
 - f. Revised course prefix, credit hours, and description MUSC to MUE 5521 (pages 73-74)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 12, 2021

The Academic Committee of the Valdosta State University Faculty Senate met virtually, Monday, April 12, 2021. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Mr. Ken Smith, Dr. Anurag Dasgupta, Dr. Ray Elson (Proxy for Dr. Candace Witherspoon), Dr. Kristy Litster, Dr. Luis Gonzalez, Mr. Joe Mason, Dr. Nicole Cox, Mr. Brian Nelson, Mr. Brian Nelson (Proxy for Dr. Fleming Bell), Dr. Ray Elson, Dr. Yunseon Choi, Dr. Colette Drouillard, Mr. Chuck Conner, Dr. Laura Wright, and Ms. Amy Chew.

Members Absent: Dr. Michele Blankenship, Dr. Candace Witherspoon, Dr. Brian Sowa, Dr. Fleming Bell, Dr. Ben Wescoatt, and Dr. Vicki Wetter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Darrell Ross, Dr. Lee Grimes, Ms. Tabitha McCoy, Dr. Deborah Robinson, Dr. Doug Farwell, Dr. Mark Smith, Dr. Mark Reinhardt, Dr. Mark Borzi, Dr. Matthew Carter, and Dr. Michael Schmidt.

The Minutes of the March 8, 2021 meeting were approved by email on March 16, 2021. (pages 1-4).

A. College of Business Administration

1. Deactivation of ACCT 2099 was approved effective Fall Semester 2021. (pages 4a-5).

B. College of Nursing and Health Sciences

1. Revised program objectives for the BSN was approved effective Fall Semester 2021. (pages 6-8).
2. Revised title and description, Health Science (HSHS) 3600, "Medical and Healthcare Terminology", (MEDICAL & HLTHCARE TERMINOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to – An introduction to terminology used in medical and other allied healthcare environments. (pages 9-10).

C. College of Education and Human Services

1. Revised Progression/Retention in Professional P-12 Education Programs was approved effective Fall Semester 2021. (pages 11-14).
2. Revised degree requirements for the BSED in Elementary Education was approved effective Fall Semester 2021. (pages 15-17).
3. Revised admission requirements for the MS in Marriage and Family Therapy was approved effective Fall Semester 2021. (pages 18-21).
4. New course, Communication Disorders (CSD) 5300, "Assessment and Diagnosis of Dyslexia", (ASSESS AND DIAGNOSIS OF DYSLEXIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - An introduction to literacy assessment (screening, progress monitoring, full diagnostic). The course addresses the basic elements of psychometrics as they pertain to assessment development and interpretation and the administration and interpretation of literacy assessment. (pages 22-28).
5. Revised degree requirements for the EDS in School Counseling was approved effective Fall Semester 2021. (pages 29-30).
6. Revised title, description and reactivation, School Counseling (SCHC) 8892, "School Counseling Special Topics Seminar", (SPECIAL TOPICS SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to – A study of the current events to which school counselors respond to promote growth and address crisis through school counseling interventions. Topics will change depending on current events and professional issues projects include collaboration with community resources or partners. (pages 31-37).

D. College of the Arts

1. New course, Theatre Arts (THEA) 2020, “Musical Theatre Vocal Techniques”, (MUSICAL THEA VOCAL TECH – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2021. (pages 38-48).
2. Revised degree requirements for the BFA in Dance was approved effective Fall Semester 2021. (pages 49-51).
3. Revised requirements for the minor in Dance was approved effective Fall Semester 2021. (pages 52-54).
4. Revised title, credit hours, prerequisites, and description, Dance (DANC) 3500, “Dance Pedagogy”, (DANCE PEDAGOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2021 with the description changed to – Dance. A study of and application of methodology....theories for preK-12 ... (pages 55-56).
5. Revised credit hours, Dance (DANC) 4020, “Conditioning and Wellness for Dance”, (DANCE CONDITIONING WELLNESS – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 57-58).
6. Revised degree requirements for the BA in Music was approved effective Fall Semester 2021. (pages 59-62).
7. Revised degree requirements for the BM in Music Performance was approved effective Fall Semester 2021. (pages 63-67).
8. Revised course number, title, credit hours, prerequisites, and description, Music Education (MUE) 3660, “Intermediate Conducting”, (INTERMEDIATE CONDUCTING – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2021. (pages 68-69). Deactivation of MUE 3650.
9. Revised title and description, Music (MUSC) 1101, “Diction for Singers I”, (DICTION FOR SINGERS I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2021. (pages 70-72).
10. Revised title, credit hours and description, Music (MUSC) 3650, “Introduction to Conducting”, (INTRODUCTION TO CONDUCTING – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2021 with the first sentence of the description deleted. (pages 73-74).
11. Reactivation and revised prerequisite, and description, Music (MUSC) 1102, “Diction for Singers II”, (DICTION FOR SINGERS II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2021 with the description changed to read ... 110. A study of... . (pages 75-80).

E. College of Humanities and Social Sciences


1. Revised College of Humanities and Social Sciences narrative was approved effective Fall Semester 2021. (pages 81-83).
2. Revised degree requirements for the MAT in ESOL was approved effective Fall Semester 2021. (pages 84-87).
3. Revised name, Educational Outcomes, and degree requirements for the MS in Criminal Justice to Ms in Criminal Justice Administration was approved effective Fall Semester 2021. (pages 88-92).
4. Revised course title and description, Criminal Justice (CRJU) 7000, “Organizational Culture and Criminal Justice Administration”, (ORGNZTNL CULTURE & CJ ADMIN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 93-94).
5. New course, Criminal Justice (CRJU) 7020, “Leadership and Ethics for the Criminal Justice Executive”, (LEADRSHP & ETHICS CJ EXECUTIVE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read ...as well as ethics for administrative... . (pages 95-103).
6. Revised course title and description, Criminal Justice (CRJU) 7370, “Liability Issues in Criminal Justice”, (LIABILITY ISSUES CRIMINAL JUST – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – A study explores the civil... . (pages 104-105).
7. Revised course title and description, Criminal Justice (CRJU) 7412, “Research Strategies for Criminal Justice

Administrators”, (RSRCH STRATGIES CJ ADMINSTRATR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – The study of the research methods and strategies used in criminal justice organizations. (pages 106-107).

8. Revised course title and description, Criminal Justice (CRJU) 7413, “Criminal Justice Program and Policy Analysis”, (CJ PROG AND POLICY ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021. (pages 108-109).
9. New course, Criminal Justice (CRJU) 7640, “Conflict Management in Criminal Justice”, (CONFLICT MGT IN CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – A study of strategies to... . (pages 110-119).
10. New course, Criminal Justice (CRJU) 7650, “Risk Assessment and Risk Management in Criminal Justice Organizations”, (RISK ASSESSMENT IN CJ – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – A study examines strategies... . (pages 120-127).
11. New course, Criminal Justice (CRJU) 7660, “Personnel Management in Criminal Justice Organization”, (PERS MGT IN CJ ORGANIZATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read – Managing personnel issues... . (pages 128-134).
12. New course, Criminal Justice (CRJU) 7670, “Domestic and International Terrorism”, (DOMESTIC AND INTL TERRORISM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to read ...United States and the other countries... . (pages 135-144).
13. New course, Criminal Justice (CRJU) 7920, “Criminal Justice Policy Research”, (CJ POLICY RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2021 with the description changed to - Prerequisites: MSCJA students only. Completion of all MSCJA required and elective courses for the degree. The application of the knowledge, skills, and abilities learned in the MSCJA degree program to an actual agency policy problem or issue. (pages 145-150).
14. Deactivation of CJRU 7411, 7998 and 7999 was noted effective Fall Semester 2021. (pages 151-152).

Respectfully submitted,

Stanley Jones
Registrar

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission:	10/16/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of Science and Mathematics	Dept. Initiating Request:	chemistry	
Requestor's Name:	Curriculum Committee	Requestor's Role:	Faculty	
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	CHEM4910	Course Prefix and Number:		
Course Title:	Laboratory Problems	Course Title:		
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	3-9	<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>	1-3	<i>Credit Hours:</i>	0-3	
Pre-requisites:	Consent of the instructor	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
<p>CHEM 4910. Laboratory Problems. 1-3 Hours. Prerequisite: Consent of the instructor and approval of the Department Head. Experimental work in analytical, inorganic, organic, physical or biochemistry. The student should have completed at least one semester of a background course in the appropriate area in order for the research to be of an advanced nature at the undergraduate level. Although it is not possible to predict the exact time required for a research project, a student should expect to spend at least four hours per week for each credit hour awarded in this course. A report, in a format suitable for presentation to a chemical journal, shall be presented before credit is awarded.</p>		<p>CHEM 4910. Laboratory Problems. 1-3 <u>0-3</u> Hours. Prerequisite: Consent of the instructor and approval of the Department Head. Experimental work in analytical, inorganic, organic, physical or biochemistry. The student should have completed at least one semester of a background course in the appropriate area in order for the research to be of an advanced nature at the undergraduate level. Although it is not possible to predict the exact time required for a research project, a student should expect to spend at least four hours per week for each credit hour awarded in this course. A report, in a format suitable for presentation to a chemical journal, shall be presented before credit is awarded.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	Every Semester
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –				
The Chemistry Department needs a way to account for students who wish to volunteer for undergraduate research with a faculty mentor.				

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 –

Experience with advising students.

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	kurt winkelmann	<small>DocuSigned by:</small> <i>Kurt Winkelmann</i>	9/1/2021 1:04 PM EDT
College/Division Executive Committee	Theresa Grove	<small>DocuSigned by:</small> <i>Theresa Grove</i>	9/1/2021 1:12 PM EDT
Dean/Director		<small>42C2A931972A44B...</small> <small>DocuSigned by:</small> <i>Pierre-Richard Comely</i>	
Graduate Executive Committee (for graduate course)		<small>B9FF392F793F470...</small>	
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:

07/27/2021

*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:	7/27/2021
Requestor's Name:	Mark Reinhardt, Assoc Dean	Requestor's Role:	Select One.

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	School of Nursing (BSN program)		
Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-nursing/		

Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
None are currently listed.	<p><u>Admission Requirements</u></p> <p>Students interested in pursuing a Bachelor of Science in Nursing should declare this as their major. Minimum requirements to be considered for admission to the program are:</p> <ol style="list-style-type: none"> 1. a declared major in Nursing 2. completion of all courses in Areas A-F of the Core Curriculum as it pertains to the Nursing curriculum 3. a 2.80 cumulative, Overall grade point average, and a 3.0 Nursing grade point average using the highest grade earned in courses in Areas A, D and F of the Core Curriculum 4. a grade of "C" or better in all Area A, D, and F courses, including lab sections 5. A minimum of 75 on each of the 5 tested areas of the HESI exam (Reading Comprehension, Grammar, Vocabulary, Math and Anatomy)

60

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


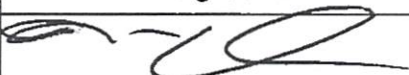
- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |


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


- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |

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

- | |
|---|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> 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	Reinhardt, Mark		7/27/2021

College/Division Executive Committee			
Dean/Director	Pace, James		7/27/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 04/12/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Business Administration		Dept. Initiating Request: Graduate		
Requestor's Name: Ellis Heath (Director of Graduate Studies)		Requestor's Role: Faculty		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: WMBA 6040		Course Prefix and Number:		
Course Title: Managerial Decision Analysis		Course Title: <i>Managerial Decision Analysis</i> Managerial Decision Analysis Using Business Intelligence		
<i>Lecture Hours:</i> 3		<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i> 0		<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i> 3		<i>Credit Hours:</i>		
Pre-requisites: None		Pre-requisites:		
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
<p>A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and Markov analysis.</p>		<p><i>A study of advanced quantitative analysis techniques and their applications in business. Topics include game theory, decision analysis, forecasting, linear programming, transportation and assignment problems, network models, project management, queuing theory and Markov analysis.</i></p> <p>An introduction to the statistical and management science techniques used in both the public and private sectors, focusing on data analysis, optimization, and decision making under uncertainty.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Every Semester</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –		

The reasons for this change are twofold: a) This change makes the course more marketable and current. More importantly, it accurately captures the essence of the content taught in the course. b) We are expanding our content and related discussions on business intelligence tools. Specifically, we will be adding a new chapter to our curriculum: Business Intelligence (BI) Tools for Data Analysis. This will also entail the creation of new videos, tutorials and other instructional material necessary to ensure effective student learning and success. This is partly made possible due to the adoption of a new text in consideration of point a: Business Analytics: Data Analysis and Decision Making, 7th Edition, ISBN: 9781305180819.

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	Ellis Heath	DocuSigned by: <i>Ellis Heath</i>	4/14/2021
College/Division Executive Committee	Ellis Heath	E0A41E9257EC467... DocuSigned by: <i>Ellis Heath</i>	4/14/2021
Dean/Director	Ed D. walker II	E0A41E9257EC467... DocuSigned by: <i>Ed D. Walker II</i>	4/14/2021
Graduate Executive Committee (for graduate course)	Becky K. da Cruz Ernest L Smith	265AC2549D284ED... <i>Becky K. da Cruz</i>	8/20/2021
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	8/20/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	04/12/2021																																																						
*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:	Graduate																																																						
Requestor's Name:	Ellis Heath (Director of Graduate Studies)	Requestor's Role:	Faculty																																																						
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>																																																							
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:																																																						
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Degree/Program Name:	Georgia WebMBA® Program																																																								
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/business-administration/georgia-webmba-program/																																																								
Present Requirements:		Proposed Requirements: (hover over for instructions)																																																							
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12

WMBA 6100	Operations and Supply Chain Management	3	WMBA 6070	Entrepreneurship- New Venture Analysis	3
WMBA 6110	Business Strategy	3	WMBA 6080	Management of Information Systems	3
Total Hours Required for the Degree		30	WMBA 6100	Operations and Supply Chain Management	3
Course List			WMBA 6110	Business Strategy	3
			Total Hours Required for the Degree		30
			Course List		

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 reasons for this change are twofold:

a) This change makes the course more marketable and current. More importantly, it accurately captures the essence of the content taught in the course.

b) We are expanding our content and related discussions on business intelligence tools. Specifically, we will be adding a new chapter to our curriculum: Business Intelligence (BI) Tools for Data Analysis. This will also entail the creation of new

videos, tutorials and other instructional material necessary to ensure effective student learning and success. This is partly made possible due to the adoption of a new text in consideration of point a: Business Analytics: Data Analysis and Decision Making, 7th Edition, ISBN: 9781305180819.

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	Ellis Heath	DocuSigned by: <i>Ellis Heath</i>	4/14/2021
College/Division Executive Committee	Ellis Heath	EDA41E9257EC467... DocuSigned by: <i>Ellis Heath</i>	4/14/2021
Dean/Director	Ed D. Walker II	EDA41E9257EC467... DocuSigned by: <i>Ed D. Walker II</i>	4/14/2021
Graduate Executive Committee (for graduate course)	Becky K. da Cruz	265AC2549D284ED... <i>Becky K. da Cruz</i>	8/20/2021
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	8/20/2021
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission:	08/23/2021
*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:	Dept. of Teacher Education
Requestor's Name:	Deborah Paine	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	ELED	NEW Course Number: <i>(Consult #s in the catalog)</i>	2200
Proposed NEW Course Title:	Foundations of Mathematics for Elementary Teachers		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Foundations of Math ELED Teachers		
Prerequisite(s):			
Lecture Hours:	3	Lab/Contact Hours:	1
		Credit Hours:	3
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
Study of concepts and processes underlying the P – 5 school mathematics curriculum with special emphasis on fractions, multiplication, division, computational algorithms, measurement, and geometry. Problem solving serves as a unifying strand.			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Estimated Frequency of Course Offering: <i>Every Semester</i>			
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
The current BSED in elementary education is a fully face-to-face program. The creation of this course will be part of a new elementary education certification program developed to support students who seek initial certification through a fully online platform. This program and course is part of the new USG initiative supporting an "e-degree" for students.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

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

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


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

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

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

Other Data Source Descriptions –

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

 Valdosta State University – NEW COURSE Form <ul style="list-style-type: none"> Request for a NEW COURSE 			
Approvals:	Print:	Signature:	Date:
Department Head	Dr. Deborah Paine	DocuSigned by: Deborah Paine EB41DD4F82CC4C4...	9/3/2021 2:32
College/Division Executive Committee	Dr. Karla Hull	Karla Hull	9/3/21
Dean/Director	Dr. Karla Hull	Karla Hull	9/3/21
Graduate Executive Committee <i>(for graduate course)</i>			
Graduate Dean <i>(for graduate course)</i>			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Select One.	Department(s):	

Foundations of Mathematics for Elementary Teachers– EDUC 2200

[Fall 2021]

[Instructor Name]
[Office Location if on campus]

Virtual Office Hours:
Xday, X:00 AM/PM - X:00 AM/PM

Email Address:
xxxxxxxxxx@xxxxx.edu

During office hours, you can reach me via the virtual office link.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Course Description

An in-depth study of concepts and processes underlying the P – 5 school mathematics curriculum with special emphasis on fractions, multiplication, division, computational algorithms, measurement, and geometry. Problem solving serves as a unifying strand.

In the elementary education certification program your assignments, assessments and activities have been designed to give you multiple opportunities to master the knowledge, skills, and attitudes reflected in the InTASC standards.

Interstate Teacher Assessment and Support Consortium (InTASC)
*InTASC Model Core Teacher Education 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

Course Objectives

1. Understand and apply the major concepts and skills associated with fractions, multiplication, division, computational algorithms, measurement, and geometry for grades P-5. (InTASC Standards 4, 5)
2. Solve problems using multiple strategies, mathematical representations, manipulatives, and technological tools.(InTASC Standards 4, 5)
3. Determine the reasonableness of answers and efficiency of methods. (InTASC Standards 4, 5)
4. Communicate using precise mathematical terminology. (InTASC Standards 4, 5)
5. Construct and justify arguments as well as interpret solutions; and determine reasonableness of answers and efficiency of methods. (InTASC Standards 4, 5)
6. Select and apply appropriate problem-solving strategies, and describe all aspects of the problem-solving process. (InTASC Standards 4, 5)
7. Model and explain computational algorithms in a meaningful, developmentally appropriate fashion. (InTASC Standards 4, 5)

Prerequisites: N/A

Course Texts & Materials

Required Texts:

Chval, K. B., Lannin, J. K., & Jones, D. (2013). *Putting essential understanding of fractions into practice in grades 3-5* (Download). National Council of Teachers of Mathematics, Incorporated.

Chval, K. B., Lannin, J. K., Jones, D., & Dougherty, B. J. (2016). *Putting essential understanding of geometry and measurement into practice in grades 3-5* (Download). National Council of Teachers of Mathematics.

Lannin, J. K., Chval, K. B., & Jones, D. (2013). *Putting essential understanding of multiplication and division into practice in grades 3-5* (Download). National Council of Teachers of Mathematics, Incorporated.

An electronic copy of the Mathematics Georgia Standards of Excellence

Required Membership:

A student membership to the National Council of Teachers of Mathematics (NCTM) is required for this course.

Optional Texts:

Caldwell, J. H., Kobett, B., & Karp, K. (2014). *Putting Essential Understanding of Addition and Subtraction into Practice: Pre-K-2* (Download). National Council of Teachers of Mathematics. 1906 Association Drive, Reston, VA 20191.

Lannin, J., Ellis, A. B., & Elliott, R. (2011). *Developing essential understanding of mathematical reasoning for teaching mathematics in prekindergarten-grade 8*. Reston, VA: National Council of Teachers of Mathematics.

Course Assignments and Assessments

The following course assignments and assessments are submitted in this course:

Module	Unit	Topics	Assignments	Points
1	Unit 1: Problem Solving, Addition, and Subtraction	Topic 0 Course introduction and materials Topic 1 Sense making and problem solving Topic 8 Understanding Multi-Digit Addition and Subtraction	Unit 1 Project Unit 1 Quiz Module 1 Practice Problems Module 1 Discussion Posts	8 6 2 2
2	Unit 2: Fractions	Topic 1 From Whole Numbers to Fraction Topic 2 The Concept of Unit Topic 3 Interpretations of Fractions Topic 4 Equivalence and Comparison of Fractions	Module 2 Practice Problems Module 2 Discussion Posts	2 2

3	Unit 2: Fractions	Topic 5 Decimal Fractions Topic 6 Addition and Subtraction with Fractions	Unit 2 Project Unit 2 Quiz Module 3 Practice Problems Module 3 Discussion Posts	8 6 2 2
4	Unit 3: Multiplication and Division	Topic 1 The Meaning of Multiplication Topic 2 Problem Types, Representations, and Strategies Topic 3 The Meaning of Division	Module 4 Practice Problems Module 4 Discussion Posts	2 2
5	Unit 3: Multiplication and Division	Topic 4 Multiplication and Division Properties Topic 5 Algorithms for Multiplication and Division	Unit 3 Project Unit 3 Quiz Module 5 Practice Problems Module 5 Discussion Posts	8 6 2 2
6	Unit 4: Geometry and Measurement	Topic 1 Reasoning with Two-Dimensional Shapes and Their Attributes Topic 2 Defining, Measuring, and Classifying Angles Topic 3 Classifying Two-Dimensional Shapes	Module 6 Practice Problems Module 6 Discussion Posts	2 2
7	Unit 4: Geometry and Measurement	Topic 4 Measuring Area and Perimeter Topic 5 Understanding the Volume of Rectangular Prisms	Unit 4 Project Unit 4 Quiz Module 7 Practice Problems Module 7 Discussion Posts	8 6 2 2
8	Unit 5: Making connections	Summative Course Project	Summative Course Project	16

A brief description of each assignment is included below; however, you will be provided a more detailed description of assignments and rubrics in Blazeview.

Weekly Practice Problems: Each week you will complete a few practice problems that relate to the topics of the week. This will allow you to demonstrate your mathematical understanding and receive feedback from the instructor. Instruction for which problems to complete and what will be required for each problem will be provided in Blazeview.

Weekly Discussion Posts: Each week you will select one of the practice problems that that you completed for the week. You will describe in a discussion post in Blazeview how you used flexible understandings of the content, non-standard approaches to work the task, and multiple mathematical representations to work this task. You will then comment on at least two other classmates' posts and discuss the similarities and differences of your approach to their approach to the tasks. This will allow you to demonstrate your mathematical understanding and receive feedback from your peers.

Unit Project: Each unit you will post a task implementation plan. This plan will include a mathematical task that you found or created that relates to one of the topics for the unit. You will include a brief description of how you envision the implementation of the task, how this task will help your students to develop flexible understandings of the content, use non-standard approaches to work the task, and use and connect multiple representations of the mathematical content. This will allow you to demonstrate your specialized mathematical knowledge of teaching and receive feedback from the instructor.

Unit Quizzes: Each unit you will complete a quiz in Blazeview. These quizzes will include questions about the content and the specialized mathematical content for teaching. These quizzes will be open book and open note, but will have a restricted time limit.

Summative Course Project: By the end of the semester you will create a collection of at least 4 task implementation plans that will address 4 different standards from the same cluster from the Mathematics Georgia Standards of Excellence (from grades 3-5). In addition to the task implementation plan requirements (see Unit Projects), you will also include a description of the connections between your 4 tasks and how they help students to connect the concepts and skills of that cluster. You will also describe how your 4 task implementation plans (as a whole) help students to become flexible problem solvers with respect to the specific cluster of mathematics content that you have selected.

Grading and Standards

Course Evaluation

GRADED ACTIVITY	Points (100)
Unit Project (4 at 8 points each)	32
Unit Quizzes (4 at 6 points each)	24
Weekly Practice Problems (7 at 2 points each)	14
Weekly Discussion Posts (7 at 2 points each)	14
Summative Course Project	16

Grading Scale

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

Late Policy

Late work will be scored according to the following guidelines: 5 minutes – 24 hours late: The maximum that may be earned is ½ credit. After 24 hours: No credit can be earned. **All work will be submitted through Blazeview in the course Dropbox. No assignments will be accepted through email.**

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect and is committed to the core values of community. Blazers strive to uphold these core values and practice civility, integrity, and citizenship for the advancement of the University. As members of this community, you pledge to uphold these core principles outlined in the Blazer Creed at: <https://www.valdosta.edu/administration/student-affairs/the-blazer-creed.php>.

Attendance

Regular attendance and participation are **essential** for success in class. You will be expected to log in to this course regularly, to complete and submit assignments, to participate in ongoing discussions of the lesson topics, and to interact with other students and your instructor regularly. Students are expected to demonstrate a positive attitude and courtesy. Be sure to read and observe the following expectations:

- Observe the course protocols (located in the Getting Started module).
- Submit work on time.
- Keep your instructor informed of your status.
- Review your instructor's feedback carefully and learn from it.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible.

Time Commitment

Taking an 8-week online course is a unique learning experience. This format requires a different approach than the traditional face-to-face setting. With an online class, you can expect to devote **on average 8 - 12 hours per week on each course**. This includes both online time and additional time studying and working with course materials offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and completing assignments. Consult the course calendar, located in the Getting Started Module, and your instructor to be sure you are on schedule, keeping up with the material, and completing assignments on time.

As a general rule, in this course, you will be expected to:

- Log in daily to check messages from your instructor and other students.
- Check the course for announcements from your instructor.
- Study, read online materials, and complete all assignments for each lesson in the time allotted.

Conduct

You are expected to behave and treat your fellow students and instructor fairly and professionally.

Professionalism applies to all forms of communication in the course. Just as you would listen to others speak in the classroom, you are expected to read and respond politely and thoughtfully to others in the online course. You should demonstrate good netiquette (online conduct) by observing the following procedures:

- Practice civility and be polite and respectful of your instructor and classmates in all your communication.
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Capitalize words only to highlight an important point or to distinguish a title or heading. Capitalizing whole words that are not titles is generally termed as SHOUTING!
- Cite all quotes, references and sources and respect copyright and license agreements.

Student Accommodations

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

Title IX Statement

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including 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: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7.

FERPA

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at: <https://www.valdosta.edu/administration/policies/documents/student-rights-to-educational-records.pdf>.

Academic Integrity

As members of the academic community, VSU students are responsible for knowing and abiding by the [Academic Honesty Policy](#) as set forth in the Student Code of Conduct. All students are expected to do their own work and to uphold a high standard of academic ethics.

What comprises academic dishonesty?

- **Plagiarism** - ALWAYS cite your sources. Plagiarism is using other people's writing or ideas without giving credit. This includes paraphrasing material without citing the source and submission of assignments completed by someone else ([click here to learn how to avoid plagiarism](#)).
- **Cheating on Exams** - Utilize only authorized materials during proctored exams. Additionally, sharing information with other students before or after an exam is also considered cheating.
- **Unauthorized Collaboration** - Work individually on assignments unless your professor approves group work.
- **Falsification** - It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Additionally, it is a violation of the Academic Honesty policy for authorized users to knowingly share passwords, PINs, or any other means of access to their BlazeVIEW courses with unauthorized persons or for the purpose of dishonorable or unethical conduct related to their academic work.
- **Multiple submissions** - Only submit work for which you have not previously received credit. This includes using assignments completed in prior courses.
- **Unauthorized Use or Distribution of Copyrighted Material in VSU Courses** - Unauthorized distribution of copyrighted material occurs when a student utilizes, reproduces, or distributes copyrighted material without written permission by the copyright owner. Unauthorized use or distribution of ANY VSU course material is expressly prohibited. This includes sharing any information about VSU courses with websites or any other third party. *Additionally, copying or buying copyrighted VSU course materials is prohibited.*
- **"Tutoring" Services** - If a "tutoring" service provides solutions to course assignments, this is considered cheating. Legitimate tutoring services will never directly give answers to course assignments

Violation of the Academic Honesty Policy can result in failure of the assignment, failure of the course, and/or further consequences from VSU. Ignorance of this policy is not an excuse or a means to repeal a charge of academic dishonesty.

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: Georgia Professional Standards Commission <https://www.gapsc.com/Ethics/CodeOfEthics.aspx> . Teacher candidates should conduct themselves with the professionalism that is required of practicing teachers.

Turnitin Use Statement

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

Course work documents may include but are not limited to papers, blog postings, journal entries, presentations, discussion postings, emails, or any other written work, in electronic or hardcopy, submitted in the format and on the schedule required by the course instructor.

Identify a Turnitin assignment

- Turnitin is completely integrated with the BlazeVIEW Assignment tool and may be turned on by the course instructor.
- Submission to Turnitin is done automatically when you submit to a corresponding assignment.
- Assignments using Turnitin will be marked with an icon and would read "Plagiarism Detection enabled" through a screen reader.
- For instructions on how to use Turnitin, visit the Turnitin Guidance website.

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](#).

Technology Requirements and Troubleshooting

At minimum, students should have access to the following technology:

- Computer, laptop, or other device that will run the most current version of internet browsers such as Chrome, Firefox, or Edge
- Access to a high-speed internet connection
- The computer or device must be configured to enable JavaScript, allow Pop-ups, accept Cookies and use Microsoft .NET
- Check your system compatibility at the [Brightspace Learning Center](#)

Desktop Computers

BlazeVIEW's Brightspace Learning Environment is supported on the following desktop platforms with the latest browser versions:

Platform	Google® Chrome™	Microsoft® Edge	Mozilla® Firefox®
Apple® Mac OS®	Yes	Yes	Yes
Microsoft® Windows®	Yes	Yes	Yes

Tablets and Mobile Devices

BlazeVIEW's Brightspace Learning Environment is supported on the following tablets and mobile devices with the latest browser versions:

Platform	Google® Chrome™	Microsoft® Edge	Mozilla® Firefox®
Apple® iOS® for iPhone® and iPad®	No	No	No
Android™ OS for Android phones and tablets	Yes	No	No

Basic Troubleshooting

Many of the problems people report are related to Internet browsers, not BlazeVIEW. If you are experiencing technical problems, consider your browser first.

- We recommend using Chrome or Firefox. We hear the most complaints from students using Safari (Mac) or Edge (PC).
- Switch to a different browser. Regardless of the browser you use, one first step when having problems is to try switching to a different browser.
- Try opening the webpage in a new incognito window since that avoids the cache. If that works it means the cache needs to be cleared. [Browser specific steps to open an incognito window.](#)
- Clear your cache. [Browser specific steps to clear your cache.](#)
- Turn off the Pop-Up Blocker and Allow Third-Party Cookies from the site. [Browser specific steps to enable third party cookies.](#)

Note: When you visit a website, your browser stores things like images or bits of computer code to help pages load faster. Those items can stay on your hard drive for as long as a year. Caching speeds up browsing, but the stored images and code may become outdated, which can cause loading problems.

Digital Skills Requirements

At minimum, students are expected to be proficient in the use of:

- Computer, laptop or other digital devices
- Library and electronic databases
- Electronic communications/email


To be successful in this course, students must be able to:

- Access websites on the Internet, including MyVSU and BlazeVIEW
- Send and read email with attachments
- Create, save, and upload files
- Use Microsoft Office applications and open PDF documents
- Access digital course materials including electronic textbooks (if applicable)
- Download and install software
- Use apps in digital devices
- Use web conferencing tools and software

Frequently Asked Questions and Helpful Links

I need:	LINK
Course and Exam Accommodations	Access Office
Technical Support	IT Help Desk
Proctored Exam	Link to testing office or whoever will do proctored exam management
To Report a Course Error	Email blazeview@valdosta.edu and describe the error.
To Make a Title IX Student Complaint	https://www.valdosta.edu/administration/social-equity/filing-complaint.php

To Express a Concern about a Course or Instructor	Students should first discuss any concerns with the course's instructor. If the concern is not resolved, students should contact the instructor's department head.
To Make a Grade Appeal	https://www.valdosta.edu/academics/academic-affairs/grade-appeals.php
To Drop a Course	https://www.valdosta.edu/academics/academic-affairs/adding-or-dropping-a-course.php
To Withdraw from a Course	https://www.valdosta.edu/academics/academic-affairs/advising/withdrawal-policy.php
To Understand the VSU Academic Honesty Policy	https://www.valdosta.edu/academics/academic-affairs/academic-honesty-policies-and-procedures.php
To Know the Campus Carry/HB 280 Policy	https://www.usg.edu/hb280/additional_information

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 08/23/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Education and Human Services		Dept. Initiating Request: CSD		
Requestor's Name: R. Renee Hannibal		Requestor's Role: Faculty		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: CSD 3080	Course Prefix and Number:	Course Title: Introduction to neuroscience for communication sciences and disorders		
Course Title: Introduction to neurology in communication disorders	Course Title:	Lecture Hours:		
Lecture Hours:	Lecture Hours:	Lab/Contact Hours:		
Lab/Contact Hours:	Lab/Contact Hours:	Credit Hours:		
Credit Hours:	Credit Hours:	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
An introduction to the anatomy and physiology of the nervous system as it relates to speech and language function		An introduction to <i>the anatomy and physiology of the nervous system</i> neuroanatomy and neurophysiology as it relates to <i>speech and language</i> cognitive-communicative and swallowing functions.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2022	<i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes				
<input checked="" type="checkbox"/> Adopting current best practice(s) in field				
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency				
<input type="checkbox"/> Other –				
The change in the name aligns more with the subject matter that is taught in the class and relates to various branches of neuroscience such as neuroembryology, neuroanatomy, neurophysiology, neuroradiology, and neurology and the relationship of neuroscience to communication disorders				


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	Crystal Randolph	<small>DocuSigned by:</small> <i>Crystal Randolph</i>	8/23/2021
College/Division Executive Committee	Crystal Randolph	<small>DocuSigned by:</small> <i>Crystal Randolph</i>	8/23/2021
Dean/Director	Karla Hull	<small>DocuSigned by:</small> <i>Karla Hull</i>	9/7/2021 1:14
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	<i>Select One.</i>	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 08/23/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Education and Human Services		Dept. Initiating Request: CSD		
Requestor's Name: Crystal Randolph		Requestor's Role: Department Head		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: CSD 4040	Course Prefix and Number:	Course Title: Introduction to Articulation Disorders	Course Title: Introduction to Speech Sound Disorders	
<i>Lecture Hours:</i>	<i>Lecture Hours:</i>	<i>Lab/Contact Hours:</i>	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	<i>Credit Hours:</i>	Pre-requisites:	Pre-requisites:	
CURRENT Course Description: An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of articulation and phonology. Emphasis is placed on the diagnosis and treatment of children with articulation and phonological.		NEW Course Description: <i>(hover over for instructions)</i> An introduction to the normal process of speech acquisition and development; theories of speech acquisition and types of disorders of <i>articulation and phonology</i> <u>speech sound disorders</u> . Emphasis is placed on the diagnosis and treatment of children with <i>articulation and phonological</i> <u>speech sound disorders</u> .		
Program Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	Course Classification: <input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	Semester to be Effective: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	Year to be Effective: 2022	Estimated Frequency of Course Offering: <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i> <input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –				
The new title is more consistent with the terminology used by ASHA and coincides with the current course description.				

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	Crystal Randolph	<small>DocuSigned by:</small> <i>Crystal Randolph</i>	8/23/2021
College/Division Executive Committee	Crystal Randolph	<small>DocuSigned by:</small> <i>Crystal Randolph</i>	
Dean/Director	Karla Hull	<small>DocuSigned by:</small> <i>Karla Hull</i>	
Graduate Executive Committee <small>(for graduate course)</small>			
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <small>[select college & indicate department(s)]</small>	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

05/31/2021

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

College:	Academic Division	Dept. Initiating Request:	Honors College
Requestor's Name:	Michael Savoie	Requestor's Role:	Dean

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	FYSE	NEW Course Number: <i>(Consult #s in the catalog)</i>	1101 H
Proposed NEW Course Title:	First-Year Seminar Experience in Honors		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	First-Year Sem Honors		
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.)**

An Honors-level seminar course focusing on contemporary and enduring questions that engage students in intellectual inquiry and academic life while encouraging critical thinking skills and metacognitive reflection.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2022	<i>Every Semester</i>

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

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

This new course creates an Honors-level offering in the FYSE list of courses.

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

33

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 –

Indirect measures include student surveys.

Direct measures include a signature assignment.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	<i>MICHAEL SAVOIE</i>	<i>M. Savois</i>	<i>8-2-21</i>
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?			
		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	<i>Select One.</i>	Department(s):	



Valdosta State University Curriculum Form

• Request for a NEW COURSE

Date of Submission:

05/31/2021

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

College:	Academic Division	Dept. Initiating Request:	Honors College
Requestor's Name:	Michael Savoie	Requestor's Role:	Dean

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	HONS	NEW Course Number: <i>(Consult #s in the catalog)</i>	2000
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Proposed NEW Course Title:	Introduction to Honors Portfolio
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Intro Portfolio
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Prerequisite(s):	
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Lecture Hours:	1	Lab/Contact Hours:	0	Credit Hours:	1
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

Introductory course in documenting Honors College artifacts related to Honors courses and experiential learning activities. Topics covered in this course include undergraduate research/scholarship, experiential/service learning, leadership/collaborative learning, and global experience/understanding.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2022	<i>Every Semester</i>

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

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

The introduction aligns with the Honors College requirement to have a completed portfolio at the end of the Honors program of study.

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 intro portfolio is part of the Honors program of study in Blazeview and is reviewed for student progress and reflections.

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head			
College/Division Executive Committee			
Dean/Director	MICHAEL SAVOIE		8-2-21
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

HONS 2000 INTRODUCTION TO HONORS PORTFOLIO

1 Credit Hour

CATALOG DESCRIPTION: Introductory course in documenting Honors College artifacts related to Honors courses and experiential learning activities. Topics covered in this course include undergraduate research/scholarship, experiential/service learning, leadership/collaborative learning, and global experience/understanding.

RATIONALE: The Honors requires a portfolio as evidence of student learning upon completion of the Honors program of study. This important introductory course provides useful information about the Honors requirements, documentation, and reflections necessary for a successful and complete learning portfolio.

COURSE OUTCOMES:

1. Learn and employ an Honors learning portfolio
2. Learn the Honors program of study and processes to successfully engage in Honors learning and plan for the end of program assessment
3. Learn to present evidence of learning to audiences
4. Learn to prepare guided reflections that will support evidence of learning

HONORS OUTCOMES:

Students in the Honors College should demonstrate competency in the following objectives:

1. Students will learn the arts of inquiry and conversation, culminating in structured academic research/creative endeavors, academic writing, oral presentation 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/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.

COURSE ACTIVITIES INCLUDE:

1. Group discussion
2. Practice presentations
3. Guided reflections
4. Review of literature in experiential learning
5. Review of best practices in portfolio development

EVALUATION: Signature assignment of presenting the course portfolio



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission:

05/31/2021

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

College:	Academic Division	Dept. Initiating Request:	Honors College
Requestor's Name:	Michael Savoie	Requestor's Role:	Dean

Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2022

Degree/Program Name:	University Honors College
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/interdisciplinary-multidisciplinary-studies/university-honors-college/
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Present Requirements:	Proposed Requirements: <i>(hover over for instructions)</i>
------------------------------	--

<table border="1"> <tr><td colspan="3">Honors Orientation</td></tr> <tr><td>HONS 1990</td><td>Honors Introductory Seminar</td><td>2</td></tr> <tr><td>HONS 2010</td><td>Honors Colloquium</td><td>2</td></tr> </table>	Honors Orientation			HONS 1990	Honors Introductory Seminar	2	HONS 2010	Honors Colloquium	2	<p>Honors Orientation</p> <p>FYSE 1101 H - First-Year Seminar Experience in Honors - 3</p> <p>HONS 2000 - Intro to Honors Portfolio - 1</p>
Honors Orientation										
HONS 1990	Honors Introductory Seminar	2								
HONS 2010	Honors Colloquium	2								

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

- | | |
|--|--|
| <input type="checkbox"/> Improving student learning outcomes | <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency |
| <input checked="" type="checkbox"/> Adopting current best practice(s) in field | <input type="checkbox"/> Other – |

The curriculum change aligns the Honors intro seminar with the VSU FYSE model and conforms to the General Education standards, uniformity, and continuity.

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



- | |
|--|
| <input type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> 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):


- | |
|--|
| <input checked="" type="checkbox"/> Indirect Measures; SOIs, student/employer/alumni surveys, etc. |
| <input checked="" type="checkbox"/> Direct Measures; Materials collected/evaluated for program assessment (tests/portfolios/assignments, etc.) |
| <input type="checkbox"/> Other Data Source Descriptions – |

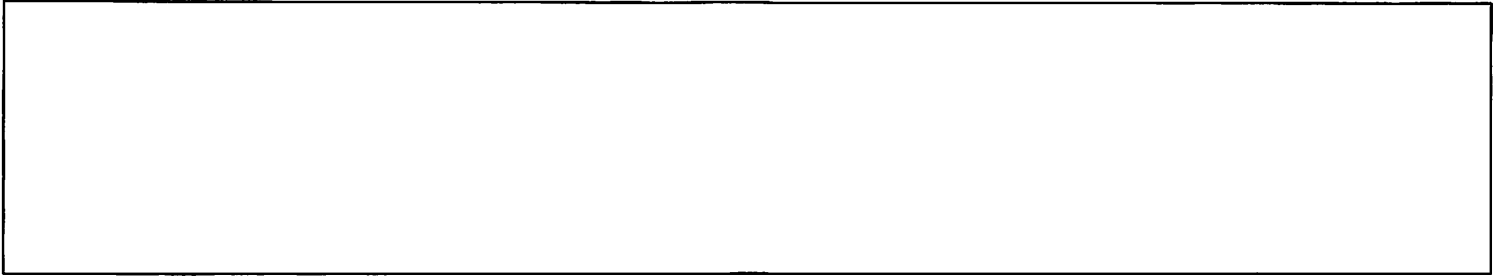
Indirect measures include student surveys (exit survey upon the completion of the program).

Direct measure include portfolio and student presentations as well as assessments.

 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	MICHAEL SAVOIE		8-2-21
Graduate Executive Committee (for graduate course)			

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

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 04/5/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	PHIL/REL	
Requestor's Name:	Fred Downing	Requestor's Role:	Department Head	
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	PHIL 3060	Course Prefix and Number:		
Course Title:	History of Ancient Philosophy	Course Title:		
<i>Lecture Hours:</i>	3	<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	3	<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>	3	<i>Credit Hours:</i>		
Pre-requisites:	PHIL 2010	Pre-requisites:	<i>PHIL 2010</i>	
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
PHIL 3060. History of Ancient Philosophy. 3 Hours. Prerequisite: PHIL 2010 or consent of the instructor. A historical survey of philosophy of the ancient period, including Greek, Roman and other traditions.		PHIL 3060. History of Ancient Philosophy. 3 Hours. <i>Prerequisite: PHIL 2010 or consent of the instructor.</i> A historical survey of philosophy of the ancient period, including Greek, Roman and other traditions.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –		
Students, who need an upper-division elective, often attempt to enroll in these courses. So we regularly have to override students into the classes without the pre-requisite. Consequently, we have found that students really do not need the pre-requisite introductory class to succeed in this course. We think that removing the prerequisite will expedite the enrollment process.				



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	Fred L. Downing	DocuSigned by: <i>Frederick Downing</i>	4/5/21
College/Division Executive Committee	James LaPlant	FBDE3BA4EC6D479... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Dean/Director	James LaPlant	66D1633B1A51412... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Graduate Executive Committee (for graduate course)		CFD1633B1A51412... DocuSigned by: _____	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 04/5/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Humanities and Social Sciences		Dept. Initiating Request: PHIL/REL		
Requestor's Name: Fred Downing		Requestor's Role: Department Head		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: PHIL 3070	Course Prefix and Number:			
Course Title: History of Medieval Philosophy	Course Title:			
Lecture Hours: 3	Lecture Hours:			
Lab/Contact Hours: 3	Lab/Contact Hours:			
Credit Hours: 3	Credit Hours:			
Pre-requisites: PHIL 2010	Pre-requisites: PHIL 2010			
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
PHIL 3070. History of Medieval Philosophy. 3 Hours. Prerequisite: PHIL 2010 or consent of the instructor. A historical survey of philosophy of the medieval period.		PHIL 3070. History of Medieval Philosophy. 3 Hours. <i>Prerequisite: PHIL 2010 or consent of the instructor.</i> A historical survey of philosophy of the medieval period.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes				
<input checked="" type="checkbox"/> Adopting current best practice(s) in field				
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency				
<input type="checkbox"/> Other –				
Students, who need an upper-division elective, often attempt to enroll in these courses. So we regularly have to override students into the classes without the pre-requisite. Consequently, we have found that students really do not need the pre-requisite introductory class to succeed in this course. We think that removing the prerequisite will expedite the enrollment process.				

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.)

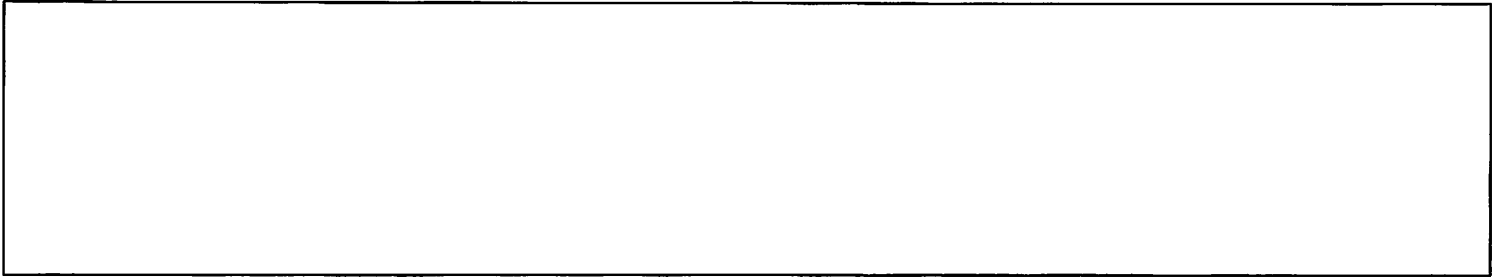
Plans for assessing course effectiveness/meeting program learning outcomes

(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	Fred L. Downing	DocuSigned by: <i>Frederick Downing</i>	4/5/21
College/Division Executive Committee	James LaPlant	FBDE3BA42EC6D479... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Dean/Director	James LaPlant	CFD1633B1A51412... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission:	04/5/2021	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	PHIL/REL	
Requestor's Name:	Fred Downing	Requestor's Role:	Department Head	
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	PHIL 3080	Course Prefix and Number:		
Course Title:	History of Early Modern Philosophy	Course Title:		
Lecture Hours:	3	Lecture Hours:		
Lab/Contact Hours:	3	Lab/Contact Hours:		
Credit Hours:	3	Credit Hours:		
Pre-requisites:	PHIL 2010	Pre-requisites:	PHIL 2010	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
<p>PHIL 3080. History of Early Modern Philosophy. 3 Hours. Prerequisite: PHIL 2010 or consent of the instructor. A historical survey of philosophy of the early modern period, ranging from the 16th to the 18th centuries A.C.E.</p>		<p>PHIL 3080. History of Early Modern Philosophy. 3 Hours. <i>Prerequisite: PHIL 2010 or consent of the instructor.</i> A historical survey of philosophy of the early modern period, ranging from the 16th to the 18th centuries A.C.E.</p>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	Every other Year
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –				
<p>Students, who need an upper-division elective, often attempt to enroll in these courses. So we regularly have to override students into the classes without the pre-requisite. Consequently, we have found that students really do not need the pre-requisite introductory class to succeed in this course. We think that removing the prerequisite will expedite the enrollment process.</p>				



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.)

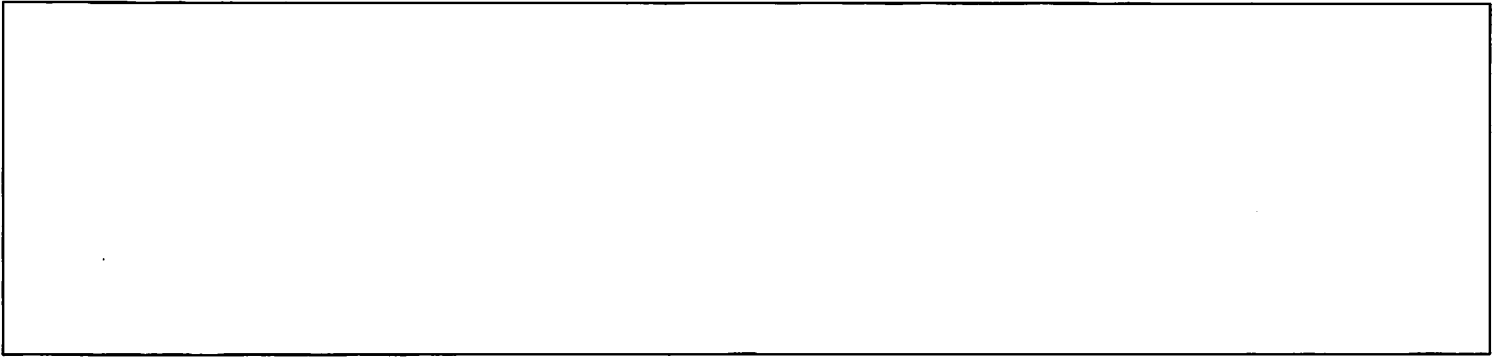
Plans for assessing course effectiveness/meeting program learning outcomes

(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 <ul style="list-style-type: none"> • Request for a REVISED COURSE 			
Approvals:	Print:	Signature:	Date:
Department Head	Fred Downing	<small>DocuSigned by:</small> 	4/5/21
College/Division Executive Committee	James LaPlant	<small>FBDE3BA4EC6D479...</small> <small>DocuSigned by:</small> 	4/9/2021
Dean/Director	James LaPlant	<small>CFD1633B1A51412...</small> <small>DocuSigned by:</small> 	4/9/2021
Graduate Executive Committee <small>(for graduate course)</small>		<small>CFD1633B1A51412...</small>	
Graduate Dean <small>(for graduate course)</small>			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <small>[select college & indicate department(s)]</small>	
College:	<i>Select One.</i>	Department(s):	

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 04/5/2021		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of Humanities and Social Sciences		Dept. Initiating Request: PHIL/REL		
Requestor's Name: Fred Downing		Requestor's Role: Department Head		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: PHIL 3090	Course Prefix and Number:			
Course Title: History of Late Modern Philosophy	Course Title:			
<i>Lecture Hours:</i> 3	<i>Lecture Hours:</i>			
<i>Lab/Contact Hours:</i> 3	<i>Lab/Contact Hours:</i>			
<i>Credit Hours:</i> 3	<i>Credit Hours:</i>			
Pre-requisites: PHIL 2010	Pre-requisites: PHIL 2010			
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
PHIL 3090. History of Late Modern Philosophy. 3 Hours. Prerequisite: PHIL 2010 or consent of the instructor. A historical survey of philosophy of the late modern period, ranging from the 19th to the 20th centuries A.C.E.		PHIL 3090. History of Late Modern Philosophy. 3 Hours. 3 Hours. <i>Prerequisite: PHIL 2010 or consent of the instructor.</i> A historical survey of philosophy of the late modern period, ranging from the 19th to the 20th centuries A.C.E.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021	<i>Every other Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input type="checkbox"/> Improving student learning outcomes				
<input checked="" type="checkbox"/> Adopting current best practice(s) in field				
<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency				
<input type="checkbox"/> Other –				
Students, who need an upper-division elective, often attempt to enroll in these courses. So we regularly have to override students into the classes without the pre-requisite. Consequently, we have found that students really do not need the pre-requisite introductory class to succeed in this course. We think that removing the prerequisite will expedite the enrollment process.				



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	Fred Downing	DocuSigned by: <i>Frederick Downing</i>	4/5/21
College/Division Executive Committee	James LaPlant	FBDE3BA4EC6D479... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Dean/Director	James LaPlant	CFD1633B1A51412... DocuSigned by: <i>James LaPlant</i>	4/9/2021
Graduate Executive Committee (for graduate course)		CFD1633B1A51412...	
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Select One.	Department(s):	

 Valdosta State University Curriculum Form • CURRICULUM CHANGE or REVISED CATALOG COPY		Date of Submission: 02/8/2021	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Anita Davis	Requestor's Role:	Faculty
Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2021
Degree/Program Name:	Masters of Arts in Teaching in Music Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/music/mat-music-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Selected Learning Outcomes 1. Students will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. 2. Students will apply analytical and historical knowledge to curriculum development, lesson planning, and daily classroom and performance activities. 3. Students will demonstrate skills in and functional knowledge of conducting, rehearsing, and performance in either wind, string, and percussion instruments or voice. 4. Students will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. 5. Students will meet all the standards set forth by the Georgia Professional Standards Commission, the Council for the Accreditation of Educator Preparation (CAEP), and the James L. and Dorothy H. Dewar College of Education and Human Services.		Selected Learning Outcomes 1. Students <i>will</i> teach music <i>at various</i> <u>in all grade</u> levels <i>to different age groups</i> and in a variety of classroom and ensemble settings through guided, <u>progressive online and field-based</u> <i>including student teaching and field a experiences.</i> 2. Students <i>will</i> apply analytical, <i>and</i> historical, <i>and culturally responsive skills and</i> knowledge <i>to</i> in curriculum development, <i>lesson differentiated</i> planning, informal assessments, <i>and formal evaluations.</i> <i>daily classroom and performance activities.</i> 3. Students <i>will</i> demonstrate skills <i>in</i> and <i>functional</i> knowledge of <i>conducting, directing,</i> rehearsing, and <i>performance performing in either vocal,</i> wind, string, <i>and or</i> percussion instruments <i>or voice.</i> 4. Students <i>will apply</i> <u>utilize formative and summative</u> assessment and evaluation strategies <u>responding to each of their student's needs.</u> <i>in lesson and rehearsal planning and implementation.</i> 5. Students <i>will</i> meet all <i>the</i> standards set forth by the Georgia Professional Standards Commission, the Council for the Accreditation of Educator Preparation (CAEP), and the James L. and Dorothy H. Dewar College of Education and Human Services.	
Selected Outcomes Assessments		Selected Outcomes Assessments	

1. Students in the MAT Music program demonstrate content knowledge through passing the state-required content assessment (Georgia Assessments for the Certification of Educators, GACE).
2. Students in the MAT Music program demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, classroom management, differentiation, advocacy, and self-teaching reflection through the Capstone Portfolio Content Assessment.
3. Students in the MAT Music program demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy (Teacher Performance Assessment Portfolio, edTPA).
4. Students in the MAT Music program demonstrate skills in assessment, instructional strategies, use of technology, and monitoring and modifying instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher (COEHS Observation Instrument – Candidate Assessment on Performance Standards, CAPS).
5. Students in the MAT Music program demonstrate their ability to positively impact P-12 learning through a teacher work sample (COEHS Impact on P-12 Student Learning Assessment).
6. Students in the MAT Music program demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments (COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey).

Refer to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on M.A.T. in Music Education Program for information on

1. Students in the MAT Music [Education](#) program demonstrate content knowledge through passing the state-required content assessment (Georgia Assessments for the Certification of Educators, GACE).
2. Students in the MAT Music [Education](#) program demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, *classroom management*, differentiation, *advocacy*, and *self-teaching* reflection through the Capstone Portfolio Content Assessment.

(3.) Students in the MAT Music Education program demonstrate pedagogical content knowledge and knowledge of evidence-based strategies through development of lesson plans identifying use of research-validated procedures and effective content pedagogy (Teacher Performance Assessment Portfolio, edTPA).
3. Students in the MAT Music [Education](#) program demonstrate skills in assessment, instructional strategies, use of technology, and *monitoring and modifying differentiated* instruction during observed teaching episodes evaluated by a university supervisor and classroom mentor teacher (COEHS Observation Instrument – Candidate Assessment on Performance Standards, CAPS).
4. Students in the MAT Music [Education](#) program demonstrate their ability to positively impact P-12 learning through a teacher work sample (COEHS Impact on P-12 Student Learning Assessment).
5. Students in the MAT Music [Education](#) program demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments (COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey)

[Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, completed application form, fee, and additional program requirements submitted by the admission deadline.](#)

[To be considered for the first term beginning in the Summer Semester \(May\), all required materials and qualifications must be completed and 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 satisfactory completion of all requirements.](#)

Refer to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and *click on select* Our Programs, then *click on select M.A.T. the MAT* in Music Education Program. *for information on This program is offered fully online as a four-semester track.*

<ul style="list-style-type: none"> • Specific Program Admission Requirements • M.A.T. Program Requirements • M.A.T. Program Graduation Requirements 	<p>A track designed for those who are currently teaching music on a non-renewable/induction certificate is available. The Employed Teacher Track aligns with the regular track with an additional semester to complete Teaching Internship I and II. These courses replace the Clinical Practice course for non-employed teaching candidates.</p> <p>Extensive information about links to the Music Education Program are available in the VSU Music Education Handbook. (https://www.valdosta.edu/colleges/arts/music/documents/music-ed-handbook.pdf).</p> <ul style="list-style-type: none"> • <i>Specific Program Admission Requirements</i> • <i>M.A.T. Program Requirements</i> • <i>M.A.T. Program Graduation Requirements</i>
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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 –

Program adaptations include (1) applying current evidenced-based practices that improve pre-service teacher capacity to provide diversity and inclusive practices, and (2) updated technologies supporting differing modalities of teaching and learning to provide equitable access and opportunities.

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 –


COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey
 COEHS Impact on P-12 Student Learning Assessment
 Teacher Performance Assessment Portfolio
 Capstone Portfolio Content Assessment
 Georgia Assessments for the Certification of Educators



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY**

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> <i>Douglas Farwell</i>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>75F1EB7B0FF0474...</small> <small>DocuSigned by:</small> <i>Michael T Schmidt</i>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>3F9F5C30D32847F...</small> <small>DocuSigned by:</small> <i>Arthur Blake Pearce</i>	3/30/2021
Graduate Executive Committee (for graduate course)		<small>65FDDEBB0EA548E...</small>	
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	4/27/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	COEHS & Graduate School

 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission:	02/8/20201
*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:	Music
Requestor's Name:	Anita Davis	Requestor's Role:	Faculty
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>	
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2021
Degree/Program Name:	Masters of Arts in Teaching Music Education		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/music/mat-music-education/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
Required Core Courses <u>21</u> EDUC 2999 Teacher Education Requirements 0 MUE 7100 Professional Development Seminar I: Foundations 3 MUE 7101 Professional Development Seminar II: Clinical Practice 1 MUE 7102 Professional Development Seminar III: Capstone 2 MUE 7640 <i>General Music Curriculum</i> 3 Select either Teacher Internship or Clinical Practice 6 MUE 7810 Employed Teacher Internship in Music Education I & MUE 7820 and Employed Teacher Internship in Music Education II MUE 7790 Clinical Practice in Music Education MUE 7800 Practicum in Music 3 MUSC 7040 Technology for Teachers 1 MUSC 7650 Graduate Conducting 2 Select one of the following Tracks: Choral Track Instrumental Methods: Select from the following 2 MUE 7330 Percussion Methods MUE 7340 Low Brass Methods MUE 7360 String Methods MUE 7710 Flute, Clarinet, and Saxophone Methods MUE 7720 Oboe and Bassoon Methods MUE 7730 High Brass Methods		Required Core Courses <u>22</u> EDUC 2999 Teacher Education Requirements 0 MUE 7100 Professional Development Seminar I: Foundations 3 MUE 7101 Professional Development Seminar II: Clinical Practice 1 MUE 7102 Professional Development Seminar III: Capstone 2 MUE 7640 Generalized Music Education I 2 MUE 7650 Generalized Music Education II 2 Select either Teacher Internship or Clinical Practice 6 MUE 7810 Employed Teacher Internship in Music Education I 3 MUE 7820 Employed Teacher Internship in Music Education II 3 OR MUE 7790 Clinical Practice in Music Education 6 MUE 7800 Practicum in Music 3 MUSC 7040 Technology for Teachers 1 MUSC 7650 Graduate Conducting 2 Select one of the following Tracks: Choral Track Instrumental Methods: Select from the following 3 MUE 7330 Percussion Methods 1 MUE 7340 Low Brass Methods 1 MUE 7360 String Methods 1 MUE 7710 Flute, Clarinet, and Saxophone Methods 1 MUE 7720 Oboe and Bassoon Methods 1 MUE 7730 High Brass Methods 1	

MUE 7610 Choral Curriculum	3	MUE 7610 Choral Curriculum	3
MUE 7750 Advanced Vocal Pedagogy	2	MUE 7750 Advanced Vocal Pedagogy	3
<i>MUSC 5101 Graduate Diction I</i>	<i>2</i>	<u>MUE 7370 Vocal Methods</u>	<u>1</u>
<i>MUSC 5102 Graduate Diction II</i>	<i>2</i>	MUSC 5511 Choral Literature I	2
MUSC 5511 Choral Literature I	2	MUSC 5512 Choral Literature II	2
MUSC 5512 Choral Literature II	2		
Instrumental Track		Instrumental Track	
Instrumental Methods Courses:		Instrumental Methods Courses:	
Select from the following:	5	Select from the following:	<u>4</u>
MUE 7330 Percussion Methods		MUE 7330 Percussion Methods	<u>1</u>
MUE 7340 Low Brass Methods		MUE 7340 Low Brass Methods	<u>1</u>
MUE 7360 String Methods		MUE 7360 String Methods	<u>1</u>
MUE 7710 Flute, Clarinet, and Saxophone Methods		MUE 7710 Flute, Clarinet, and Saxophone Methods	<u>1</u>
MUE 7720 Oboe and Bassoon Methods		MUE 7720 Oboe and Bassoon Methods	<u>1</u>
MUE 7730 High Brass Methods		MUE 7730 High Brass Methods	<u>1</u>
MUE 7370 Vocal Methods	1	MUE 7370 Vocal Methods	1
MUE 7400 Instrument Repair	1	MUE 7400 Instrument Repair	1
MUE 7600 Instrumental Music Curriculum	2	MUE 7600 Instrumental Music Curriculum	2
MUE 7700 Marching Band Techniques	2	MUE 7700 Marching Band Techniques	2
or MUE 7740 Advanced String Pedagogy		or MUE 7740 Advanced String Pedagogy	<u>2</u>
MUSC 5500 Band Literature I	1	MUSC 5500 Band Literature I	1
or <i>MUSC 5520</i> Symphonic Literature		MUSC 5510 Band Literature II	2
MUSC 5510 Band Literature II	2	or	
or <i>MUSC 5521</i> Symphonic Literature II		<u>MUE 5520</u> Symphonic Literature I	<u>2</u>
MUSC 6760 Jazz Pedagogy	1	<u>MUE 5521</u> Symphonic Literature II	<u>1</u>
		MUSC 6760 Jazz Pedagogy	1
Total Hours required for the Degree	36	Total Hours required for the Degree	36

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

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

Changes to the program provide alignment with current research and best practices while meeting standards required for accrediting agencies (NASM and CAEP). Revisions respond to the need for improving student scores for certification and their pedagogical knowledge and skills while updating program standards for impending program reviews

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 –


COEHS CAPS Dispositions and Self-Assessment of Dispositions Survey
 COEHS Impact on P-12 Student Learning Assessment
 Teacher Performance Assessment Portfolio
 Capstone Portfolio Content Assessment
 Georgia Assessments for the Certification of Educators



Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> <i>Douglas Farwell</i>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>75F1EB7B0FF0474...</small> <small>DocuSigned by:</small> <i>Michael T Schmidt</i>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>JF9E5C3D032847F...</small> <small>DocuSigned by:</small> <i>Arthur Blake Pearce</i>	3/30/2021
Graduate Executive Committee (for graduate course)		<small>65FDDEBB0EA546E...</small>	
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	4/27/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <i>[select college & indicate department(s)]</i>	
College:	Academic Division	Department(s):	COEHS & Graduate School

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 11/16/2020		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College: College of the Arts		Dept. Initiating Request: Music		
Requestor's Name: Anita Davis		Requestor's Role: Faculty		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: MUE 7640	Course Prefix and Number:			
Course Title: General Music Curriculum	Course Title: <i>General Music Curriculum</i> Generalized Music Education I			
Lecture Hours: 3	Lecture Hours: <u>2</u>			
Lab/Contact Hours: 0	Lab/Contact Hours:			
Credit Hours: 3	Credit Hours: <u>2</u>			
Pre-requisites: MAT (Music Education) majors or MMed majors.	Pre-requisites: <i>MAT (Music Education) majors or MMed majors</i> Admission to teacher education for the Masters of Arts in Teaching in Music Education.			
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
Reviews of current methods and approaches of general music education, including multicultural approaches to music teaching.		<i>Reviews of current methods and approaches of general music education, including multicultural approaches to music teaching. Techniques and tools for generalized music education and culturally-responsive teaching in P-12 schools. Candidates use varied styles and diverse strategies aligned with traditional, multicultural, and contemporary practices for beginning learners.</i>		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2021	Once per Year
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>				
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Other –				
This revision meets accrediting standards for General Music as found in the National Association of Schools of Music Standards for Accreditation Section VII.6 Teaching Competencies.				

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 –

Indirect Measure: Student Survey: Teacher Candidate Survey of Self-Efficacy

Direct Measures: Candidate Assessment on Performance Standards, Professional Behaviors and Dispositions Assessment

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> <i>Douglas Farwell</i>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>DocuSigned by:</small> <i>Michael T Schmidt</i>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>DocuSigned by:</small> <i>Arthur Blake Pearce</i>	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	4/27/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	COEHS & Graduate School

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 11/10/2020	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of the Arts	Dept. Initiating Request:	Music
Requestor's Name:	Anita Davis	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUE	NEW Course Number: <i>(Consult #s in the catalog)</i>	7650
Proposed NEW Course Title:	Generalized Music Education II		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Gen Music Ed II		
Prerequisite(s):	Satisfactory completion of MUE 7640 Generalized Music Education I		
Lecture Hours:	2	Lab/Contact Hours:	0
		Credit Hours:	2
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>Techniques and tools for generalized music education and culturally-responsive teaching in P-12 schools. Candidates use varied styles and diverse strategies aligned with traditional, multicultural, and contemporary practices for advanced learners.</p>			
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2021 <i>Once per Year</i>
Justification: <i>(select one or more of the following and provide appropriate narrative below:)</i>			
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field			
<input checked="" type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
<p>This new course provides content required to meet accrediting standards for General Music as found in the National Association of Schools of Music Standards for Accreditation Section VII.6 Teaching Competencies.</p>			
** 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 –

Indirect Measure: Candidate Self-Assessment of Professional Growth
Direct Measures: Candidate Assessment on Performance Standards, Professional Behaviors and Dispositions Assessment

**** 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	Douglas Farwell	<small>DocuSigned by:</small> <i>Douglas Farwell</i>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>75F1E87700F0A74...</small> <small>DocuSigned by:</small> <i>Michael T Schmidt</i>	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>3F9E6C30D32847E...</small> <small>DocuSigned by:</small> <i>Arthur Blake Pearce</i>	3/30/2021
Graduate Executive Committee (for graduate course)		<small>65FDDEBB0EA546E...</small>	
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	4/27/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	COEHS & Graduate School

MUE 7650
Generalized Music Education II
Syllabus

2-0-2

Credit Hours: 2

Communication: MS Office Suite (Teams)
Office Hours:
Classroom: Online – Fully at a Distance

Prerequisites: MUE 7640 Generalized Music Education I

CATALOG DESCRIPTION

Techniques and tools for generalized music education and culturally-responsive teaching in P-12 schools. Candidates use varied styles and diverse strategies aligned with traditional, multicultural, and contemporary practices for advanced learners.

REQUIRED TEXTS, RESOURCES, & MATERIALS:

Valdosta State University Music Education Handbook

<https://www.valdosta.edu/colleges/arts/music/documents/music-ed-handbook.pdf>

Acoustic Guitar

<https://www.westmusic.com/guitars-folk/acoustic-guitars/>

National Standards Arts Standards

<https://www.nationalartsstandards.org/>

Georgia Music Education Standards

<https://www.georgiastandards.org/Georgia-Standards/Documents/K-12-Crosswalk-Music-GPS-to-GSE.pdf>

Quaver Materials and Resources

<https://www.quavermusic.com/info/>

Sonic Pi – Code-Based Music Creation and Performance Tool

<https://sonic-pi.net/>

Little Kids Rock (LKR)

<https://www.littlekidsrock.org/>

Modern Band

<https://www.littlekidsrock.org/the-program/modernband/>

Musical Futures

<https://www.musicalfutures.org/>

Additional Technological Tools

- Blazeview D2L
- Google Classroom
- MS Office Teams, OneDrive
- LiveText (Assessments, Portfolio)
- Internet Access

Membership in Professional Communities

- National Association for Music Education
- Georgia Music Educators Association

COURSE OBJECTIVES (Knowledge, Skills, Dispositions)

Music Content Knowledge

Music Teacher Candidates will:

1. Identify and apply culturally-responsive curricular development processes for teaching advanced level students (grades k-5 and 6-12) in the following content areas:
 - 1.1. Traditional/classical instrumental styles/genres. InTASC #4, #5, #9
 - 1.2. Traditional/classical vocal styles/genres. InTASC #4, #5, #9
 - 1.3. Digital Music Compositions. InTASC #4, #5, #9
 - 1.4. Contemporary music styles/genres (i.e. pop, R & B, jazz, gospel, rap/hip hop, country or western relevant to students' backgrounds and experiences) InTASC #4, #5, #9
 - 1.5. Body Percussion Compositions. InTASC #4, #5, #9
2. Demonstrate knowledge of music education advanced standards aligned with the five content areas (1.1-1.5). InTASC #4, #9
3. Ascertain relevant materials accessible for all advancing students to learn music in face-to-face, fully online, and hybrid classrooms for teaching in the five content areas (1.1-1.5). InTASC #4, #9
4. Design five mini-lesson plans for teaching advanced level students to connect, respond, create, and perform in each of the five content areas (MCK 1.1-1.5). InTASC #4, #5, #7, #9
5. Craft multiple and frequent small formative assessments aligned with objectives in the five lesson plans and individualized feedback that continually informs student growth. InTASC #4, #6, #7, #9
6. Develop and implement a final summative evaluation aligned with unit objectives that assesses individual student advanced standards-based goals at the end the five advanced-level mini-lessons unit. InTASC #4, #6, #9

Pedagogical Content Knowledge

Music Teacher Candidates will:

1. Incorporate the (a) five dimensions of world music pedagogy (Campbell, 2018) and (b) informal learning sequences (Green, 2018) to plan six advanced music student lesson plans

- (grades K-5 and 6-9), including MCK 1.1, 1.2, 1.3, 1.4 (2), and 1.5 (above). InTASC #4, #5, #7, #9
2. Apply the culturally-responsive model for teaching (CRT) advanced-level students (grades k-5 and 6-12), including:
 - 2.1. Attentive Listening; Drop Students in the Deep End
 - 2.2. Engaged Listening; Model Aural Learning
 - 2.3. Enactive Listening; Revisit the Deep End
 - 2.4. Creating Improvisations, Extensions, and Compositions; Informal Composing
 - 2.5. Integrating Music (literacy, analysis, performing); Informal Learning with Classical Music (literacy and skills).
 3. Apply the culturally-responsive model for teaching (CRT) advanced level students (grades k-5 and 6-12), including:
 - 3.1. Clarification of teacher candidate strengths, backgrounds, and experiences in relation to advancing student's musical assets, strengths, and growth goals. InTASC #4, #9
 - 3.2. Align each student's identities, background, and experience with planning, instruction and assessment to evidence advanced student's growth goals. InTASC #4, #5, #6, #9
 - 3.2.1. Demonstrate knowledge of age, ability, social, cultural, and economic differentiations impacting each student's advanced level growth.
 - 3.2.2. Ascertain multiple strategies and methods purposed for each student's learning assets and needs that provide varied ways of knowing and demonstrating advanced level growth during each lesson.
 - 3.3. Assess student growth through frequent informal formative assessments and intermittent summative evaluations to validate attainment of students' personal goals. InTASC #4,
 - 3.3.1. Create a PCK toolbox of twenty strategies for informal formative assessments. InTASC #6, #8, #9
 - 3.3.2. Develop two examples (midterm and final) of GA Music Standards-based advanced level summative assessments. InTASC #6, #9

Professional Behaviors and Dispositions *COEHS Principles of Practice*

Music Teacher Candidates will:

1. *Equity Principle*. Address each student's musical needs by providing individualized supports.
 - 1.1. Evidence teacher candidate's assessment of personal assets, identities, background, and experience in relation to each advanced student's cultural assets, background, and experience in music. InTASC #1, #2, #4, #9
 - 1.2. Evidence each student's attainment of individualized growth goals for equitable opportunity to meet objectives throughout the learning experience (formative and summative). InTASC #1, #2, #3, #5, #9
2. *Process Principle*. Detail plans for continual professional development and growth.
 - 2.1. Evidence a professional development plan including annual, fifth year, and tenth year growth goals. INTASC #4, #9
 - 2.2. Evidence participation in a professional learning community for music education. InTASC #4, #9
3. *Ownership Principle*. Commit to, and assume responsibility for, the future of music education in South Georgia.

- 3.1. Evidence applying contemporary best practices and current research for planning, instructing, and assessing for advanced level music lessons (MCK 1.1-1.5). InTASC #1, #4, #5, #6, #7, #9
 - 3.1.1. Musical Listening (attending)
 - 3.1.2. Musical Responding (enacting)
 - 3.1.3. Musical Engagement (aural performing)
 - 3.1.4. Musical Creating (improvising, composing)
 - 3.1.5. Musical Integration (literate performing, and analyzing multicultural and classical forms)
4. *Support Principle*. Document positive engagement in collaborations with music education communities and partners.
 - 4.1. Evidence successful products of collaboration with and between students, peers, colleagues, school administration, parents/guardians, and community members. InTASC #1, #3, #5, #9, #10
5. *Impact Principle*. Reflect upon and revise teaching practices based on evidence of individualized student learning.
 - 5.1. Evidence frequent formative assessments and summative evaluations that inform evolving teacher practices for student attainment of personal music goals. InTASC #1, #2, #3, #4, #5, #6, #9
6. Demonstrate use of technology tools that facilitate multiple opportunities and access for students to engage in diverse learning environments. *Access and Opportunity Technologic Principle*
 - 6.1. Evidence capacity to provide multiple platforms for advanced students to access high quality teaching, learning, community building, and resource acquisition. InTASC #1, #2, #3, #4, #5, #9
7. Usage of evidence-based music standards that systematically guide professional preparation and development. *Standards Principle*
 - 7.1. Evidence alignment of all professional activities (music teaching, learning, leading, and collaborating) with music standards (national, state) applied in the development of advanced music student's knowledge and skills. InTASC #1, #4, #5, #9, #10
 - 7.2. Evidence of participation in national and state music education professional development communities (NAfME, GMEA) InTASC #4, #5, #9

ATTENDANCE

As a fully online pre-certification course for teacher professional development, students will be required to complete all assignments by due dates. Late submissions will be accepted with prior notification or evidence of a medical emergency.

COURSE EVALUATION

Weighted Value (Percentage)

Music Content Knowledge = 25%
Pedagogical Content Knowledge = 25%
Professional Behaviors and Dispositions = 25%
Professional Portfolio =25%

Rubric Grading Scale (Percentage)

Unacceptable = 0%
Growing = 80%
Acceptable = 90%
Exemplary = 100%

Final Grade (Letter - Percentage)

A = 85% - 100%
C = 70% - 84%
F = 0% - 69%

COURSE ORGANIZATION

- Module 1**
- Topics
 - Advanced Level Traditional Vocal and Instrumental Music
 - Culturally Responsive Teaching – Teacher Reflection
 - Teacher Equity and Growth Dispositions
 - Evidence Sources:
 - Advanced Level Vocal and Instrumental Instructional Practice
 - Advanced Level Voice/Instrumental Group Project
 - Context for Learning (Contextual Data Analysis 1)
 - Instructing with Video Reflection
 - Assessment Practices and Student Data Collection/Analysis
 - Certification Narrative and Reflection
 - PBDA Self-Assessment
 - CAPS Self-Assessment

Topics

- Advanced Level Digital Music Composing
- Culturally Responsive Teaching – Student Reflection
- Teacher Ownership and Support Dispositions

**Module
2**

Evidence

- Advanced Level Vocal and Instrumental Instructional Practices
- Student/Teacher CR Curriculum Development
- Instructing with Video Reflection
- Assessment Practices and Student Data Collection/Analysis
- Certification Narrative and Reflection
- PBDA Self-Assessment
- CAPS Self-Assessment

Topics

- Advanced Level Contemporary Music (Modern Band Guitar)
- Culturally Responsive Teaching – CR Curriculum Development
- Teacher Ownership and Support Dispositions

**Module
3**

Evidence

- Advanced Level Modern Band Guitar Practices
- Modern Band Guitar CR Curricular Development
- Instructing with Video Reflection
- Assessment Practices and Student Data Collection/Analysis
- Certification Narrative and Reflection
- PBDA Self-Assessment
- CAPS Self-Assessment

Topics

- Advanced Level Contemporary Music (Style TBA Vocal)
- Culturally Responsive Teaching – Curriculum Content
- Teacher Impact and Access/Opportunity Dispositions

**Module
4**

Evidence

- Advanced Level Vocal Contemporary Vocal Styles
- Contemporary Vocal Styles CR Learning Strategies
- Instructing with Video Reflection
- Assessment Practices and Student Data Collection/Analysis
- Certification Narrative and Reflection
- PBDA Self-Assessment
- CAPS Self-Assessment


Topics

- Advanced Level Percussion (Body, Instrumental)
- Culturally Responsive Teaching – Enacting CR Teaching and Learning
- Teacher Standards for Music and Teaching Dispositions

Evidence

**Module
5**

- Advanced Level Vocal Contemporary Vocal Styles
- Contemporary Vocal Styles CR Learning Strategies
- Instructing with Video Reflection
- Assessment Practices and Student Data Collection/Analysis
- Certification Narrative and Reflection
- PBDA Self-Assessment
- CAPS Self-Assessment

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission:		10/5/2020	
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>					
College:		College of the Arts		Dept. Initiating Request:	
Requestor's Name:		Howard Hsu		Requestor's Role:	
				Music	
				Faculty	
CURRENT:			REQUESTED: (list only items to be changed)		
Course Prefix and Number:		MUSC 5520		Course Prefix and Number: MUSC MUE 5520	
Course Title:		Symphonic Literature I		Course Title:	
Lecture Hours:		1		Lecture Hours: <u>2</u>	
Lab/Contact Hours:		0		Lab/Contact Hours:	
Credit Hours:		1		Credit Hours: <u>2</u>	
Pre-requisites:		MUSC 1100 or equivalent		Pre-requisites:	
CURRENT Course Description:			NEW Course Description: (hover over for instructions)		
A survey of Western symphonic music.			<i>A survey of Western symphonic music.</i> A study of string/symphonic literature appropriate for school orchestras grades 5 through 12.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2021	Once per Year	
Justification: (select one or more of the following and provide appropriate narrative below:)					
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –			
Moves course into MAT program using appropriate MUE designation. Gives MAT candidates opportunity to learn string/orchestral repertoire needed to lead and program for middle school and high school ensembles.					

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

Indirect Measures; SOIs, student/employer/alumni surveys, etc.: Feedback from potential employers/alumni

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.: Student/employer/alumni surveys


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

Other Data Source Descriptions –

Music Teacher Candidate Portfolio Assessment

Candidate Assessment on Professional Standards

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	DocuSigned by: <i>Douglas Farwell</i>	3/30/2021
College/Division Executive Committee	Michael T Schmidt	75FTEB7BUFF0474... DocuSigned by: <i>Michael T Schmidt</i>	3/30/2021
Dean/Director	Arthur Blake Pearce	3F9E5C30D32847F... DocuSigned by: <i>Arthur Blake Pearce</i>	3/30/2021
Graduate Executive Committee (for graduate course)		65FDDEBB0EA546E...	
Graduate Dean (for graduate course)	Becky K. da Cruz	<i>Becky K. da Cruz</i>	4/27/2021
Academic Committee			
*Will this change impact another college/department?		<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes [select college & indicate department(s)]	
College:	Academic Division	Department(s):	COEHS & Graduate School

 Valdosta State University Curriculum Form • Request for a REVISED COURSE		Date of Submission: 10/5/2020		
<i>*Course/curriculum revisions originate with a faculty member or curriculum committee in the Academic Program.</i>				
College:	College of the Arts	Dept. Initiating Request:	Music	
Requestor's Name:	Howard Hsu	Requestor's Role:	Faculty	
CURRENT:		REQUESTED: (list only items to be changed)		
Course Prefix and Number:	MUSC 5521	Course Prefix and Number:	MUSC MUE 5521	
Course Title:	Symphonic Literature II	Course Title:	Symphonic Literature II	
<i>Lecture Hours:</i>	2	<i>Lecture Hours:</i>	<u>1</u>	
<i>Lab/Contact Hours:</i>	0	<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>	2	<i>Credit Hours:</i>	<u>1</u>	
Pre-requisites:	MUSC 5520	Pre-requisites:	MUE 5520 for MAT candidates; none for other graduate degree candidates	
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
A study of symphonic literature appropriate for school orchestras grades 5 through 12.		<i>A study of symphonic literature appropriate for school orchestras grades 5 through 12.</i> A survey of Western symphonic music, with a focus on string/symphonic music appropriate for collegiate and advanced high school orchestras.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2021	Once per Year
Justification: (select one or more of the following and provide appropriate narrative below:)				
<input checked="" type="checkbox"/> Improving student learning outcomes <input checked="" type="checkbox"/> Adopting current best practice(s) in field <input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input type="checkbox"/> Other –				
Moves course into MAT program using appropriate MUE designation. Switches sequence of Symphonic Lit courses, moving survey of Western symphonic music to 5521.				

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

Indirect Measures; SOIs, student/employer/alumni surveys, etc.: Feedback from potential employers/alumni

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.: Student/employer/alumni surveys

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

Other Data Source Descriptions –

Music Teacher Candidate Portfolio Assessment
Candidate Assessment on Professional Standards

 **Valdosta State University - REVISED COURSE Form**
 • Request for a REVISED COURSE

Approvals:	Print:	Signature:	Date:
Department Head	Douglas Farwell	<small>DocuSigned by:</small> Douglas Farwell	3/30/2021
College/Division Executive Committee	Michael T Schmidt	<small>DocuSigned by:</small> Michael T Schmidt	3/30/2021
Dean/Director	Arthur Blake Pearce	<small>DocuSigned by:</small> Arthur Blake Pearce	3/30/2021
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)	Becky K. da Cruz	Becky K. da Cruz	4/27/2021
Academic Committee			

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

College: Academic Division	Department(s): COEHS & Graduate School
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