

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 9, 2024**

2:30 p.m.

**University Center
Cypress Room**

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

ACADEMIC COMMITTEE
AGENDA
September 9, 2024

1. Minutes of the April 8, 2024 meeting. (pages 1-3) were approved by email April 12, 2024.
2. **COLLEGE OF SCIENCE AND MATHEMATICS**
 - a. Revised catalog narrative for the College of Science and Mathematics (pages 4-8).
 - b. Revised prerequisites for BIOL 4520 (pages 9-10).
 - c. Revised prerequisites for BIOL 4550 (pages 11-12).
3. **COLLEGE OF THE ARTS**
 - a. Revised degree requirements for the Master of Music Performance (13-14).
 - b. Revised course description MUSC 5810 (pages 15-16).
 - c. Revised course description MUSC 5840 (pages 17-18).
 - d. Revised course description MUSC 5850 (pages 19-20).
 - e. Revised course description MUSC 5851 (pages 21-22).
 - f. Revised course description MUSC 5860 (pages 23-24).
 - g. Revised course description MUSC 5880 (pages 25-26).
 - h. Revised course description MUSC 5890 (pages 27-28).
 - i. Revised course description MUSC 6870 (pages 29-30).
 - j. New course MUSC 7750 (pages 31-32).
4. **COLLEGE OF HUMANITIES AND SOCIAL SCIENCES**
 - a. Revised degree narrative, degree requirements for the MAT in Foreign Language Education, change Foreign Language Education to World Languages (pages 33-41)
 - b. New course HIST 4600 (pages 42-43)
 - c. New course PHIL 4600 (pages 44-45)
 - d. New course REL 3645 (pages 46-47)
 - e. Deactivation of LEAS 1100, 3200, 3201, 3210, 3230, 3250, 4200, 4240, 4250, 4251, 4260, 4270, 4290 4700, 4800, 4802, and 4900 (pages 48-49)
 - f. Proposal – Certificate Program – Fundamentals of Political Science (pages 50-51).
 - g. Proposal – Certificate Program – Fundamentals of Sociology (pages 52-53).
 - h. Proposal – Certificate Program – Fundamentals of History (pages 54-55).
 - i. Proposal – Certificate Program – Fundamentals of English (pages 56-57).
 - j. Proposal – Certificate Program – Fundamentals of Spanish Language and Hispanic Cultures or French Language and Francophone Cultures (pages 58-59).
 - k. Proposal – Certificate Program – Fundamentals of Psychology (pages 60-61).
5. **MISCELLANEOUS**
 - a. Academic Programs updates (pages 62-65).
 - b. General definitions and guidance for Degree, Major, Minor, Concentrations, etc. at VSU (pages 66-74)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 8, 2024

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Cypress Room, Monday, April 8, 2024. Dr. Sharon Gravett, Associate Provost for Academic Programs and Services, presided.

Members Present: Dr. Johsua Pifer, Dr. Colette Drouillard (Proxy for Dr. Carol Glen), Dr. Kenny Ott, Dr. Taewon Hwang, Ms. Samantha Paul, Dr. Deborah Briihl (Proxy for Dr. Laurel Yu), Mr. Tommy Crane, Dr. Deborah Brill, Dr. Colette Drouillard, Mr. Brian Williams, Dr. Kelly Mathis, Ms. Kytt Everdeen Moore, and Ms. Tera Ray.

Members Absent: Dr. Michelle Blankenship, Dr. Laurel Yu, Dr. Ophelie Desmet, Dr. Lisa Batten, Dr. R. Paul Mihail, and Dr. Cynitha Tori.

Catalog Editor: Dr. Emma Kostopolus, and Dr. Jane Kinney.

Visitors Present: Dr. Adam Wood, Dr. Joseph Robbins, and Dr. Shelly Yankonsky.

The Minutes of the March 4, 2024 meeting were approved by email on March 8, 2024. (pages 1-6).

A. College of Nursing and Health Sciences

1. Revised requirements for Progression – BS in Health Science was approved effective Fall Semester 2024. (pages 7-9).
2. Revised Admission requirements for the BS in Exercise Physiology was approved effective Fall Semester 2024. (pages 10-11).

B. College of Education and Human Services

1. Revised Selected Educational and Examples of Outcomes for the MED – Adult and Career Education was approved effective Fall Semester 2024. (pages 12-15).
2. Revised course title and description, Library Science (MLIS) 7740, “Intro to Rare Books and Special Collections”, (INTRO RARE BOOK/SPEC COLLECTNS –3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2024. (pages 16-17).
3. Revised requirements for the Georgia Reading Endorsement was approved effective Fall Semester 2024. (pages 18-19).
4. Revised course title, number, and description, Reading Education (READ) 7115, “Diagnosis and Correction of Language, Reading, and Writing Difficulties”, (DIAGCORRCTN LANG RDNG WRIT DIF –3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to read ... administer literacy assessments...dysgraphia. The course will provide appropriate... (pages 20-21). Deactivation of READ 7010.

C. College of Business Administration

1. Revised requirements for the minor in Advertising and Promotions was approved effective Fall Semester 2024. (pages 22-23).
2. Revised college narrative for the College of Business Administration (Graduate catalog) was approved effective Fall Semester 2024. (pages 24-27).
3. Revised degree narrative for the MBA was approved effective Fall Semester 2024. (pages 28-32).
4. Revised degree requirements for the MBA were approved effective Fall Semester 2024. (pages 33-34).
5. Revised requirements for the Graduate Certificate in Strategic Leadership were approved effective Fall Semester 2024. (pages 35-36).
6. Revised course description, Master of Business Administration (MBA) 7020, “Financial Accounting for Managers, (FINANCIAL ACCT MANAGERS– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to read – An introduction to understanding, interpreting, and analyzing financial... (pages 37-38).

7. Revised course title, Master of Business Administration (MBA) 7900, “Strategic Management of Enterprise, (STRATEGIC MGNT ENTERPRISE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 39-40).
8. New course, Master of Business Administration (MBA) 7910, “Strategic Management of Global Enterprise, (STRATGC MGNT GLOBL ENTERPRISE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 41-42).
9. New course, Master of Business Administration (MBA) 7920, “Strategic Management Consulting in Action, (STRATGC MGNT CONSULTNG ACTION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to read ...learning course in-which students... . (pages 43-44).

D. College of Humanities and Social Sciences

1. Revised course title, Anthropology (ANTH) 3010, “Biological Anthropology, (BIOLOGICAL ANTHROPOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 45-46).
2. Revised degree requirements for the BS in Organizational Leadership – New Track Healthcare Administration was approved effective Fall Semester 2024. (pages 47-50).
3. New course, Political Science (POLS) 4625, “Healthcare Leadership, (HEALTHCARE LEADERSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – An overview of components of leadership strategies. (pages 51-52).
4. New course, Political Science (POLS) 4626, “Medical Terminology, (MEDICAL TERMINOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – An overview of the elements... . (pages 53-54).
5. New course, Political Science (POLS) 4680, “Data Analysis and Visualization, (DATA ANALYSIS & VISUALIZATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – An introduction to data analysis and data visualization skills to improve data literacy. Students will use real-world data and software to represent and discuss data accurately. . (pages 55-56).
6. Revised degree requirements for the MAT in English to Speakers of Other Languages was approved effective Fall Semester 2024. (pages 57-59).
7. Revised degree requirements for the MAT in Foreign Language Education was approved effective Fall Semester 2024. (pages 60-62).
8. New course, English (ENGL) 8500, “Special Topics in Multicultural Lit for Language Arts Teachers, (SP TOP IN MULICUL LIT LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 63-64).
9. Revised course description, English (ENGL) 7100, “British Literature for Language Arts Teachers, (BRITISH LIT FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 65-67).
10. Revised course description, English (ENGL) 7200, “American Literature for Language Arts Teachers, (AMERICAN LIT FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 68-69).
11. Revised course description, English (ENGL) 7400, “Multicultural Literature for Language Arts Teachers, (MULTICULTURAL LITERATURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 70-72).
12. Revised course description, English (ENGL) 7500, “Creative Writing for Language Arts Teachers, (CREATIAVE WRITING FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024. (pages 73-74).
13. Revised course description, English (ENGL) 7610, “Composition Theory for Language Arts Teachers, (COMP THEORY FOR TEACHERS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with

the description changed to read ...century to the present day. (pages 75-76).

14. Revised course description, English (ENGL) 8100, "Special Topics in British Literature for Language Arts Teachers, (SPEC TOPIC BRIT LIT FOR LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – A study of one...focusing on...genres. (pages 77-78).
15. Revised course description, English (ENGL) 8200, "Special Topics in American Literature for Language Arts Teachers, (SPEC TOPIC AMERICAN LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – A study of.... (pages 79-80).
16. Revised course description, English (ENGL) 8400, "Special Topics in Creative Writing for Language Arts Teachers, (SPEC TOPIC CREATIVE WRITING LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – A study of.... (pages 81-82).
17. Revised course description, English (ENGL) 8610, "History of Rhetorical Theory for Language Arts Teachers, (HISTORY RHETORICAL THEORY LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – A study of.... (pages 83-84).
18. Revised course description, English (ENGL) 8720, "The Study of English Language Learners for Language Arts Teachers and Other Professionals, (ENG LNG LRNR LARS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2024 with the description changed to – A study of.... (pages 85-86).

Respectfully submitted,

Stanley Jones
Registrar



Valdosta State University Curriculum Form

• CURRICULUM CHANGE OR REVISED CATALOG COPY

Date of Submission: 06/24/2024

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

College:	College of Science and Mathematics	Dept. Initiating Request:	College of Science & Mathematics
Requestor's Name:	Dean's Office	Requestor's Role:	Dean

Check One Option:	<input type="checkbox"/> Curriculum Change <i>(Changes to Program/Degree)</i>	<input checked="" type="checkbox"/> Revised Catalog Copy <i>(New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)</i>
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Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2024

Degree/Program Name:	College of Science and Mathematics
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Current Catalog URL:	http://catalog.valdosta.edu/undergraduate/academic-programs/sciences-mathematics/
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Present Requirements:	Proposed Requirements: (hover over for instructions)
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	See attached page
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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 –

Updating catalog copy to be in alignment with changes in departments and program offerings

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 –

Remaining programs will continue to be assessed following University and USG policies



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	Pierre-Richard Cornely	Pierre-Richard Cornely	7/19/24
Dean/Director	Pierre-Richard Cornely	Pierre-Richard Cornely	7/19/24
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

*Will this change impact another college/department?

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

College: *Select One.*

Department(s):

Dr. Pierre-Richard Cornely, Dean
1036 Bailey Science Center

Dr. Theresa J. Grove, Associate Dean
1036 Bailey Science Center

Mission Statement

The College of Science and Mathematics is dedicated to serving students, faculty, the institution, and the region. All programs and services are governed by a commitment to excellence that is the hallmark of the College.

The College of Science and Mathematics equips students with the skills necessary for further study in graduate and professional programs and for success in a competitive workforce.

We contribute to this mission by:

- Utilizing high impact instructional strategies to provide our students with the knowledge and skills necessary to be lifelong learners;
- Supporting faculty to pursue their research and other scholarly endeavors for continued professional growth;
- Engaging with our community to strengthen the understanding of Science, Technology, Engineering, and Math (STEM) in our region;
- Responding to the economic, social, conservation, and technological needs of the region, which are inherently linked with our global obligations;
- Creating an inclusive, equitable, and rigorous environment where diversity is valued and resources and opportunities are accessible to students, faculty, staff, and the community.

To Serve Students

The College serves students through the Core Curriculum and through various programs of study in pre-professional, transfer, and degree programs. The Core Curriculum, a significant proportion of which is delivered by departments and programs in [the College of Science and Mathematics](#), provides all students of the University a foundation grounded in humanities, natural sciences, social sciences, and mathematics. Learning outcomes of the Core are designed to develop critical thinking, written and oral communication skills, and the ability to use technology effectively. Beyond the Core, the mission of the College is to provide quality minors and associate, bachelor, and graduate degrees in traditional disciplines of Science and Mathematics and to serve students in programs in other colleges. The College of Science and Mathematics also houses the Air Force Reserve Officer Training Corps (ROTC) Program. All programs are characterized by having clearly defined goals, coherent structure, currency, relevance, and rigor, and all prepare students to meet the challenges of an ever-changing world.

To Serve Faculty

The College serves its faculty by providing an environment in which instructional excellence is expected and valued; service to the university and community is encouraged; and scholarly activity, research, and creative endeavors are supported and rewarded. Through activities as varied as the recruitment of new faculty to the celebration of the contributions of retiring faculty, the College creates a congenial work environment that supports its faculty intellectually and professionally.

To Serve the Institution

Beyond program contributions, the College of Science and Mathematics seeks to serve the university community at large by its participation in the various activities that make up the life of the institution outside the classroom. Students and faculty from Science and Mathematics participate in academic and non-academic extracurricular activities, including governance organizations, and serve on departmental, college, and university committees that contribute to the effective functioning of the institution. An integral part of the mission of Science and Mathematics is to seek out and support opportunities for collaboration with other units of the University outside of the College.

To Serve the Region and Beyond

The College of Science and Mathematics plays a major role in helping the University meet its service mission to the region. Through teaching, research, creative endeavors, and the spectrum of outreach and support activities provided by the students and faculty of the College, Science and Mathematics contributes to an improved quality of life for all citizens of the region.

Five academic departments: Biology; Chemistry [and Geosciences](#); [Applied Mathematics and Physics](#); Computer Science [and Engineering Technology](#); *and Physics, Astronomy, Geosciences, and Engineering Technology*; and the Air Force ROTC (AFROTC) Program comprise the College of Science and Mathematics. The Bachelor of Science in Computer Science degree program is accredited by ABET Computing Accreditation Commission, and the Bachelor of Science in Chemistry is approved by the American Chemical Society; these accrediting bodies ensure that these programs meet high educational standards and prepare students for success in their chosen fields.

The degrees of Associate of Science, Bachelor of Arts, Bachelor of Science, and Master of Science are granted through the College. In addition, the AFROTC Program offers a minor in Aerospace Studies and provides students the opportunity to receive a commission as an officer in the United States Air Force [or United States Space Force](#) upon earning a bachelor's degree from Valdosta State University.

Undergraduate Degree Programs Offered through the College of Science and Mathematics

Associate of Science

- Engineering Studies

Bachelor of Arts

- Biology
- *Mathematics*

Bachelor of Science

- *Applied Mathematics*
- *Astronomy*
- Biology
- Chemistry
- Computer Information Systems
- Computer Science
- Engineering Technology
- Environmental Geosciences
- *Physics*

Pre-Professional Programs

Although degrees are not conferred in pre-professional areas such as pre-medicine or pre-dentistry, programs of study are available that prepare students to enter other institutions where they can complete their professional training. Some programs require students to finish a four-year sequence in a major; others call for students to complete a two- or three-year sequence of study. Since requirements for pre-professional degrees vary according to programs and students' needs, it is important that students declare early their intention to pursue specialized study so that they may receive proper advising. Pre-professional areas and the departments responsible for advising are listed below.

Advising in	For Programs in
Department of Biology	Community Health, Medical Technology, Occupational Therapy, Optometry, Physical Therapy, Physician's Assistant, Respiratory Therapy, Dental Medicine, Medicine, Pharmacy, Veterinary Medicine
Department of Chemistry and Geosciences	Medicine, Dental Medicine, Optometry , Veterinary Medicine, Pharmacy, Teaching
Department of Computer Science and Engineering Technology , <i>Physics, Astronomy, Geosciences, and Engineering Technology</i>	Engineering



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 03/11/2024

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Jonghoon Kang	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	BIOL 4520	Course Prefix and Number:	
Course Title:	Molecular Biophysics	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	0	Lab/Contact Hours:	
Credit Hours:	3	Credit Hours:	
Pre-requisites:	MATH 2261, BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, BIOL 3250, CHEM 1211, CHEM 1211L, CHEM 1212, CHEM 1212L, and either PHYS 1111K or PHYS 2211K or consent of the instructor.	Pre-requisites:	MATH 2261, BIOL 1107, 1107L, BIOL 1108, 1108L, CHEM 1211, CHEM 1211L, CHEM 1212, and CHEM 1212L, or consent of the instructor.

CURRENT Course Description: Introduction to thermodynamics, kinetics and their applications to biological systems.	NEW Course Description: <i>hover over for instructions</i>
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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	2025	Every other Year

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

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

BIOL 3200 and BIOL 3250 are not essential for learning the subject at all. I can teach physics components in the course. So, I deleted it from the list of prerequisites.

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	ROBERT SPANNA	<i>[Signature]</i>	3-28-24
College/Division Executive Committee	Pierre-Richard Cornely	Pierre-Richard Cornely	4-16-24
Dean/Director	Pierre-Richard Cornely	Pierre-Richard Cornely	4-16-24
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):	



Valdosta State University Curriculum Form

• Request for a REVISED COURSE

Date of Submission: 03/6/2024

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

College:	College of Science and Mathematics	Dept. Initiating Request:	Biology
Requestor's Name:	Jonghoon Kang	Requestor's Role:	Faculty

CURRENT:		REQUESTED: (list only items to be changed)	
Course Prefix and Number:	BIOL 4550	Course Prefix and Number:	
Course Title:	Immunology	Course Title:	
Lecture Hours:	3	Lecture Hours:	
Lab/Contact Hours:	3	Lab/Contact Hours:	
Credit Hours:	4	Credit Hours:	
Pre-requisites:	BIOL 1107, 1107L, BIOL 1108, 1108L, and BIOL 3100	Pre-requisites:	BIOL 1107, 1107L, BIOL 1108, 1108L, BIOL 3200, and MATH 2261

CURRENT Course Description:	NEW Course Description: <u>hover over for instructions</u>
Basic concepts of immunology, including antigen and antibody structure, the generation of diversity, the nature of T cell and B cell receptors, cellular cooperation, and the down regulation of immune responses.	

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2025	Once per Year

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

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

Microbiology (BIOL 3100) can be useful in taking this Immunology course, but it is not essential. Microbial aspects of immunology can be covered in the course. In contrast, genetics is essential, so BIOL 3200 (Introductory Genetics) is included as a prerequisite. Current trend in immunology emphasizes quantitative reasoning skills. Students having completed Calculus I (MATH 2261) will be better suited to this trend. Therefore, MATH 2261 is added too.

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	ROBERT BRANN	<i>Robert Brann</i>	3-28-24
College/Division Executive Committee	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	4-16-24
Dean/Director	Pierre-Richard Cornely	<i>Pierre-Richard Cornely</i>	4-16-24
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

College:	Select One.	Department(s):	
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 Valdosta State University Curriculum Form • CURRICULUM CHANGE OR REVISED CATALOG COPY		Date of Submission: 02/27/2024	
<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:	Zhong Bei Lin	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 checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2024
Degree/Program Name:	Master of Music Performance		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/music/mmp-performance/		
Present Requirements:		Proposed Requirements: <i>hover over for instructions</i>	
Applied Music, Literature, Pedagogy 16 Applied Music (a four-hour course in a single major applied performance area taken for four semesters) Performance Areas (4 semester hours per course): 16 MUSC 7240 Private Piano MUSC 7440 Private Voice MUSC 7640 Private Brass MUSC 7940 Private Woodwinds MUSC 7540 Private Percussion MUSC 7340 Private Strings MUSC 7840 Private Conducting MUSC 7777 Private Collaborative Piano		Applied Music, Literature, Pedagogy 16 Applied Music (a four-hour course in a single major applied performance area taken for four semesters) Performance Areas (4 semester hours per course): 16 MUSC 7240 Private Piano MUSC 7440 Private Voice MUSC 7640 Private Brass MUSC 7940 Private Woodwinds MUSC 7540 Private Percussion MUSC 7340 Private Strings MUSC 7840 Private Conducting MUSC 7777 Private Collaborative Piano	
Required Music Core Courses 10 MUSC 7010 Music Theory 3 MUSC 7020 Music History 3 MUSC 7050 Music Research and Bibliography 3 Advanced Pedagogy 1 MUSC 7721 Advanced Piano Pedagogy MUSC 7731 Advanced Percussion Pedagogy MUSC 7732 Advanced Brass Pedagogy MUSC 7733 Advanced Woodwind Pedagogy MUSC 7734 Advanced String Pedagogy MUSC 7778 Advanced Collaborative Piano Pedagogy MUSC 7740 Advanced Pedagogy of Choral Conducting MUSC 7760 Advanced Pedagogy of Orchestra Conducting MUSC 7770 Advanced Pedagogy of Wind Band Conducting		Required Music Core Courses 10 MUSC 7010 Music Theory 3 MUSC 7020 Music History 3 MUSC 7050 Music Research and Bibliography 3 Advanced Pedagogy, select one: 1 MUSC 7721 Advanced Piano Pedagogy MUSC 7731 Advanced Percussion Pedagogy MUSC 7732 Advanced Brass Pedagogy MUSC 7733 Advanced Woodwind Pedagogy MUSC 7734 Advanced String Pedagogy MUSC 7778 Advanced Collaborative Piano Pedagogy MUSC 7740 Advanced Pedagogy of Choral Conducting MUSC 7750 Advanced Vocal Pedagogy MUSC 7760 Advanced Pedagogy of Orchestra Conducting MUSC 7770 Advanced Pedagogy of Wind Band Conducting	
Music Ensembles and Guided Electives 10 Minimum of 4 hours in Music Ensembles Minimum of 4 hours in Guided Electives		Music Ensembles and Guided Electives 10 Minimum of 4 hours in Music Ensembles Minimum of 4 hours in Guided Electives	

Total Hours Required for the Degree 36	Total Hours Required for the Degree 36
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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 –

Vocal performance students were missing Advanced Vocal Pedagogy in their studies while all other students were receiving Advanced Pedagogy training. This fixes a program mistake and enables vocal performance students to receive the same quality of education.


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 –

Course effectiveness will be measured by SOIs and student graduation and employment success in the field of vocal teaching.




Valdosta State University – Curriculum Change or Revised Catalog Copy Form

- CURRICULUM CHANGE OR REVISED CATALOG COPY

Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole B. Cox</i> 46B1145DF02464...	Nicole Cox	5/7/2024 4:05 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3C9B38E63437...	Benjamin Harper	5/8/2024 8:13 AM E
Dean/Director	DocuSigned by: <i>Michael Schmidt</i> 3F9E5C30D32847E...	Michael Schmidt	5/18/2024 8:03 AM
Graduate Executive Committee (for graduate course)	<i>Becky K. da Cruz</i>		
Graduate Dean (for graduate course)	<i>Becky K. da Cruz</i>		
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 • Request for a REVISED COURSE		Date of Submission:		01/26/2024	
<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:		Zhong Bei Lin		Requestor's Role:	
				Music	
				Faculty	
CURRENT:			REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:		MUSC 5810		Course Prefix and Number:	
Course Title:		Chamber Singers		Course Title:	
Lecture Hours:				Lecture Hours:	
Lab/Contact Hours:		1		Lab/Contact Hours:	
Credit Hours:		1		Credit Hours:	
Pre-requisites:		Successful audition.		Pre-requisites:	
CURRENT Course Description:			NEW Course Description: (hover over for instructions)		
Prerequisite: Successful audition. Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. This select ensemble emphasizes choral and vocal chamber music repertoire.			Prerequisite: Successful audition. Principal ensemble option for voice principals and other principals according to assignment by the Head of the Department of Music. This select ensemble emphasizes choral and vocal chamber music repertoire. May be repeated for credit.		
Program Level:		Course Classification:		Semester to be Effective:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
				2025	
				Estimated Frequency of Course Offering:	
				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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
<p>Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.</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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	<small>DocuSigned by:</small> <i>Nicole Cox</i>	Nicole Cox	5/7/2024 4:12 PM E
College/Division Executive Committee	<small>DocuSigned by:</small> <i>Benjamin Harper</i>	Benjamin Harper	5/8/2024 8:10 AM E
Dean/Director	<small>DocuSigned by:</small> <i>Michael Schmidt</i>	Michael Schmidt	5/18/2024 8:08 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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:		01/26/2024	
<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:		Zhong Bei Lin		Requestor's Role:	
				Music	
				Faculty	
CURRENT:			REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:		MUSC 5840		Course Prefix and Number:	
Course Title:		Opera and Musical Theatre		Course Title:	
Lecture Hours:				Lecture Hours:	
Lab/Contact Hours:		1		Lab/Contact Hours:	
Credit Hours:		1		Credit Hours:	
Pre-requisites:				Pre-requisites:	
CURRENT Course Description:			NEW Course Description: <i>(hover over for instructions)</i>		
Music drama production and ensemble work. Preparation of scenes and full-scale productions.			Music drama production and ensemble work. Preparation of scenes and full-scale productions. May be repeated for credit.		
Program Level:		Course Classification:		Semester to be Effective:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
				2025	
				Estimated Frequency of Course Offering:	
				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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
<p>Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.</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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole Cox</i> 4CB116DFCFC2464...	Nicole Cox	5/7/2024 4:10 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3E9B38E63437...	Benjamin Harper	5/8/2024 8:11 AM E
Dean/Director	DocuSigned by: <i>Michael Schmidt</i> 3F0E6C30D32847F...	Michael Schmidt	5/18/2024 8:08 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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: 01/26/2024	
<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:	Zhong Bei Lin	Requestor's Role:	Faculty
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>	
Course Prefix and Number:	MUSC 5850	Course Prefix and Number:	
Course Title:	Concert Band	Course Title:	
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>	
<i>Lab/Contact Hours:</i>	1	<i>Lab/Contact Hours:</i>	
<i>Credit Hours:</i>	1	<i>Credit Hours:</i>	
Pre-requisites:	permission of the instructor.	Pre-requisites:	
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>	
Open to any VSU student by permission of the instructor.		Open to any VSU student by permission of the instructor. May be repeated for credit.	
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 type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025
Estimated Frequency of Course Offering:			
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 type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Other –			
Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.			

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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole Cox</i> 4GB1115DDFC2464...	Nicole Cox	5/7/2024 4:09 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3E9B30E63437...	Benjamin Harper	5/8/2024 8:11 AM E
Dean/Director	DocuSigned by: <i>Michael Schmidt</i> 3F0E6C30D32847F...	Michael Schmidt	5/18/2024 8:07 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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: 01/26/2024		
<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: Zhong Bei Lin		Requestor's Role: Faculty		
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number: MUSC 5851	Course Prefix and Number:			
Course Title: Wind Ensemble	Course Title:			
<i>Lecture Hours:</i> 0	<i>Lecture Hours:</i>			
<i>Lab/Contact Hours:</i> 4	<i>Lab/Contact Hours:</i>			
<i>Credit Hours:</i> 1	<i>Credit Hours:</i>			
Pre-requisites: By Audition.	Pre-requisites:			
CURRENT Course Description:		NEW Course Description: (hover over for instructions)		
Study and performance of repertoire for a variety of instrumental combinations. Open by audition.		Study and performance of repertoire for a variety of instrumental combinations. Open by audition. May be repeated for credit.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025	<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 –				
Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.				

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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	<small>DocuSigned by:</small> <i>Nicole Cox</i>	Nicole Cox	5/7/2024 4:09 PM E
College/Division Executive Committee	<small>4CB1115DCFC2464...</small> <small>DocuSigned by:</small> <i>Benjamin Harper</i>	Benjamin Harper	5/8/2024 8:11 AM E
Dean/Director	<small>F6D3E9839E03437...</small> <small>DocuSigned by:</small> <i>Michael Schmidt</i>	Michael Schmidt	5/18/2024 8:07 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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: 01/26/2024	
<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:	Zhong Bei Lin	Requestor's Role:	Faculty	
CURRENT:		REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	MUSC 5860	Course Prefix and Number:		
Course Title:	Orchestra	Course Title:		
<i>Lecture Hours:</i>		<i>Lecture Hours:</i>		
<i>Lab/Contact Hours:</i>	1	<i>Lab/Contact Hours:</i>		
<i>Credit Hours:</i>	1	<i>Credit Hours:</i>		
Pre-requisites:	permission of the instructor.	Pre-requisites:		
CURRENT Course Description:		NEW Course Description: <i>(hover over for instructions)</i>		
Open to VSU students with permission of the instructor.		Open to VSU students with permission of the instructor. May be repeated for credit.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025	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 type="checkbox"/> Adopting current best practice(s) in field <input checked="" type="checkbox"/> Other –				
<p>Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.</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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole Cox</i> <small>4CB1115DCFC2464...</small>	Nicole Cox	5/7/2024 4:07 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> <small>F6D3F9B38F63437...</small>	Benjamin Harper	5/8/2024 8:12 AM E
Dean/Director	DocuSigned by: <i>[Signature]</i> <small>3F9F5C30D32847E...</small>	Michael Schmidt	5/18/2024 8:05 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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:		01/26/2024	
<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:	Zhong Bei Lin		Requestor's Role:	Faculty	
CURRENT:			REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	MUSC 5880		Course Prefix and Number:		
Course Title:	Marching Band		Course Title:		
Lecture Hours:			Lecture Hours:		
Lab/Contact Hours:	1		Lab/Contact Hours:		
Credit Hours:	1		Credit Hours:		
Pre-requisites:	Auditions are required for marching percussion, dance line, and color guard.		Pre-requisites:		
CURRENT Course Description:			NEW Course Description: <i>(hover over for instructions)</i>		
Performance at all home football games and various exhibitions. Auditions are required for marching percussion, dance line, and color guard. This course meets fall semester only.			Performance at all home football games and various exhibitions. Auditions are required for marching percussion, dance line, and color guard. This course meets fall semester only. May be repeated for credit.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025	Once per 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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.					

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

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

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


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


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

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

Other Data Source Descriptions –

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Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole Cox</i> 4CB1115DCFC2464	Nicole Cox	5/7/2024 4:07 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3E9B38E63437	Benjamin Harper	5/8/2024 8:12 AM E
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Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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:		01/26/2024	
<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:	Zhong Bei Lin	Requestor's Role:	Faculty		
CURRENT:			REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:	MUSC 5890	Course Prefix and Number:			
Course Title:	Instrumental Ensembles	Course Title:			
Lecture Hours:		Lecture Hours:			
Lab/Contact Hours:	1	Lab/Contact Hours:			
Credit Hours:	1	Credit Hours:			
Pre-requisites:	permission of instructor.	Pre-requisites:			
CURRENT Course Description:			NEW Course Description: <i>(hover over for instructions)</i>		
Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor.			Study and performance of repertoire for a variety of combinations of instruments. Open by permission of instructor. May be repeated for credit.		
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	2025	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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.					

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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

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Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole Cox</i> 4CB1115DCFC2464	Nicole Cox	5/7/2024 4:07 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3E9B38E63437	Benjamin Harper	5/8/2024 8:12 AM E
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Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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:		01/26/2024	
<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:		Zhong Bei Lin		Requestor's Role:	
				Music	
				Faculty	
CURRENT:			REQUESTED: <i>(list only items to be changed)</i>		
Course Prefix and Number:		MUSC 6870		Course Prefix and Number:	
Course Title:		Jazz Combo		Course Title:	
Lecture Hours:		0		Lecture Hours:	
Lab/Contact Hours:		2		Lab/Contact Hours:	
Credit Hours:		1		Credit Hours:	
Pre-requisites:		Selection by audition only.		Pre-requisites:	
CURRENT Course Description:			NEW Course Description: (hover over for instructions)		
Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only.			Study and performance of a wide variety of jazz styles for 5-8 member ensemble. Selection by audition only. May be repeated for credit.		
Program Level:		Course Classification:		Semester to be Effective:	
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate		<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective		<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer	
				2025	
				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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –			
<p>Previous description lacked the phrase "may be repeated for credit" even though students take ensembles for repeat credit frequently and regularly in the music department since ensembles cover different repertoire every semester and therefore, present new content every semester. No repeat restrictions are set to permit students to enroll in ensembles throughout the duration of their enrollment in the degree program, a common practice among institutions.</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 –

Students will continue to participate in ensemble, repeat the course for credit, and provide assessment of course effectiveness via SOIs.

 Valdosta State University - REVISED COURSE Form • Request for a REVISED COURSE			
Approvals:	Print:	Signature:	Date:
Department Head	DocuSigned by: <i>Nicole B. Cox</i> 4GB1115DCFC2484...	Nicole Cox	5/7/2024 4:06 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i> F6D3E9B38E63437	Benjamin Harper	5/8/2024 8:12 AM E
Dean/Director	DocuSigned by: <i>[Signature]</i> 3E9E5C30D32847E	Michael Schmidt	5/18/2024 8:03 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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:	
*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:	Zhong Bei Lin	Requestor's Role:	Faculty
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	MUSC	NEW Course Number: <i>(Consult #s in the catalog)</i>	7750
Proposed NEW Course Title:	Advanced Vocal Pedagogy		
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Advanced Vocal Pedagogy		
Prerequisite(s):			
Lecture Hours:	1	Lab/Contact Hours:	0
		Credit Hours:	1
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
An in-depth study of vocal pedagogy designed to enhance instructional skills in private and group settings.			
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	2024
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 checked="" 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 type="checkbox"/> Other –			
All other areas of study in the Master of Music Performance has an advanced pedagogy course attached, but the voice area had been overlooked in the initial creation of the degree and writing of the catalog requirements. This new course will allow voice students to receive the same study in advanced pedagogy that instrumental and conducting students receive.			
** 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 –

Students will be regularly assessed in development of healthy vocal pedagogy via submission of assignments such as a statement of teaching philosophy, the creation of student-appropriate vocalise excerpts, and maintenance of a teaching journal. SOIs will be collected to assist in assessing course effectiveness.

**** 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	DocuSigned by: <i>Nicole B. Cox</i>	Nicole Cox	5/7/2024 4:05 PM E
College/Division Executive Committee	DocuSigned by: <i>Benjamin Harper</i>	Benjamin Harper	5/8/2024 8:13 AM E
Dean/Director	DocuSigned by: <i>Michael Schmidt</i>	Michael Schmidt	5/18/2024 8:02 AM
Graduate Executive Committee (for graduate course)		<i>Becky K. da Cruz</i>	
Graduate Dean (for graduate course)		<i>Becky K. da Cruz</i>	
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: 07/17/2024	
*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	MCL
Requestor's Name:	Ofélia R. Nikolova	Requestor's Role:	Department Head
Check One Option:	<input checked="" type="checkbox"/> Curriculum Change (Changes to Program/Degree)		<input type="checkbox"/> Revised Catalog Copy (New Learning Outcomes, Admissions/Program Policies, Narrative, etc.)
Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:
<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer	2024
Degree/Program Name:	MAT World Languages		
Current Catalog URL:	http://catalog.valdosta.edu/graduate/graduate-degree-programs/humanities-social-sciences/modern-classical-languages/mat-fled/		
Present Requirements:		Proposed Requirements: <i>(hover over for instructions)</i>	
<p>The M.A.T. in Foreign Language Education (FLED) is a graduate program beyond the bachelor's degree. Successful candidates will earn an M.A.T. and become eligible for initial certification in Foreign Language Education in either French or Spanish in the state of Georgia. Graduates will also earn the English to Speakers of Other Languages (ESOL) Endorsement for Georgia certified teachers, speech and language pathologists, or school counselors.</p> <p>Selected Educational Outcomes Students will:</p> <ul style="list-style-type: none"> demonstrate an understanding of the nature of the learner. employ instructional strategies and research methodologies appropriate to the discipline and the learners. demonstrate effective planning skills. employ effective assessment techniques in evaluating learners and programs. maintain an ongoing program of professional development. meet all the standards for initial teacher certification 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. <p>Selected Outcomes Assessments Students in the M.A.T. FLED program:</p> <ul style="list-style-type: none"> demonstrate content knowledge through passing the state-required GACE content assessment. demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, 		<p>The M.A.T. in <i>Foreign Language Education (FLED)World Languages</i> is a graduate program beyond the bachelor's degree <i>with three concentrations: English to Speakers of Other Languages (ESOL), French, or Spanish</i>. Successful candidates will earn an <i>M.A.T. Master of Arts in Teaching degree</i> and become eligible for initial <i>teaching</i> certification in <i>Foreign Language Education in either ESOL, French, or Spanish</i> in the state of Georgia. Graduates will also earn the <i>English to Speakers of Other Languages (ESOL) ESOL</i> Endorsement <i>for Georgia certified teachers, speech and language pathologists, or school counselors</i>.</p> <p>Selected Educational Outcomes Students will:</p> <ul style="list-style-type: none"> demonstrate an understanding of the nature of the learner. employ instructional strategies and research methodologies appropriate to the discipline and the learners. demonstrate effective planning skills. employ effective assessment techniques in evaluating learners and programs. maintain an ongoing program of professional development. meet all the standards for initial teacher certification set forth by the Georgia Professional Standards Commission, <i>the Council for the Accreditation of Educator Preparation (CAEP)</i>, and the James L. and Dorothy H. Dewar College of Education and Human Services. <p>Selected Outcomes Assessments Students in the M.A.T. <i>FLED World Languages</i> program:</p> <ul style="list-style-type: none"> demonstrate content knowledge through passing the state-required GACE content assessment. demonstrate content knowledge, skills in planning, assessment, instructional strategies, use of technology, 	

classroom management, differentiation, advocacy, and self-teaching reflection through the edTPA portfolio. 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 (edTPA). 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. demonstrate their ability to positively impact P-12 learning through a teacher work sample. demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments.

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: March 15

Requirements for the M.A.T. in Foreign Language Education

Code	Title	Hours
Required Core Courses		27
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
SPEC 7000	Serving Students with Diverse Needs	3

classroom management, differentiation, advocacy, and self-teaching reflection *through the edTPA portfolio*. 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 (edTPA).

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. demonstrate their ability to positively impact P-12 learning through a teacher work sample.

demonstrate appropriate teaching dispositions through self-assessment and university supervisor and mentor teacher disposition assessments.

To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines

Fall Deadline: July 15

Spring Deadline: November 15

Summer Deadline: March 15

Requirements for the M.A.T. in *Foreign Language Education World Languages Concentration in Spanish*

Code	Title	Hours
Required Core Courses 1		27
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
SPEC 7000	Serving Students with Diverse Needs	3

FLED 6790	Student Teaching - Clinical Practice	3
FLED 6800	Clinical Practice Seminar	3
Select one of the following tracks:		
French: Guided Electives (FREN courses at the 5000 level or above)		9
Spanish: Guided Electives (SPAN courses at the 5000 level or above)		9
Total Hours Required for the Degree		36
<p>1 Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.</p> <p>Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt both GACE content assessments. To obtain P-12 teaching certification, the student must pass both GACE content assessments.</p> <p>Requirements for the M.A.T. -- FLED Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate Track in FLED interested in continuing their graduate education may apply for the Master of Arts in Teaching -- FLED program in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in FLED will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in FLED will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- FLED of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching-- FLED Special Retention Policy.</p>		
Code	Title	Hours
Required Core Courses 1		
EDUC 2999	Teacher Education Requirements	0
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2

FLED 6790	Student Teaching - Clinical Practice	3
FLED 6800	Clinical Practice Seminar	3
<i>Select one of the following tracks:</i>		
<i>French: Guided Electives (FREN courses at the 5000 level or above)</i>		9
<i>Spanish: Guided Electives (SPAN courses at the 5000 level or above)</i>		9
Total Hours Required for the Degree		36
<p>1 Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.</p> <p>Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt both GACE content assessments. To obtain P-12 teaching certification, the student must pass both GACE content assessments.</p> <p><i>Requirements for the M.A.T. -- FLED</i> <u>Requirements for the M.A.T. in World Languages Concentration in Spanish</u> Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate Track in <i>FLED Spanish</i> interested in continuing their graduate education may apply for the Master of Arts in Teaching -- <i>FLED World Languages</i> program <u>with concentration in Spanish</u> in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in <i>FLED Spanish</i> will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in <i>FLED Spanish</i> will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- <i>FLED World Languages with concentration in Spanish</i> of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching-- <i>FLED World Languages</i> Special Retention Policy.</p>		
Code	Title	Hours
Required Core Courses 1		
<i>EDUC 2999</i>	<i>Teacher Education Requirements</i>	<i>0</i>
FLED 6000	World Languages and TESOL Methods P-8	2

FLED 7010	6-12 Classroom Laboratory	1	FLED 6010	P-8 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3	FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
ESOL 6020	Cultural Perspectives for ESOL Teachers	3	FLED 7010	6-12 Classroom Laboratory	1
or ESOL 6030	Methods and Materials for Teaching ESOL		FLED 7500	Theory and Practice in Second Language Acquisition	3
SPEC 7000	Serving Students with Diverse Needs	3	ESOL 6020	Cultural Perspectives for ESOL Teachers	3
FLED 6790	Student Teaching - Clinical Practice	3	or ESOL 6030	Methods and Materials for Teaching ESOL	
FLED 6800	Clinical Practice Seminar	3	SPEC 7000	Serving Students with Diverse Needs	3
Select one of the following tracks:		6	FLED 6790	Student Teaching - Clinical Practice	3
French: Guided Electives (FREN courses at the 5000 level or above)			FLED 6800	Clinical Practice Seminar	3
Spanish: Guided Electives (SPAN courses at the 5000 level or above)			<i>Select one of the following tracks:</i>		<i>6</i>
Total hours required for the degree		27	<i>French: Guided Electives (FREN courses at the 5000 level or above)</i>		<i>6</i>
1 Students must complete all core courses and all guided electives that they have not completed as undergraduates in the FLED Accelerated Undergraduate-to-Graduate track.			Spanish: Guided Electives (SPAN courses at the 5000 level or above)		6
2 EDUC 2999 must be completed successfully in the first semester of the degree program.			Total hours required for the degree		27
To graduate, the student must attempt both GACE content assessments. To obtain P-12 teacher certification, the student must pass both GACE content assessments.			1 Students must complete all core courses and all guided electives that they have not completed as undergraduates in the <i>FLED</i> Accelerated Undergraduate-to-Graduate track.		
			<i>2 EDUC 2999 must be completed successfully in the first semester of the degree program.</i>		
			To graduate, the student must attempt both GACE content assessments. To obtain P-12 teacher certification, the student must pass both GACE content assessments.		
			<u>Requirements for the M.A.T. in World Languages Concentration in ESOL</u>		
			<u>Code</u>	<u>Title</u>	<u>Hours</u>
			<u>ESOL 6010</u>	<u>Applied Linguistics for ESOL Teachers</u>	<u>3</u>
			<u>ESOL 6020</u>	<u>Cultural Perspectives for ESOL Teachers</u>	<u>3</u>
			<u>ESOL 6030</u>	<u>Methods and Materials for Teaching ESOL</u>	<u>3</u>
			<u>ESOL 6040</u>	<u>Assessing English Language Learners (Ells)</u>	<u>3</u>

ESOL 6050	Teaching English Grammar for ESOL	3
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
SPEC 7000	Serving Students with Diverse Needs	3
ESOL 6790	Student Teaching - Clinical Practice	6
ESOL 6800	Clinical Practice Seminar	3
Total Hours Required for the Degree		36

[Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.](#)

[Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt both GACE content assessments. To obtain P-12 teaching certification, the student must pass both GACE content assessments.](#)

[Requirements for the M.A.T. World Languages Concentration in ESOL](#)

[Accelerated Undergraduate-to-Graduate Track Students in the Accelerated Undergraduate-to-Graduate Track in ESOL interested in continuing their graduate education may apply for the Master of Arts in Teaching World Languages program with concentration in ESOL in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in ESOL will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in ESOL will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching World Languages with concentration in ESOL of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses taken as undergraduates will be subject to the Master of Arts in Teaching World Languages Special Retention Policy.](#)

Code	Title	Hours
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Select two of the following not completed as an undergraduate: 1 6

ESOL 6020 Cultural Perspectives for ESOL Teachers

ESOL 6030 Methods and Materials for Teaching ESOL

ESOL 6040 Assessing English Language Learners (Ells)

ESOL 6050 Teaching English Grammar for ESOL

FLED 6000 World Languages and TESOL Methods P-8 2

FLED 6010 P-8 Classroom Laboratory 1

FLED 7000 Curriculum and Instruction of World Languages & TESOL 2

FLED 7010 6-12 Classroom Laboratory 1

FLED 7500 Theory and Practice in Second Language Acquisition 3

SPEC 7000 Serving Students with Diverse Needs 3

ESOL 6790 Student Teaching - Clinical Practice 6

ESOL 6800 Clinical Practice Seminar 3

Total hours required for the degree 27

1 Students must complete all required core courses that they did not complete as undergraduates in the Accelerated Undergraduate-to-Graduate Track.

Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.

To graduate, the student must attempt both GACE content assessments. To obtain P-12 teaching certification, the student must pass both GACE content assessments.

Requirements for the M.A.T. in *Foreign Language Education*
World Languages Concentration in French

Code	Title	Hours
Required Core Courses <u>1</u>		27
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2

FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6010	Applied Linguistics for ESOL Teachers	3
ESOL 6020	Cultural Perspectives for ESOL Teachers	3
ESOL 6030	Methods and Materials for Teaching ESOL	3
SPEC 7000	Serving Students with Diverse Needs	3
FLED 6790	Student Teaching - Clinical Practice	3
FLED 6800	Clinical Practice Seminar	3
<i>Select one of the following tracks:</i>		
French: Guided Electives (FREN courses at the 5000 level or above)		9
<i>Spanish: Guided Electives (SPAN courses at the 5000 level or above)</i>		<i>9</i>
Total Hours Required for the Degree		36

1 Students must hold a Pre-Service Certificate or other approved certificate as well as professional liability insurance prior to progressing into their second semester of the program.

Note: Up to 9 hours may be transferred in to the degree. To graduate, the student must attempt both GACE content assessments. To obtain P-12 teaching certification, the student must pass both GACE content assessments.

Requirements for the M.A.T. -- [FLED World Languages Concentration in French](#) Accelerated Undergraduate-to-Graduate Track

Students in the Accelerated Undergraduate-to-Graduate Track in [FLED French](#) interested in continuing their graduate education may apply for the Master of Arts in Teaching -- [FLED World Languages](#) program [with concentration in French](#) in their senior year or upon completion of their undergraduate degree. Students in the Accelerated Undergraduate-to-Graduate Track in [FLED French](#) will not be required to take additional admission tests but must meet all other graduate admission requirements. Students who have completed the Accelerated Undergraduate-to-Graduate Track in [FLED French](#) will complete an additional 27 hours of graduate classes to meet the degree requirements for the Master of Arts in Teaching -- [FLED World Languages with concentration in French](#) of 36 hours. Upon application to the Graduate School, students who have made a "C" or less in any of their graduate courses



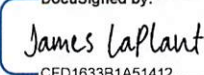
taken as undergraduates will be subject to the Master of Arts in Teaching-- *FLED* [World Languages](#) Special Retention Policy.


Code	Title	Hours
Required Core Courses 1		<u>21</u>
<i>EDUC 2999</i>	<i>Teacher Education Requirements</i>	<i>0</i>
FLED 6000	World Languages and TESOL Methods P-8	2
FLED 6010	P-8 Classroom Laboratory	1
FLED 7000	Curriculum and Instruction of World Languages & TESOL	2
FLED 7010	6-12 Classroom Laboratory	1
FLED 7500	Theory and Practice in Second Language Acquisition	3
ESOL 6020 or ESOL 6030	Cultural Perspectives for ESOL Teachers Methods and Materials for Teaching ESOL	3
SPEC 7000	Serving Students with Diverse Needs	3
FLED 6790	Student Teaching - Clinical Practice	3
FLED 6800	Clinical Practice Seminar	3
<i>Select one of the following tracks:</i>		<i>6</i>
French: Guided Electives (FREN courses at the 5000 level or above)		<u>6</u>
<i>Spanish: Guided Electives (SPAN courses at the 5000 level or above)</i>		
Total hours required for the degree		27

1 Students must complete all core courses and all guided electives that they have not completed as undergraduates in the *FLED* Accelerated Undergraduate-to-Graduate track.
2 EDUC 2999 must be completed successfully in the first semester of the degree program.
 To graduate, the student must attempt both GACE content assessments. To obtain P-12 teacher certification, the student must pass both GACE content assessments.

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

The feedback we receive from graduates as well as course assessment performance will help us identify whether these changes went smoothly for students.

Approvals:	Print:	Signature:	Date:
Department Head	Ofélia R. Nikolova	 <small>DocuSigned by: 2035A37B9E82492...</small>	7/29/2024 5:50 P
College/Division Executive Committee		 <small>DocuSigned by: 8A153115C828424...</small>	7/30/2024 8:52 A
Dean/Director		 <small>DocuSigned by: CFD1633R1A51412...</small>	7/30/2024 11:44 /
Graduate Executive Committee <small>(for graduate course)</small>		<i>Becky K. da Cruz</i>	
Graduate Dean <small>(for graduate course)</small>		<i>Becky K. da Cruz</i>	
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 NEW COURSE		Date of Submission: 07/24/2024	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program.</i>			
College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Hist/Phil/Rel/INDS
Requestor's Name:	Barney J. Rickman	Requestor's Role:	Department Head
Proposed NEW Course Prefix: <small>(Consult abbreviations in the catalog)</small>	HIST	NEW Course Number: <small>(Consult #s in the catalog)</small>	4600
Proposed NEW Course Title:	Animal Ethics: An Historical Perspective		
NEW Course Title Abbreviation: <small>(Limit to 30 character spaces)</small>	Animal Ethics: Historical Pers		
Prerequisite(s):			
Lecture Hours:	03	Lab/Contact Hours:	
		Credit Hours:	03
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
<p>Also offered as PHIL 4600. An investigation of the ethics of human/nonhuman relationships as well as how those ethical and moral concerns have been interpreted in various historical periods and various regions of the world. Particular attention will be paid to how the ethics of human-nonhuman relationships have varied in different regions of the world, such as in Europe, Africa, Asia, and the Americas, as well as how those ethical interpretations have changed over historical periods, such as pre-Industrial Revolution and post-Industrial Revolution.</p>			
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 type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2025 Once per 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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other –	
<p>Within the Psychology major, especially as offered through the Online College for Career Advancement, there is a significant need to increase the availability of upper-level electives; creation of this course will respond to this demand with a class that can be meaningful to majors in Psychology as well as other OCCA majors, such as INDS. Cross-listed as PHIL 4600 will help students, especially OCCA students, complete either the PHIL minor or a PHIL concentration within INDS.</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 –

OCCA Associate Director Lori Lovell has repeatedly requested more upper-level electives to be offered online. This class will be developed as an OCCA class in collaboration with e-Learning.

**** 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	Barney J. Rickman	<small>DocuSigned by:</small> <i>Barney Rickman</i> <small>9EB1D7D18EF7400</small>	8/23/2024 10:38
College/Division Executive Committee	Approved by CHSS Executive Committee	<small>DocuSigned by:</small> <i>Mark Smith</i> <small>8AT53115C828424</small>	8/25/2024 4:45
Dean/Director	James T. LaPlant	<small>DocuSigned by:</small> <i>James LaPlant</i> <small>CFD1633B1A51412</small>	8/28/2024 6:12
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 NEW COURSE

Date of Submission: 07/24/2024

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

College:	College of Humanities and Social Sciences	Dept. Initiating Request:	Hist/Phil/Rel/INDS
Requestor's Name:	Barney J. Rickman	Requestor's Role:	Department Head

Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>	PHIL	NEW Course Number: <i>(Consult #s in the catalog)</i>	4600
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Proposed NEW Course Title:	Animal Ethics: An Historical Perspective
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NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>	Animal Ethics: Historical Pers
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Prerequisite(s):	
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Lecture Hours:	03	Lab/Contact Hours:		Credit Hours:	03
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Proposed NEW Course Description: *(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)**

An investigation of the ethics of human-nonhuman relationships as well as how those ethical and moral concerns have been interpreted in various historical periods and various regions of the world. Particular attention will be paid to how the ethics of human-nonhuman relationships have varied in different regions of the world, such as in Europe, Africa, Asia, and the Americas, as well as how those ethical interpretations have changed over historical periods, such as pre-Industrial Revolution and post-Industrial Revolution.

Program Level:	Course Classification:	Semester to be Effective:	Year to be Effective:	Estimated Frequency of Course Offering:
<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate	<input type="checkbox"/> Core (Area A-E) <input type="checkbox"/> Major Requirement <input checked="" type="checkbox"/> Elective	<input type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2025	Once per Year

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

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

Within the Psychology major, especially as offered through the Online College for Career Advancement, there is a significant need to increase the availability of upper-level electives; creation of this course will respond to this demand with a class that can be meaningful to majors in Psychology as well as other OCCA majors, such as INDS. Cross-listed as PHIL 4600 will help students, especially OCCA students, complete either the PHIL minor or a PHIL concentration within INDS.

**** 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 –

OCCA Associate Director Lori Lovell has repeatedly requested more upper-level electives to be offered online. This class will be developed as an OCCA class in collaboration with e-Learning.

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



Valdosta State University – NEW COURSE Form

- Request for a NEW COURSE


Approvals:	Print:	Signature: <small>DocuSigned by:</small>	Date:
Department Head	Barney J. Rickman	<i>Barney Rickman</i> <small>9EB1D7D19EF7400...</small>	8/23/2024 10:...
College/Division Executive Committee	Approved by CHSS Executive Committee	<i>Mark Smith</i> <small>8A153115C828424...</small>	8/25/2024 4:45
Dean/Director	James T. LaPlant	<i>James LaPlant</i> <small>C9FD1633B1A51412...</small>	8/25/2024 8:43
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			

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

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

College: *Select One.*

Department(s):

 Valdosta State University Curriculum Form • Request for a NEW COURSE		Date of Submission: 07/24/2024	
<i>*Course/curriculum change or addition originates with a faculty member or curriculum committee in the Academic Program</i>			
College: College of Humanities and Social Sciences		Dept. Initiating Request: Hist/Phil/Rel/INDS	
Requestor's Name: Barney J. Rickman		Requestor's Role: Department Head	
Proposed NEW Course Prefix: <i>(Consult abbreviations in the catalog)</i>		REL	NEW Course Number: <i>(Consult #s in the catalog)</i> 3645
Proposed NEW Course Title:		Alternative World Religions and Medicine	
NEW Course Title Abbreviation: <i>(Limit to 30 character spaces)</i>		Alt World Religions & Medicine	
Prerequisite(s):			
Lecture Hours: 03	Lab/Contact Hours:	Credit Hours: 03	
Proposed NEW Course Description: <i>(Limit to 50 words. Include requisites, cross listings, special requirements, etc.)*</i>			
An examination of diverse cultural and religious approaches to medicine.			
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 type="checkbox"/> Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer	2025 Once per 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"/> Adopting current best practice(s) in field		<input type="checkbox"/> Mandate of State/Federal/Accrediting Agency <input checked="" type="checkbox"/> Other --	
Within the Psychology major, especially as offered through the Online College for Career Advancement, there is a significant need to increase the availability of upper-level electives; creation of this course will respond to this demand with a class that can be meaningful to majors in Psychology as well as other OCCA majors, such as INDS.			
** Attach General Course Syllabus/Support documents with course outcomes/assessments **			

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

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

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


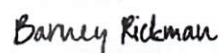
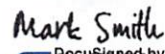
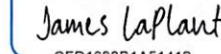
Plans for assessing course effectiveness/meeting program learning outcomes (select one or more of the following and provide appropriate narrative below):

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

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

Other Data Source Descriptions –

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

 Valdosta State University – NEW COURSE Form • Request for a NEW COURSE			
Approvals:	Print:	Signature:	Date:
Department Head		<small>DocuSigned by:</small>  <small>9EB107018FE7400</small>	8/23/2024 12:05
College/Division Executive Committee		<small>DocuSigned by:</small>  <small>9FA107018FE7400</small>	8/25/2024 4:45
Dean/Director		<small>DocuSigned by:</small>  <small>CFD1633B1A51412...</small>	8/28/2024 6:12
Graduate Executive Committee (for graduate course)			
Graduate Dean (for graduate course)			
Academic Committee			
*Will this change impact another college/department?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (select college & indicate department(s))	
College:	Select One.	Department(s):	



Valdosta State University Curriculum Form

• Request to DEACTIVATE/ACTIVATE a Course/Program

Date of Submission: 05/2/2024

College: College of Humanities and Social Sciences

Dept. Initiating Request: POLS

Requestor's Name: Joseph Robbins

Requestor's Role: Department Head

List of Courses (or the program or track)

LEAS 1100, LEAS 3200, LEAS 3201, LEAS 3210, LEAS 3230, LEAS 3250, LEAS 4200, LEAS 4240, LEAS 4250, LEAS 4251, LEAS 4260, LEAS 4270, LEAS 4290, LEAS 4700, LEAS 4800, LEAS 4802, LEAS 4900

- Deactivate Course(s)
- Reactivate Course(s)

Program Level:

Course Classification:

Semester to be Effective:

Year to be Effective:

Estimated Frequency of Course Offering:

- Undergraduate
- Graduate

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

- Fall
- Spring
- Summer

2025

Every other Year

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

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

We are requesting these courses be deactivated since the LEAS program has been deactivated and the final LEAS majors completed their studies.

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

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

N/A



Valdosta State University – DEACTIVATE/ACTIVATE a Course/Program

- Request to DEACTIVATE/ACTIVATE a Course/Program

Approvals:	Print:	Signature:	Date:
Department Head	Joseph W. Robbins	DocuSigned by: <i>Joseph Robbins</i> 1A10C1D4423C473...	5/3/2024 7:57 A
College/Division Executive Committee			
Dean/Director	James T. LaPlant	DocuSigned by: <i>James LaPlant</i> CFD1833B1A51412..	5/3/2024 3:36 P
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):	

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of Political Science

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of Political Science

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of Political Science

General Education Foundation Courses	
English – 3 hrs	ENGL 1101 or ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Social Sciences – 3 hrs	PSYC 1101, POLS 1101, HIST 1011, HIST 1012, HIST 1013, SOCI 1101, ECON 2105 or ECON 2106
Additional Academic – 3-4 hrs	Any Course from Area A – E
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	POLS 1101
Foundation Requirement – 3 hrs	POLS 2101 or POLS 2401 or POLS 2501

*Total Credits would be 18 credits to 19 credits depending on course selection

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of Sociology

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of Sociology, Anthropology, and Criminal Justice

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of Sociology

General Education Foundation Courses	
English – 3 hrs	ENGL 1101 or ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Social Sciences – 3 hrs	PSYC 1101, POLS 1101, HIST 1011, HIST 1012, HIST 1013, SOCI 1101, ECON 2105 or ECON 2106
Additional Academic – 3-4 hrs	Any Course from Area A – E
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	SOCI 1101
Foundation Requirement – 3 hrs	SOCI 1160

*Total Credits would be 18 credits to 19 credits depending on course selection

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of History

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of History

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of History

General Education Foundation Courses	
English – 3 hrs	ENGL 1101 or ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Social Sciences – 3 hrs	PSYC 1101, POLS 1101, HIST 1011, HIST 1012, HIST 1013, SOCI 1101, ECON 2105 or ECON 2106
Additional Academic – 3-4 hrs	Any Course from Area A – E
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	HIST 2111
Foundation Requirement – 3 hrs	HIST 2112

*Total Credits would be 18 credits to 19 credits depending on course selection

**B.A. Degrees in History generally require completion of a 2-course sequence in United States History.

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of English

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of English

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of English

General Education Foundation Courses	
English – 6 hrs	ENGL 1101 and ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Social Sciences – 3 hrs	PSYC 1101, POLS 1101, HIST 2111, HIST 2112, SOCI 1101, ECON 2105 or ECON 2106
Additional Academic – 3-4 hrs	Any Course from Area A B, D
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	ENGL 2111: World Literature I
Foundation Requirement – 3 hrs	ENGL 2113: World Literature III

*Total Credits would be 21 credits to 22 credits depending on course selection

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of Spanish Language and Hispanic Cultures / French Language and Francophone Cultures

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of Modern & Classical Languages

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of Spanish Language and Hispanic Cultures or French Language and Francophone Cultures

General Education Foundation Courses	
English – 3 hrs	ENGL 1101 or ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Humanities or Social Sciences – 3 hrs	SPAN 1001 or FREN 1001 (if needed) or any of: HIST 2111, 2112, 1011, 1012, 1013, SOCI 1101, 1160; PHIL 2010, 2020; REL 2020, AFAM 2020; PSYC 1101.
Additional Academic – 3-4 hrs	Any Course from Area A – E
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	SPAN 1002 or FREN 1002
Foundation Requirement – 3 hrs	SPAN 2001 or FREN 2001
Foundation Requirement – 3 hrs	SPAN 2002 or FREN 2002

*Total Credits would be 21 credits to 22 credits depending on course selection

Proposal for New Certificate Program

Name of Proposed Certificate: Fundamentals of Psychology

Level: Less than one-year undergraduate certificate

Anticipated Start Date: Fall 2024

Delivery Mode: Online and On-Campus

Sponsoring College: College of Humanities and Social Sciences (CoHSS)

Sponsoring Department: Department of Psychological Science

Certificate Demand and Reasoning:

The Fundamentals Certificate will provide students with a foundational understanding of critical academic and professional skills, essential for success in pursuing a four-year degree. Comprising existing courses chosen to create a comprehensive curriculum, this certificate ensures students gain proficiency in core academic courses and major related courses.

The Fundamentals Certificate is tailored to equip students with essential skills for success in pursuing a four-year degree. This foundational education will empower students to excel academically at VSU and beyond, fostering a seamless transition into higher education. The certificate's curriculum will include elements that prepare students for potential positions on college campuses. This unique aspect aligns with the broader mission of VSU to not only educate but also to foster the development of career-ready individuals prepared for roles within the academic community.

One of the unique aspects of the Fundamentals Certificate is its dual recognition. Dual enrollment students enrolling in the certificate not only gain a head start on their college education but also have the opportunity to earn a college certificate concurrently with their high school diploma, enhancing their academic achievements and future prospects.

Currently, VSU's Dual Enrollment population stands at 3.4% of the total enrollment for Fall 2023. The Fundamentals Certificate aims to attract a larger share of high school students, offering them a dual enrollment experience that goes beyond credits, providing tangible value in the form of a college certificate. The Fundamentals Certificate could increase Dual Enrollment participation over the USG average of 4.4% of total enrollment.

Offering the Fundamentals Certificate online would allow VSU to tap into the Metro Atlanta Market. Dual Enrollment enrollment at universities in Metro Atlanta makes up 5.2% of their overall enrollment. Metro Atlanta's growing market for higher education offers a unique opportunity for VSU. By introducing online certificates, the university can cater to the diverse needs of students in the region, providing flexible learning options and facilitating the pursuit of higher education alongside their high school commitments.

Certificate Curriculum:

Fundamentals of Psychology

General Education Foundation Courses	
English – 3 hrs	ENGL 1101 or ENGL 1102
Math – 3 hrs	MATH 1101, MATH 1111, MATH 1113, MATH 1401, or MATH 2261
Social Sciences – 3 hrs	PSYC 1101, POLS 1101, HIST 2111, HIST 2112, SOCI 1101, ECON 2105 or ECON 2106
Additional Academic – 3-4 hrs	Any Course from Area A – E
Career/Major Foundation Courses	
Foundation Requirement – 3 hrs	PSYC 1101
Foundation Requirement – 3 hrs	PSYC 2103
Foundation Requirement – 3 hrs	PSYC 3110 or PSYC 3400

*Total Credits would be 21 credits to 22 credits depending on course selection



MEMORANDUM

TO: Members of the VSU Academic Committee

FROM: Dr. Sheri Noviello, Interim Provost and Vice President for Academic Affairs

SUBJECT: Academic Programs Updates for Fall 2024

DATE: September 9, 2024

Thanks to all of you who have agreed to serve on one of the VSU Faculty Senate's most active committees, the Academic Committee, and greetings as you begin the work of this new academic year. As always, this year promises to be a very active one, particularly because of some of the events that occurred late last spring. As per the President's email to campus on April 9, 2024 (Appendix A), an Academic Working Group, comprised of the 6 academic deans as well as a faculty member from each college, spent Spring 2024 carefully evaluating a number of low-degree producing and lowly-enrolled programs, and the group eventually recommended the deactivation of 9 academic programs. Thus, over the summer, offices and programs throughout campus have submitted paperwork and worked on processes to deactivate the programs listed in that email and to facilitate the graduation of students in those programs. Through this process, VSU is following BOR Policy 3.6.2 which states that "institutions must notify the University System Office (USO) at least two years prior to a formal request for termination of their intent to discontinue a degree, major, or certificate. The policy also states an institutional President may place an academic program on a temporary suspension, not to exceed two years."

Therefore, the 9 programs listed below are shown on the University System of Georgia's (USG) Degrees and Majors Authorized ([DMA](#)) as deactivated. Most have been officially deactivated as of August 1, 2024. They no longer appear in the catalog, and no further students are being admitted. Programs are now following their teach-out plans, assisting their current students in either completing the program within the next two years or changing majors into another program. VSU has also notified SACSCOC, our accrediting agency, to comply with their substantive change policy. Below are the recently deactivated programs and their current number of majors:

- Bachelor of Arts with Major in French Language and Literature (13 students remaining)
- Bachelor of Fine Arts with Major in Art Teacher Education (16 students remaining)
- Bachelor of Science in Education with Major in Special Education (2 students remaining)
- Bachelor of Science with Major in Applied Mathematics, General (7 students remaining)
- Bachelor of Science with Major in Physics (13 students remaining)
- Master of Education with Major in Middle Grades Education (9 students remaining)
- Master of Arts with Major in History, General (11 students remaining)
- Master of Arts in Teaching with Major in ESOL (16 students remaining)
- Clinical Doctorate in Speech Language Pathology (10 students remaining)



Because the deactivations were initiated through a process external to the Academic Committee, I am requesting that the Academic Committee acknowledge these deactivations and record them in the committee's minutes.

As part of the deactivation process, the Academic Committee will see paperwork that may deactivate current courses as well as add new or revised courses; additionally, some further curricular changes may be submitted as elements of some of these degree programs become tracks or options in other programs. Finally, the Academic Committee will also see proposals for some new degree programs that will utilize the expertise and talent of our faculty from some of these deactivated programs.

As an information item, the below table provides VSU's academic program inventory by college and level.

Active Major Programs (excludes certificates) for FY2025:

College	Undergraduate	Graduate	Total
COHSS	11	7	18
COSM	8	1	9
COBA	6	2	8
COEHS	7	26	33
COA	9	3	12
CONHS	4	2	6
Total	45	41	86

Best wishes as you start what promises to be an exciting new year.



APPENDIX A

From VSU President's Office April 9, 2024

Dear Faculty and Staff,

I am writing to you today to share important information regarding some of VSU's academic programs. As part of a strategic planning effort designed to ensure that VSU is best prepared to meet future needs of students and employers, a comprehensive review of low-producing/low-performing academic programs was conducted. As a result, VSU is optimizing its program offerings to include potential new degrees that best prepare students for tomorrow's workforce. This review is an ongoing expectation of the University System of Georgia (USG), and this work supports the first goal of our VSU2030 draft strategic plan, "Create career-ready graduates, align VSU's degree program mix with student and employer demand, and ensure that all programs ready their graduates to succeed in their careers, in life, and as citizens."

In January 2024, an Academic Working Group (AWG) comprising all six academic deans and a faculty member from each academic college was established. The AWG held regular meetings from January through mid-March 2024 to evaluate 19 low-producing/low-performing programs falling into one of three categories: those which have appeared on the USG's low-producing program list for two or more years, those which have more recently appeared, and those at-risk of soon being added to the list.

The initial criteria used to identify these programs followed the USG's minimum threshold for the average number of degrees awarded each year for the past three years. The three-year average thresholds of degrees conferred per program are as follows:

- Baccalaureate 10 or fewer
- Masters 5 or fewer
- Doctoral 3 or fewer

As part of VSU's work with Ruffalo Noel Levitz (RNL), a higher education enrollment consulting company, the AWG studied these 19 programs by reviewing the results of an academic program analysis. The data points included were a [Word Program Situation Analysis Template](#), an [PDF Academic Program Environmental Scan](#) performed by RNL, and an [PDF Academic Program Demand Survey](#) performed by RNL. The AWG met one to two times per week for approximately two months.

I want to recognize the magnitude of this task and the commitment and advocacy for programs that was shown by the AWG throughout this process. This was hard work, and these recommendations were not easy to make.

The group completed its recommendations on March 22, and on April 8 the following list of nine academic programs was submitted to the USG for deactivation review and approval.

- Bachelor of Arts with Major in French Language and Literature



- Bachelor of Fine Arts with Major in Art Teacher Education
- Bachelor of Science in Education with Major in Special Education
- Bachelor of Science with Major in Applied Mathematics, General
- Bachelor of Science with Major in Physics
- Master of Education with Major in Middle Grades Education
- Master of Arts with Major in History, General
- Master of Arts in Teaching with Major in ESOL
- Clinical Doctorate in Speech Language Pathology

The subject matter content of some of the programs listed will be transitioned to new degree programs or will become concentrations within existing programs that VSU will continue to offer.

What does this mean for students?

Once approved by the USG, current students majoring in these programs will remain enrolled through a plan to teach out these degrees to ensure that all students in any affected program graduate or successfully transition to an alternate program within the university. Beginning in fall 2024, new students will not be admitted to these programs. A separate email will be sent to all current students notifying them of these changes.

What does this mean for faculty?

Faculty in the programs recommended for deactivation have all been notified and will be partnering with their deans and department heads on teach out plans and the creation of some new tracks and/or degree programs.

While acknowledging the significance of this decision, it is important to remember that change is sometimes an essential catalyst for growth and that our primary goal remains the same: to provide a high-quality education that prepares our students for success in their chosen fields and in life. Furthermore, we are confident that expanding high-demand degree programs and creating new ones that better align with student interest and regional demand are essential to the long-term success of VSU.

Your dedication and contributions are deeply valued and appreciated. I am confident in our ability to adapt and thrive in the face of change and embrace this moment as an opportunity to chart a course toward an even brighter and more impactful future for VSU.



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2. Others Types of Degrees [Definitions and Practices](#) | [Combination Degree](#) | [Dual Degree](#) | [Accelerated Degree](#) |
3. Parts of Degree Programs [Minor](#) | [Concentration](#) | [Track](#) | [Option](#) | [Certificate](#) | [Certification/Endorsement](#) |
4. Other Options Not Yet Defined at VSU [Dual Academic Award](#) | [Joint Academic Award](#) | [Badges and Microcredentials](#) |
5. Summary of Credentials as Indicated on Transcript and Diploma
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7. Revision History
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1. Types of Degree Programs

Degree (must be approved by USG and listed on the [Degrees and Majors Authorized website](#)): The degree indicates the level of education that students are pursuing or have completed. The USG [mission statement for comprehensive institutions](#) guides VSU's offerings:

"Comprehensive Universities, which offer a number of undergraduate and master's-level programs with some doctoral programs. Typically, associate-level degrees are not offered at comprehensive universities. Master programs at comprehensive universities are characterized as master's-dominant. While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is heavier at comprehensive universities than state universities or state colleges, but not emphasized as heavily as research universities."

Valdosta State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor's, master's, educational specialist, and applied doctoral degrees. Currently, this includes the Associate of Arts (Core IMPACTS and Field of Study), Associate of Science in Engineering Studies, Associate of Applied Science in Dental Hygiene (with Wiregrass Georgia Technical College), Bachelor of Arts, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Education, Bachelor of Science in Exercise Physiology, Bachelor of Science in Nursing, Master of Arts, Master of Accountancy, Master of Business Administration, Master of Education, Master of Social Work, Master of Library and Information Science, Master of Music, Master of Public Administration, Master of Science, Master of Arts in Teaching, Specialist in Education, Doctor of Education, Doctor of Public Administration, and Clinical Doctorate in Speech-Language Pathology. The degree and major appear on the transcript and printed diploma.

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Major (must be approved by USG and listed on the [Degrees and Majors Authorized website](#)): A major consists of specified group of courses required for a particular discipline.

[Academic & Student Affairs Handbook §2.3.1](#): “A baccalaureate degree must contain 120 semester hours (exclusive of physical education activity/basic health or orientation course hours that the institution may require). A baccalaureate must require at least 21 semester hours of upper division courses in the major field and at least 39 semester hours of upper division work overall.” Some bachelor’s degree programs may require more than 120 hours, but a special request must be forwarded to the University System of Georgia for an exception.

Academic & Student Affairs Handbook §2.3.5: “Master’s degrees are established at a maximum of 36 semester hours. In some cases, the master’s degree may require fewer than 36 hours but not contain fewer than 30 semester hours.” A graduate degree must contain a minimum of 30 credit hours toward the major.¹ Some master’s degree programs may require more than 36 hours, but a special request must be forwarded to the University System of Georgia for an exception. The degree and major appear on the transcript and printed diploma. Other terminology used for major: program, academic program, program of study, course of study.

Double Major: A specialized program of study that allows a student to earn one bachelor’s degree with two separate majors. Students follow programs of study for the two areas, often within the same academic college. The student’s courseload may be more rigorous and additional credit hours are required. For example, a BA with a double major in English and history, or BBA with a double major in Accounting and Finance. Commonly accepted practices in higher education require a double major to complete around 150-160 credit hours.

2. Other Types of Degrees

Other types of degrees are designed to allow students to complete a degree or degrees in a slightly reduced time frame. These types of degrees may include a combination degree, a dual degree, or an accelerated program. These types of degrees need to adhere to the definitions and practices below:

Definitions and Practices

Double Counted Credits (or Shared Credits): Double counted credits may be used to allow a student to complete requirements in more than one degree program for fewer credit hours than would normally be required for two independently pursued degree programs. The courses and number allowed for double counting are preselected to ensure that there is no loss of integrity, quality, or coherence between the two degrees. Academic programs using double counted credits must provide a written justification to include:

¹ <https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf> p. 18

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- purpose and benefits,
- evidence that the integrity and quality of each program is not compromised or reduced (no loss of fidelity),
- program admission requirements and eligibility,
- how students can meet the student learning outcomes of both programs, and
- a coherent course of study.

This justification must accompany the proposal and curriculum forms which are submitted through the governance process. The Academic Committee and, if applicable, Graduate Executive Committee, are charged to review the justifications with final approval by the Provost and Vice President for Academic Affairs.

The following commonly accepted practices in higher education and restrictions apply when using double counted credits:

- Graduate credit hours completed at another institution for which a degree was awarded by that institution cannot be double counted toward another VSU graduate degree. Also see [Transfer Credit policies in the Academic Catalog](#).
- Undergraduate credit hours may not be counted toward the graduate degree.
- Master's level credit hours may not be counted toward doctoral level.

Any waivers to the above guidelines should follow the normal approval process and should detail how integrity, quality, and coherence of each program are preserved.

Combination Degree (or Combined Degree Program): A specialized program of study that allows a student to pursue more than one degree from an overlapping course of study. These types of programs are predetermined and often allow for a shorter time to complete due to sharing some coursework between the degree programs. This is feasible by double counting, or sharing credits. At VSU, these programs may be at the undergraduate or graduate levels. For example, a BA in English and a BEd in Secondary Education could record content courses in one degree which may count as elective courses in the other degree. Students often begin their studies with the intent of finishing both degrees, and it requires prescriptive advising.

For combined degrees at the baccalaureate level, both undergraduate degrees should total around 150-160 credit hours. For combined degrees at the graduate level, a maximum of 9 credits may be double counted, or shared, between combination degrees but the overall total for both degrees should meet or exceed 60 unduplicated credits. For example, a student may complete two master's programs (which normally total 30 or more credits each) in 51 credits. Accelerated Degree Programs, defined below, are a type of combination degree.

Institutional Dual Degree: A specialized program of study that allows a student to earn two separate degrees concurrently, typically from different colleges or disciplines within the university. Students follow programs of study for two distinct areas. For example, a BS in Chemistry and a BBA in Marketing. Completing both degrees requires additional credit hours



and requires more semesters of study. A dual degree differs from a combination degree because dual degrees do not allow for double counting of credits. Students must complete the requirements for each major as listed in the catalog, but there may be flexibility in applying the general electives toward both degrees. Commonly accepted practices in higher education require a dual degree that results in two bachelor's degrees to total 150-180 credit hours, and a dual degree that results in two master's degrees to total 60 credits hours.

Accelerated Degree Program (or Accelerated Program/Track/Option or "4+1"): An academically qualified student may, after recommendation by department faculty and approved by the VSU Graduate School, enroll in a limited number of graduate level courses which can be dual counted for both a bachelor's degree and a master's degree. These programs allow students to complete two degrees in up to 30% less time than if pursued separately in sequence. VSU offers accelerated programs in the following: BA to MA Sociology, BS to MS Biology, BA Political Science to MPA, BA Spanish to MAT World Languages, BS to MS Criminal Justice, BS Organizational Leadership to MPA, BBA to MBA, BBA Accounting to MAcc. Each accelerated degree program has eligibility criteria listed in the VSU Catalog.

A maximum of **9** credit hours of graduate coursework may be double counted toward an undergraduate degree and a graduate degree for those master's programs requiring **30-35** credits. A maximum of **12** credit hours of graduate coursework may be double counted toward an undergraduate degree and a graduate degree for those master's programs requiring **36+** credits. The result should be at least 120 credit hours counted toward the undergraduate degree and at least 30 credit hours counted toward the graduate degree.

3. Parts of Degree Programs

Minor: A minor is a set of courses within a major area of study, or a separate, distinct thematic area of study. [Academic & Student Affairs Handbook §2.3.1](#): "A minor must contain 15 to 18 semester hours of coursework with at least 9 hours of upper-division coursework." General education courses cannot be counted toward the minor. A minor cannot be earned independently of a bachelor's degree. A student cannot declare a major and minor in the same discipline. A minor appears on the transcript but not on the printed diploma.

Concentration: A concentration is a group of courses representing a specialized area of study within a major and should account for at least 30% of the major requirements. Students can select a particular interest, and there should be enough unique courses to distinguish it from any other concentrations. Some concentrations may have special requirements for a final capstone, internship, or residence experience. For example, at VSU, the Bachelor of Arts with a major in English currently has two concentrations: (1) Literature and Creative Writing, or (2) Professional Practices. The Master of Arts in Teaching with a major in Foreign Language Education has two concentrations: (1) Spanish, or (2) French. Regardless of the descriptive term (specialty, emphasis, focus area, concentration) used in the academic catalog, in Banner, they



are coded as concentrations. A concentration can appear on the student's transcript, but it must be manually entered by the Registrar's Office and is not an automatic process. Even if a group of courses is designated as a concentration in the catalog, it does not appear on the printed diploma.

Track: A track typically indicates there are two (or more) relatively independent paths of study within a single program (major) that may lead to a certain profession or field of research. Tracks may have a common core at the beginning but then students pursue different courses to satisfy their graduation requirements. A common use of tracks is to prepare students who are planning to attend graduate school versus those who will go directly to work/industry. Although the term track may be used in the academic catalog, in Banner, tracks are coded as concentrations. For example, at VSU, the Master of Education with a major in Educational Leadership has two distinct tracks, one for Higher Education and one for P-12 School Leadership which have separate learning outcomes and required courses. The Bachelor of Fine Arts with a major in Communications has two tracks: one in Organizational/Interpersonal Communication and one in Public Relations. It is possible to have concentrations within tracks. Even if a group of courses is designated as a track in the catalog, it does not appear on the printed diploma.

Option: An option is a type of alternative track of courses within a major. For example, at VSU, the Master of Arts with a major in English has a thesis option or non-thesis option as the culminating experience for the degree. Both options are available to students who are pursuing either of the concentrations offered in the degree. Although the term option may be used in the academic catalog, in Banner, options are coded as concentrations. Although slight differences exist, at VSU, the term option is used interchangeably for track. Even if an option is designated in the catalog, it does not appear on the printed diploma. An option does not appear on the transcript.

Certificate: VSU follows the USG definitions of certificates as listed below. Some certificates are listed on the [Degrees and Majors Authorized website](#) which means students can apply as a non-degree seeking student and earn the listed certificate. Non-degree seeking students are not eligible for financial aid. VSU does offer many internal certificates that are not listed on the Degrees and Majors authorized website, but students can complete as part of their degree. The [Academic & Student Affairs Handbook §2.3.8](#) states, "Embedded certificates, those certificates that are only awarded to a student upon completion of a degree and are a self-contained set of courses embedded in a major or stand-alone degree, do not require notification and are not listed separately on the Degrees and Majors inventory." These certificates are manually entered by the Registrar's Office on the transcript if requested by the awarding department, but they do not appear on the printed diploma.



USG guidelines state the following:² University System of Georgia institutions offer a variety of certificate programs. Many of these certificates are not associated with degrees, but are a prescribed program of study at the postsecondary educational level. The following guidelines are provided to assist institutions with the development of certificate programs.

- Certificates proposed and offered by an institution should be consistent with the mission of the institution.
- Certificates shall be consistent with degree programs offered by the institution.
- The institution offering the certificate will maintain enrollment and completion data as part of the students' record.
- Certificates should be 9 or more semester-credit hours, but no more than 59 semester-credit hours.
- Certificates require that students meet the admission requirements of the institution and that the courses offered will not exceed the level of courses offered by the institution (e.g., a two-year institution may not award a graduate certificate).

The definitions listed below describe types of certificate programs in the USG. These definitions are the same as those used in reporting data to the federal government. In the definitions, pre-baccalaureate (undergraduate), post-baccalaureate (graduate), post-master's, and post-first professional, refer to the level of courses in the curriculum, not the qualifications or background of the student.

- **Pre-Baccalaureate (Undergraduate) Certificates**
 - Fewer than 30 semester credit hours (less than one year). The degree acronym is CER0.
 - From 30 to 59 semester credit hours (at least one year, but less than two). The degree acronym is CER1.
- **Post-Baccalaureate (Graduate) Certificates**
 - Post-Baccalaureate Certificate – a certificate beyond the bachelor's degree that does not meet the requirements for a master's degree. The degree acronym is CERG.
 - Post-Master's Certificate – a certificate beyond the master's degree that does not meet the requirements for a doctoral degree. The degree acronym is CERM.
 - Post-First Professional Certificate – a certificate beyond the first professional degree. The degree acronym is CERP.

Certification/Endorsement: A certification or endorsement refers to non-degree programs approved by the Georgia Professional Standards Commission (GaPSC). They consist of a set of discipline-specific courses that, upon satisfactory completion, make a student eligible to teach in new content area or earn a teaching certificate upgrade. Examples offered by the Dewar College of Education and Human Services include Gifted Endorsement, Reading Endorsement, K-5 Science, K-5 Mathematics, and School Library Media Certification. Students enrolled only

² https://www.usg.edu/academic_programs/changes/certificates_guidelines



for the endorsement are coded as non-degree seeking. A certification or endorsement does not result in the awarding of a credential on the transcript or a printed diploma, but students could complete the necessary courses for an endorsement as part of a degree program. For example, the Master of Education with a major in Instructional Technology has a concentration in P-12 School Library Media.

4. Other Options Not Yet Defined at VSU

The below definitions are provided by USG and SACSCOC; however, these pathways are not currently used at VSU. Potential for future collaboration exists.

Dual Academic Award: “An agreement by two or more institutions to grant dual academic awards is one whereby students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature.” Although VSU participates in several collaborative academic arrangements, such as WebMBA, eLanguages, and GOML, the student’s home institution awards one degree. Future arrangements must be approved by USG and SACSCOC. [See [SACSCOC Policy Statement on Joint and Dual Academic Awards](#)]

Joint Academic Award: “An agreement by two or more institutions to grant a joint academic award is one whereby students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions.” VSU currently does not participate in any collaborations or arrangements of this type. Future arrangements must be approved by USG and SACSCOC. [See [SACSCOC Policy Statement on Joint and Dual Academic Awards](#)]

Badges and Microcredentials: VSU does not currently offer any at this time. Were VSU to add any of these, they would probably be treated as a concentration or embedded certificate.

5. Summary of Credentials as Indicated on Transcript and Diploma

	On Transcript?	On Diploma?	Designated in Banner?
Degree	Yes	Yes	Yes
Major	Yes	Yes	Yes
Double Major	Yes	Yes	Yes
Combination Degree	Yes	Yes	Yes
Dual Degree	Yes	Yes	No
Accelerated Degree	Yes	Yes	No
Minor	Yes	No	Yes, if declared by student
Concentration	Yes, if requested	No	Yes, if informed by department

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	On Transcript?	On Diploma?	Designated in Banner?
Track	Yes, if requested	No	Yes, if informed by department
Option	Yes, if requested	No	Yes, if informed by department
Certificate	Yes, if requested	No	No
Certification/Endorsement	No	No	No
Badges and Microcredentials	TBD	No	TBD

6. Guiding Resources

SACSCOC [Resource Manual for the Principles of Accreditation](#), specifically:

- Standard 9.1: Program Content
- Standard 9.2: Program Length
- Standard 9.6: Post-Baccalaureate Rigor and Curriculum
- Standard 9.7: Program Requirements
- Standard 10.7: Policies for Awarding Credit
- Standard 10.8: Evaluating and Awarding Academic Credit
- Standard 10.9: Cooperative Academic Arrangements

[SACSCOC Quality and Integrity of Educational Credentials Policy Statement](#)

[SACSCOC Credit Hours Policy Statement](#)

[SACSCOC Three-Year Baccalaureate Degree Programs Position Statement](#)

[VSU Determination of Credit Hours for Courses Policy](#)

7. Revision History

Prepared by: Academic Affairs: March 22, 2024 (1st), August 15, 2024 (2nd)

Stakeholder review Registrar's Office: March 25, 2024 (1st)

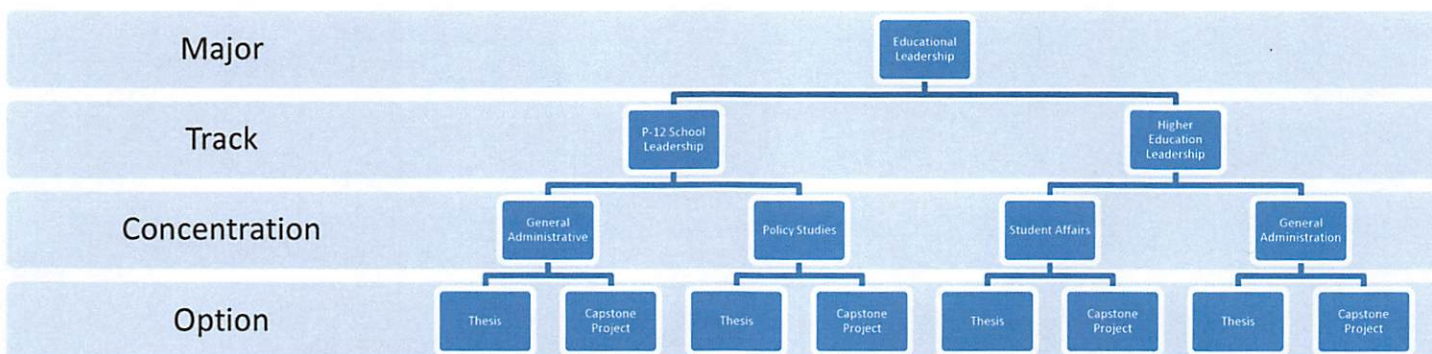
Stakeholder review Deans' Council: April 10, 2024 (1st)

Stakeholder review Council of Department Heads: April 30, 2024 (1st)

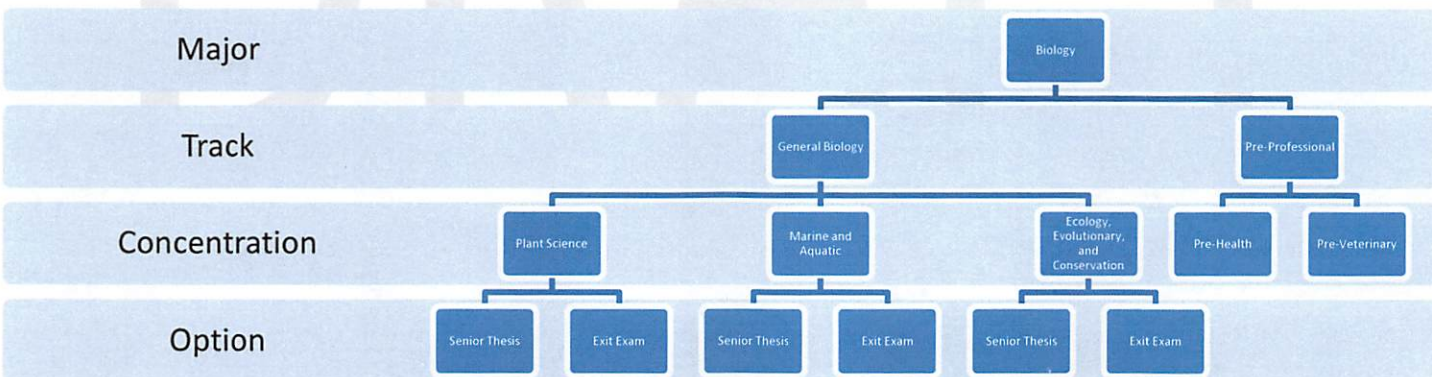


8. Appendix

Example 1



Example 2



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