

# **VALDOSTA STATE UNIVERSITY**

**ACADEMIC COMMITTEE PACKET**

**ACADEMIC COMMITTEE**

**MONDAY,  
November 14, 2016**

**2:30 p.m.**

**Rose Room  
University Center**

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

ACADEMIC COMMITTEE  
AGENDA  
November 14, 2016

1. Minutes of the October 17, 2016 meeting. (pages 1-3) were approved by email October 20, 2016.
2. **HONORS COLLEGE**
  - a. Revised Admission requirement for the Honors College and Certificate (pages 4-6)
  - b. Revised course description HONS 1990 (pages 7-9)
3. **COLLEGE OF ARTS AND SCIENCES**
  - a. New course ENGR 4800 (pages 10-15)
  - b. Revised course description POLS 3400 (pages 16-18)
  - c. Revised course title, prerequisites, and description POLS 4442 (pages 19-21)
4. **COLLEGE OF BUSINESS**
  - a. Revised course number, title, and prerequisite ECON 4000 (pages 22-24) Deactivation ECON 3000
  - b. Revised Senior College Curriculum – BBA in Economics (pages 25-26)
  - c. Revised catalogue copy for the BBA in Economics (pages 27-29)
5. **COLLEGE OF THE ARTS**
  - a. Reactivation of MUSC 7750 (page 30)
  - b. New course COMM 4911 (pages 31-34)
  - c. New course COMM 4912 (pages 35-38)
  - d. Revised requirements for the minor in Communication (pages 39-40)
  - e. Revised requirements for the BFA in Communication – new concentration Public Relations (pages 41-44)
  - f. Revised catalogue copy for the Department of Communication Arts (pages 45-47)
  - g. Revised prerequisites for THEA 3760 (pages 48-49)
  - h. Revised prerequisites for THEA 3770 (pages 50-51)
  - i. Revised prerequisites for THEA 3780 (pages 52-53)
  - j. New Course THEA 3785 (pages 54-60)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. Revised catalogue copy for the Department of Early Childhood and Special Education (pages 61-65)
  - b. Revised requirements for the EDD in Adult and Career Education (pages 66-67)
  - c. New course ACED 9450 (pages 68-76)
  - d. Deactivation of the BSED in Special Education – Track Early Childhood Spec Edu Gen Curriculum (pages 77-78)
  - e. New minor in Coaching (pages 79-80)
  - f. Revised catalogue copy Department of Kinesiology and Physical Education (pages 81-83)
  - g. New minor in Health and Physical Education (pages 84-85)
  - h. Revised catalogue copy Department of Kinesiology and Physical Education (pages 86-88)
  - i. New course CHPE 3101 (pages 89-97)
  - j. New course CHPE 3141 (pages 98-105)
  - k. New course CHPE 3150 (pages 106-112)
  - l. New course CHPE 3200 (pages 113-120)
  - m. New course CHPE 3301 (pages 121-130)
  - n. New course CHPE 3411 (pages 131-139)
  - o. New course CHPE 3420 (pages 140-147)
  - p. New course CHPE 3450 (pages 148-154)
  - q. New course CHPE 3770 (pages 155-163)
  - r. New course CHPE 4100 (pages 164-171)
  - s. New course CHPE 4110 (pages 172-180)
  - t. New course CHPE 4220 (pages 181-188)
  - u. Revised prerequisite and description KSPE 3101 (pages 189-197)
  - v. Revised prerequisite and description KSPE 3141 (pages 198-205)
  - w. Revised prerequisite and description KSPE 3200 (pages 206-213)
  - x. Revised prerequisite and description KSPE 3301 (pages 214-222)
  - y. Revised prerequisite and description KSPE 3411 (pages 223-231)
  - z. Revised prerequisite and description KSPE 3420 (pages 232-240)
  - aa. Revised prerequisite and description KSPE 3450 (pages 241-247)
  - bb. Revised prerequisite and description KSPE 4220 (pages 248-255)
7. **Pending items**
  - a. Revised course CHEM 1010 – USG General Education Council approval
  - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
  - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
  - d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
October 17, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 17, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Bobbie Ticknor, Dr. Gary Futrell, Dr. Patti Campbell, Ms. Sarah Arnett, Dr. Nicole Cox, Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ellis Heath (Proxy for Dr. Ray Elson), Dr. Ellis Heath, Dr. Eugene Asola, Ms. Kwanza Thomas, Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Mr. Craig Hawkins, Dr. Ray Elson, Dr. Lars Leader, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Kristen Johns, Dr. Reynaldo Martinez, Dr. Lai Orenduff, Dr. Leon Pate, Dr. Michael Schmidt, Ms. Teresa Williams, Dr. Sonya Sanderson, and Ms. Sarah Thomas.

The Minutes of the September 12, 2016 meeting were approved by email on September 27, 2016. (pages 1-3).

**A. College of the Arts**

1. Reactivation, MUSIC (MUSC) 4710, "Organ Pedagogy", (ORGAN PEDGOGY – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Spring Semester 2017. (pages 4-5).

**B. College of Nursing and Health Sciences**

1. Revised requirements for Area D and Area F for the BSEP degree was approved effective Fall 2017. (pages 6-11).
2. Revised prerequisites for HSEP 4080, 3050, 3200, 4210, 3650, 4040, 4130, and 4510 was approved effective Fall 2017. (pages 12-16).

**C. College of Business**

1. Revised course title, Finance (FIN) 3360, "Capital Budgeting & Advanced Financial Management", (CAP BUDGET ADV FINCL MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 17-19).
2. Revised course title and pre/co-requisites, Finance (FIN) 4720, "Applied Financial Planning", (APPLIED FINANCIAL PLANNING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2017. (pages 20-22).
3. Revised course title, Finance (FIN) 4760, "Modern Financial Intermediaries & Risk Management", (MOD FINCL INTER & RISK MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 23-25).
4. New course, Finance (FIN) 4360, "Computer Applications in Financial Management", (COMPUTER APPLICATIONS IN FINAN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017 with the description changed to read...of C. An advanced...SAP in financial.... (pages 26-28).

**D. College of Education and Human Services**

1. Revised senior college curriculum for the BAS in Human Capital Performance was approved effective Fall 2017. (pages 29-31).
2. New curriculum MAT in Education – track English to Speakers of Other Languages was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 32-34).
3. Revised curriculum for the EDD in Curriculum and Instruction (Electronic Catalog) was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 35-36).

4. Revised curriculum for the EDD in Curriculum and Instruction was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 37-39).
5. Revised curriculum for the EDD in Leadership was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 40-42).
6. Revised curriculum for the EDD in Leadership (Electronic Catalog) was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 43-44).
7. Reactivation, Research (RSCH) 9999, "Dissertation Research", (DISSERTATION RESEARCH – 1-6 credit hours, 1-6 lecture hours, 0 lab hours, and 1-6 contact hours), was approved effective Spring Semester 2017. (pages 45-50).
8. Revised admission requirements for the Certification Only in Educational Leadership (Electronic Catalog) was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 51-52).
9. Revised admission requirements for the Certification Only in Educational Leadership was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 53-55).
10. Revised admission requirements for the EDS in Educational Leadership – Performance-Based Leadership was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 56-58).
11. Revised admission requirements for the EDS in Educational Leadership – Performance-Based Leadership (Electronic Catalog) was approved effective Fall Semester 2017 with the effective date changed from Spring to Fall 2017. (pages 59-60).

**E. College of Arts and Sciences**

1. New course, English (ENGL) 8950, "MAESLAT Comprehensive Exam Reading Hours", (MAESLAT COMPREHENSIVE EXAM – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Spring Semester 2017. (pages 61-65).
2. New course, History (HIST) 5260, "Saints and Society in the Middle Ages", (SAINTS SOCIETY MIDDLE AGES - FAMILIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 66-77).
3. Revised admission deadlines for the MAT in History was approved effective Fall Semester 2017 with the effective term changed from Spring to Fall 2017. (pages 78-79).
4. Revised prerequisite, Criminal Justice (CRJU) 3300, "Criminal Law", (CRIMINAL LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 80-82).
5. Revised prerequisite, Criminal Justice (CRJU) 3310, "Criminal Procedure", (CRIMINAL PROCEDURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 83-85).
6. Revised prerequisite, Criminal Justice (CRJU) 3401, "Criminal Justice Data Analysis", (CRIMINAL JUSTICE DATA ANALYSIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 86-88).
7. Revised prerequisite, Criminal Justice (CRJU) 3402, "Criminal Justice Research Methods", (CRIMINAL JUSTICE RESEARCH METH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 89-91).
8. Revised prerequisite, Criminal Justice (CRJU) 3600, "Criminology", (CRIMINOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 92-94).
9. Revised prerequisite, Criminal Justice (CRJU) 3700, "Ethics in Criminal Justice", (ETHICS IN CRIMINAL JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 95-97).
10. Revised prerequisite, Criminal Justice (CRJU) 4100, "Seminar in Law Enforcement", (SEMINAR IN LAW ENFORCEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring

Semester 2017. (pages 98-100).

11. Revised prerequisite, Criminal Justice (CRJU) 4200, "Seminar in Corrections", (SEMINAR IN CORRECTIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 101-103).
12. Revised prerequisite, Criminal Justice (CRJU) 4400, "Seminar in Juvenile Justice", (SEMINAR IN JUVENILE JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 104-106).
13. Revised prerequisite, Criminal Justice (CRJU) 4800, "Seminar in Criminal Justice", (SEMINAR IN CRIMINAL JUSTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2017. (pages 107-109).

Respectfully submitted,

Stanley Jones  
Registrar

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:**

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

**Degree and Program Name: University Honors College**

**Present Requirements:** Admission into the Honors College is based on a composite score. The composite is factored using SAT or ACT scores, high school GPA, and a writing sample from the Honors application. The minimum requirements for acceptance are SAT 1170 (CR + M) or ACT composite of 26 or higher; high school GPA of 3.3. Current students who achieve a 3.2 GPA or better may be considered. For students who do not meet the SAT/ACT minimum requirement, provisional acceptance into the Honors College may be granted to students meeting the high school GPA requirement with an acceptable writing sample. Provisionally accepted students must maintain a GPA of at least 3.3 in their first year of courses in order to gain full admission to the College.

Requirements for Graduation with the Certificate in University Honors

- 24-28 hours in the Honors Curriculum as designated below
- 3.3 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

**Proposed Requirements:** (highlight changes after printing) Admission into the Honors College is based on the following criteria: high school GPA, SAT/ACT scores, an application essay, and a letter of recommendation from a teacher or academic advisor. All applicants are expected to have a minimum high school GPA of 3.5, but provisional acceptance may be granted to students with a lower GPA who show special promise. Current VSU students who achieve a 3.5 GPA or better may be considered.

Requirements for Graduation with the Certificate in University Honors

- 24-28 hours in the Honors Curriculum as designated below
- 3.5 or higher cumulative GPA, and a 3.0 or higher GPA in Honors curriculum courses. Students failing to meet the GPA requirement will have a one-semester probation period to continue their enrollment in the Honors College.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field The changes in admission standards are in line with our institutional peers and Honors programs.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Honors advisory committee approval and recommendation. Also, the average Honors GPA is about the 3.5 minimum.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Honors requires a portfolio from each student for program assessment. The Honors College also assesses the introductory seminar and Honors Option Contract courses as part of the IEP/R process.**

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

**Data Sources:**

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

<b><u>Approvals:</u></b>	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s): <i>M. Savors</i>	Date: <i>10-20-16</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



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

**Date of Submission:** 08/01/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Honors College

**Faculty Member Requesting Revision:**  
Mike Savoie

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
HONS 1990

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites:  
Course Description: HONS 1990. Honors Introductory Seminar. 2 Hours.  
Prerequisite: Admission to the Honors Program. A seminar, usually with an interdisciplinary focus, designed for students entering the Honors Program. Covers acculturation into the Honors Program, along with exposure to methods of inquiry, modeling behavior, and resources of the university community.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites:  
Course Description: HONS 1990. Honors Introductory Seminar. 2 Hours.  
Prerequisite: Admission to the Honors Program. An interdisciplinary seminar, designed for students entering the Honors College. In the course, Honors students learn the foundations of honors, explore methods of critical inquiry, participate in academic discussions, and create presentations.

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
Fall and Spring

**Indicate if Course will be :**     Requirement for Major     Elective

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

- Improving student learning outcomes:
1. Students will demonstrate an understanding of inquiry and research methodologies.
  2. Students will practice collaborative learning and academic discourse.
  3. Students will demonstrate an understanding of interdisciplinary perspectives.
  4. Students will create an academic presentations.
  5. Students will create and organize substantive artifacts for a portfolio.

Adopting current best practice(s) in field: In an internal review with an ad hoc committee, it was determined that the course description and course outcomes needed to be revised. Exit surveys from students also support the revision.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** We will assess course effectiveness by examining student portfolio artifacts and student presentations and by analyzing students' oral or written work for evidence that they understand the foundations of Honors.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head:	Date:
Dean/Director: <i>A. Savord</i>	Date: <i>10-20-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 20, 2016

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 06/28/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
Physics/Engineering Studies (PAGE)

**Faculty Member Requesting:**  
Barry Hojjatie

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ENGR 4800

**Proposed New Course Title:**  
Engineering Internship  
  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Engineering Internship

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
Spring, Summer, and Fall terms every year

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** N/A

**Lab Hours:** N/A

**Credit Hours:** 3-9

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MATH 2261, Co-requisite PHYS 2211, a minimum GPA of 2.5, and permission of the internship coordinator. Graded "Satisfactory" or "Unsatisfactory" Active participation in supervised research or applied engineering project. Credit hours are agreed by the engineering internship coordinator and are based on the project. A daily log of activities, a report on work done and experience gained or a research paper related to the project performed are required.

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

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

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: <i>Edward E Chatelein</i>	Date: <i>10/14/16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/14/16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/14/16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## ENGR 4800, (Spring 2017)

### Course Title: Engineering Internship

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**Prerequisite:** MATH 2261, Co-requisite PHYS 2211, and a minimum GPA of 2.5.

**Text:** None, References:

1. Vector Mechanics for Engineers, Statics, Beer, Johnston & Eisenberg, Eight Ed, McGraw-Hill,
2. Mechanics of Materials, by Beer, Johnston, DeWolf, and Mazurek, Fifth Edition, McGraw-Hill,
3. Fundamentals of Thermodynamics, Six Edition, Sonntag, Borgnakke, and Van Wylen.
4. Fundamental of Engineering Thermodynamics by M. J. Moran and H. N. Shapiro (5<sup>th</sup> Ed),
5. Instructor notes and other references, related web sites search by student,

**Lecture Times:** This is an internship course to provide a practical work experience related to various fields of engineering and connect fundamentals of engineering principles to real-world applications and there is no formal lecture, however, students will meet with the internship coordinator periodically during the semester.

**Instructor/internship Coordinator:** Dr. Barry Hojjatie, Phone: (229) 333-5753, Office: 2011/2023 Nevins Hall. Email: [bhojjati@valdosta.edu](mailto:bhojjati@valdosta.edu) Office hrs: By appointment.

**Catalog Description of the Course:** Graded "Satisfactory" or "Unsatisfactory". Active participation in supervised research or applied engineering project. Credit hours are agreed by the engineering internship coordinator and are based on the project. A daily log of activities, a report on work done and experience gained or a research paper related to the project performed are required.

#### **Catalog Guidelines for Granting Academic Credit for Participation in Internship Programs**

Students who take part in an internship program under any of the various internship courses offered at Valdosta State University derive benefits of a diverse nature from their participation. Some of the benefits inherent in an internship are of an academic nature, and even the non-academic benefits of practical experience may well justify participation in an internship program.

By awarding academic credit for enrollment in an internship program, VSU formally recognizes the academic benefits of the program. The University grants semester hours of academic credit to students involved in internships, the number of hours depending upon the specific departmental internship course in which the student enrolls.

The guidelines that follow have the purpose of allowing maximum flexibility within any given internship program and, at the same time, of requiring the careful thought and work by the participants that will make their internship experience academically significant.

1. **Acceptable Programs.** In order to receive academic credit for an internship program, students must be enrolled in an established internship course offered by an academic department of Valdosta State University.
2. **Supervision.** All interns will be assigned a faculty supervisor from the academic department in whose internship course they enroll. Supervisors will accept direct responsibility for each intern under their supervision. Faculty supervisors will carefully work out in advance all individual internship programs according to these general guidelines and college or departmental guidelines and shall specify academic requirements. The actual work experience supervision will be by the project directors of the various internship programs.

### 3. Academic Credit

- a. Each department that desires to offer internship opportunities will establish an internship course, with the approval of departmental faculty, appropriate executive committee(s), and the Academic Committee, carrying credit of 3, 6, or 9 semester hours or variable credit up to 12 hours in increments of three hours.
- b. Internship courses not required as part of the major will be counted as elective credit.
- c. The number of credit hours to be granted for a particular internship experience will be determined in advance with the intern in keeping with the guidelines pertaining to credit hours as set forth below.
- d. Academic credit will be granted on a satisfactory/unsatisfactory basis.

### 4. Guidelines for Granting Academic Credit

- a. For academic credit of **three semester hours**, the internship will involve, at the minimum:
  - i. Work in an area directly or indirectly related to the major field of study.
  - ii. Ten (10) hours of service each week.
  - iii. A daily log of activities.
  - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
- b. For academic credit of **six semester hours**, the internship program will involve, at the minimum:
  - i. Work in an area directly or indirectly related to the major field of study.
  - ii. Twenty (20) hours of service each week.
  - iii. A daily log of activities.
  - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the internship.
  - v. A research paper in an area appropriate to the major and bearing on some aspect of the internship program.
- c. For academic credit of **nine semester hours or more**, the internship program will involve, at the minimum:
  - i. Work in an area directly related to the major field of study. The program should provide an opportunity for direct application of the knowledge gained in the classroom in the major field of study.
  - ii. A daily log of activities.
  - iii. Thirty (30) hours of service each week.
  - iv. A report on the internship experience, relating it to the major field of study. The report will be made after completion of the program.
  - v. A research paper or assessment in an area appropriate to the major and bearing on some aspect of the internship program.
  - vi. Academic credit of 12 semester hours will be granted for 40 hours of approved service per week.



**Outcomes:** Students will demonstrate knowledge of scientific and mathematical principles related to the course subjects, will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials provided in the course. (Items 5 and 6 in VSU general Educational Outcome). Also the students will be able to apply scientific and mathematical principles to solve engineering problems related to the subject (item 4 in the catalog related to Education Outcome in Engineering). Upon successful completion of this course, the student should be able to: learn how to do an independent study related to his/her assigned project in engineering/physics.

**Course Content/Policy:** You are required to create a daily log of your activities. The research topic should be related to your intended field of engineering and you are expected to take initiative in finding related resources and making efforts to understand the engineering fundamentals related to your project. You are expected to do a general literature review of technical materials related to the subject of your project. Also, it is expected that you present your project at the VSU Symposium or to your advisor. **Academic Honesty:** All work that you turn in for grade/credit must be your own (unless you have been instructed to do otherwise). When using other resources such as internet, other published materials, or communication with others, you should provide citations and references. Everyone that contributes to your work should be given appropriate recognition for his/her contribution and you should not try to take credit for work of others.

**Tests:** Although there is no final exam in this course, however, you are expected to prepare progress report or show your progress in the course to the instructor on a weekly basis. Also, you are expected to prepare a final report and an abstract for the VSU Undergraduate Symposium or the Georgia Academy of Science and present your work as a poster or an oral presentation. Your final grades will be based on your demonstration of your in depth knowledge about the project topic, progress reports, final report, amount of graphical or other presentation materials that you created on your (not copying from others) and your presentations. If your written reports or other materials that you are expected to submit are not accurate, late, not readable, or too messy, it may adversely affect your final grade.

**Final Report:** Your final report should be related to the activities that you have done during the internship. It should consist of the following sections:

1. Introduction and motivation of the project
2. A literature review based on an internet search that contains technical materials related to your project
3. Methods and procedures
4. Results that should include graphical and tabular data and appropriate description
5. Conclusion

**Grades:** The final grade that will be reported for this course "Satisfactory" (S) , or "Unsatisfactory" (U); however, "S" or "U" will be based on the following quantitative evaluation of your performance:

- Attendance in work place and schedule meetings: 10%,
- A daily log of your activities: 10%,
- Providing weekly or biweekly progress report to the internship coordinator: 20%,
- Final Report: 30%,
- Preparing presentation materials and giving a quality presentation at an appropriate research meeting or conference (e.g., VSU Symposium): 20%,
- Demonstration of in-depth knowledge of the subject and answering related technical questions asked by the internship coordinator at the end of the project: 10%

OCT 29 2015

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Date of Submission:** 4/15/2015 (mm/dd/yyyy)

**Department Initiating Revision:**  
Political Science

**Faculty Member Requesting Revision:**  
Dr. Carol M. Glen

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
POLS 3400, International Politics

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: POLS 3400  
Credit Hours: 3  
Course Title: International Politics  
Pre-requisites:None  
Course Description: A study of key concepts of international politics. Examines the evolution of the contemporary international system and conflict and cooperation among nation-states.

**Requested:**  
Course Prefix and Number: POLS 3400  
Credit Hours: 3  
Course Title: International Relations  
Pre-requisites:None  
Course Description: A study of key concepts of international relations. Examines the evolution of the contemporary international system and conflict and cooperation among nation-states.

**Semester/Year to be Effective:**

**Estimated Frequency of Course Offering:**

**Indicate if Course will be :**     Requirement for Major     Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: The title International Relations is consistent with the most common practice in the field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

**Plans for assessing the effectiveness of the course: Course assessments**

Approvals:	
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/18/14</i>
Dept. Head: <i>[Signature]</i>	Date: <i>9/18/16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/18/14</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 27, 2016

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037 20 2016

<b>Request for a Revised Course</b> Valdosta State University <b>OFFICE OF THE REGISTRAR</b> <small>VALDOSTA STATE UNIVERSITY</small>	
<b>Date of Submission:</b> 4/15/2015 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> Political Science	<b>Faculty Member Requesting Revision:</b> Dr. Carol M. Glen
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) POLS 4442, Model UN II	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: POLS 4442 Credit Hours: 3 Course Title: Model UN II Pre-requisites: POLS 4440 Model UN I Course Description: Prerequisite: POLS 4440. Supervised study of the UN, including all aspects of organizing a Model UN conference on campus and participating in the National Model U.N. Conference. The course may be taken three times for credit.	<b>Requested:</b> Course Prefix and Number: POLS 4442 Credit Hours: 3 Course Title: Model UN II: Negotiation and Diplomacy Pre-requisites: None Course Description: Supervised study of the UN, including all aspects of organizing a Model U.N. conference on campus, and participating in a Model UN conference. The course also introduces students to the theories, processes, and skills required for successful negotiation. The course may be taken twice for credit, with no more than 3 credit hours applicable to the major.
<b>Semester/Year to be Effective:</b> Fall 2015	<b>Estimated Frequency of Course Offering:</b> Once per year
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective	
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:	

Other: In addition to specific Model UN activities, the course now focusses on developing negotiation skills. This makes the course suitable for students who do not have Model UN experience, as well as those who do.

**Plans for assessing the effectiveness of the course:** Course assessments

Approvals:	
College/Division Exec. Comm.: <i>Lonnie Richards</i>	Date: <i>10/18/16</i>
Dept. Head: <del>_____</del>	Date: <i>9/30/16</i>
Dean/Director: <i>Lonnie Richards</i>	Date: <i>10/18/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: September 27, 2016

OCT 27 2016

**REQUEST FOR A REVISED COURSE**

Valdosta State University

OFFICE OF THE REGISTRAR

**Date of Submission:** 9/14/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY

**Department Initiating Revision:**  
Economics & Finance

**Faculty Member Requesting Revision:**  
Attila Cseh

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECON 3000 - Research and Analytical Methods in Economics

**List Current and Requested Revisions:** (only fill in items needing to be changed)

**Current:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** ECON 3000 Research and Analytical Methods in Economics  
**Prerequisites:** ECON 2105, ECON 2106, and either BUSA 2100 or MATH 2620  
**Co-requisites:**  
**Course Description:**

**Requested:**  
**Course Prefix and Number:**  
**Credit Hours:**  
**Course Title:** ECON 4000 Introduction to Econometrics  
**Prerequisites:** ECON 2105, ECON 2106, BUSA 2100 and BUSA 3100  
**Co-requisites:**  
**Course Description:**

**Semester/Year to be Effective:**  
Fall, 2017

**Estimated Frequency of Course Offering:**  
every fall semester

**Indicate if Course will be :**  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: changes are necessary because of the new senior curriculum at LCOBA, which was enacted in Fall 2016.

**Source of Data to Support Suggested Change:**

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



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

**Data Sources:**

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

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

<b>Approvals:</b>	
Dept. Head: <i>F. Folel</i>	Date: <i>10/12/16</i>
College/Division Exec. Comm.: <i>Sanjay G</i>	Date: <i>10/12/16</i>
Dean/Director: <i>W. W. [Signature]</i>	Date: <i>10/12/16</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OCT 27 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum
- Other Curriculum

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:  
(Month/Year): 8/17

Degree & Program Name:  
(e.g., BFA, Art): BBA with Major in Economics

Present Requirements:

Required Economics Core (2) .....9 hours  
 ECON 3000.....3 hours  
 ECON 4100.....3 hours  
 ECON 4500.....3 hours

Proposed Requirements (Underline changes after printing this form:

Required Economics Core (2) .....9 hours  
 ECON 4000.....3 hours  
 ECON 4100.....3 hours  
 ECON 4500.....3 hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Renumbered core class.

Source of Data to Support Suggested Change:


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

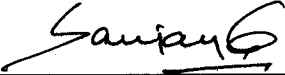
**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

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

**Approvals:**

Department Head:  Date: 10/12/16

College/Division Exec. Committee:  Date: 10/12/16

Dean(s)/Director(s):  Date: 10/12/16

Grad. Exec. Committee:  
(for graduate course) Date:

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

OCT 2 / 2016

**REQUEST FOR A REVISED CATALOGUE COPY**

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

OFFICE OF THE REGISTRAR  
Valdosta State University VALDOSTA STATE UNIVERSITY

**Area of Change:**     Core     Senior     Graduate

<b>Current Catalogue Page Number:</b>	<b>Proposed Effective Date for Revised Catalogue Copy:</b> (new or revised) 8/17
---------------------------------------	--

**Degree and Program Name:** BBA with Major in Economics

<p><b>Present Requirements:</b> ... Required Economics Core (2) .....9 hours ECON 3000..... 3 hours ECON 4100.....3 hours ECON 4500.....3 hours</p>	<p><b>Proposed Requirements:</b> (highlight changes after printing) .... Required Economics Core (2) .....9 hours ECON 4000.....3 hours ECON 4100.....3 hours ECON 4500.....3 hours</p>
---	---

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Renumbering one of the core ECON classes.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

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

<b>Approvals:</b>	
Department Head: <i>[Signature]</i>	Date: 10/12/16
College/Division Exec. Committee: <i>[Signature]</i>	Date: 10/12/16
Dean(s)/Director(s): <i>[Signature]</i>	Date: 10/12/16
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

## Karen Marie Shepard

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**From:** Douglas G Farwell  
**Sent:** Saturday, October 29, 2016 12:31 PM  
**To:** Arthur Blake Pearce; Karen Marie Shepard; Sharon L Gravett  
**Cc:** Lyle M Indergaard  
**Subject:** MUSC 7750

Dean Pearce,

I would like to request this course be reactivated. I believe an email from you to Karen can get it on the next academic meeting agenda like we did with the organ pedagogy.

MUSC 7750 Advanced Vocal Pedagogy. This course has been taught and on the books for a long time. It was listed in the 2014-2015 catalog but removed this year.

I believe this class was lost during conversion and approval of the new MAT courses. We added the new MUE 7750 Advanced Vocal Pedagogy that our MAT choral track students will take, but we also need the old MUSC 7750 for the MMP performance majors. That is part of their required course listing and rather than substitution forms every semester we need to be able to offer that one as well. Though there will be crossover where we offer both at the same time, but we also may need to offer the MMP version at other times. The MMP students are here all year while the MAT students are all out in the schools in the spring semester.

A pedagogy course is required for all performance majors by NASM.

Thanks for helping with this.

Doug

Dr. Doug Farwell, Head, Music Department  
Executive Director, Valdosta Symphony Orchestra  
Professor of Music-Trombone  
Valdosta State University, Valdosta, GA 31698  
229-333-5804, [dfarwell@valdosta.edu](mailto:dfarwell@valdosta.edu)



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REQUEST FOR A NEW COURSE  
Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Date of Submission: 8/24/16 (mm/dd/yyyy)

Department Initiating Request:  
Communication Arts

Faculty Member Requesting:  
Mark Borzi

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
COMM 4911

Proposed New Course Title:  
International Studies I

Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
International Studies I

Semester/Year to be Effective:  
Summer 2017

Estimated Frequency of Course Offering:  
Once per year

Indicate if Course will be :  Requirement for Major  Elective

Lecture Hours: 0

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: A number of programs offer a course for study abroad that can be used as a holding course, which streamlines the registration and administrative tasks associated with studies abroad. Students are enrolled in one course and then course substitution forms would be used to show the equivalence of the content.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student, faculty, and administrator surveys.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student and faculty feedback from study abroad

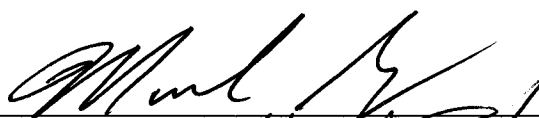

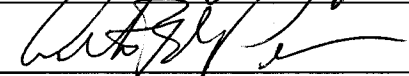
programs.

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student, faculty, and administrator surveys.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and written assignments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10-31-16
College/Division Exec. Comm.: 	Date: 11.1.16
Dean/Director: 	Date: 11-1-16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**COMM 4911 International Studies I**

**(3 hours)**

**CATALOG DESCRIPTION:** Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor.

**RATIONALE:** A number of programs offer a course for study abroad that can be used as a holding course, which streamlines the registration and administrative tasks associated with studies abroad. Students are enrolled in one course and then course substitution forms would be used to show the equivalence of the content.

**TEXT:** As assigned by instructor

**COURSE OBJECTIVES:** To be devised by the instructor.

**EDUCATIONAL OUTCOMES:** This course meets the following

- 1) Demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
- 2) Demonstrate understanding of the theories and practices of public relations within the global marketplace.
- 3) Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Students will meet one or more of the above objectives depending on the nature of the study undertaken.

**GENERAL EDUCATIONAL OUTCOMES:**

Students will analyze, evaluate, and interpret diverse forms of human communication

**EVALUATION:** Course evaluation will be based on various modes of instruction as agreed to among the instructor, the student, and the department head.

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 8/24/16 (mm/dd/yyyy)

**Department Initiating Request:**

Communication Arts

**Faculty Member Requesting:**

Mark Borzi

**Proposed New Course Prefix & Number:**

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

COMM 4912

**Proposed New Course Title:**

International Studies II

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

International Studies II

**Semester/Year to be Effective:**

Summer 2017

**Estimated Frequency of Course Offering:**

Once per year

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 0

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor

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

Improving student learning outcomes:

Adopting current best practice(s) in field: A number of programs offer a course for study abroad that can be used as a holding course, which streamlines the registration and administrative tasks associated with studies abroad. Students are enrolled in one course and then course substitution forms would be used to show the equivalence of the content.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Student, faculty, and administrator surveys.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student and faculty feedback from study abroad

programs.

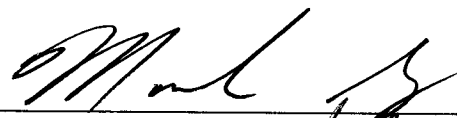

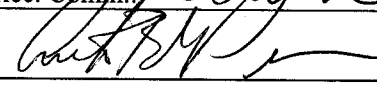
**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student, faculty, and administrator surveys.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course learning outcomes assessed through exams, class activities, and written assignments.

Other:

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

<b>Approvals:</b>	
Dept. Head: 	Date: 10-31-16
College/Division Exec. Comm.: 	Date: 11-1-16
Dean/Director: 	Date: 11-1-16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**COMM 4912 International Studies II**

**(3 hours)**

**CATALOG DESCRIPTION:** Prerequisite: Acceptance to a VSU study abroad program. For students studying abroad on VSU-approved programs. Students must have written approval from the Office of International Programs and relevant academic units to register for this course. May be repeated with change in program and instructor.

**RATIONALE:** A number of programs offer a course for study abroad that can be used as a holding course, which streamlines the registration and administrative tasks associated with studies abroad. Students are enrolled in one course and then course substitution forms would be used to show the equivalence of the content.

**TEXT:** As assigned by instructor

**COURSE OBJECTIVES:** To be devised by the instructor.

**EDUCATIONAL OUTCOMES:** This course meets the following

- 1) Demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
- 2) Demonstrate understanding of the theories and practices of public relations within the global marketplace.
- 3) Demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

Students will meet one or more of the above objectives depending on the nature of the study undertaken.

**GENERAL EDUCATIONAL OUTCOMES:**

Students will analyze, evaluate, and interpret diverse forms of human communication

**EVALUATION:** Course evaluation will be based on various modes of instruction as agreed to among the instructor, the student, and the department head.



# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

Senior  
Curriculum

Graduate  
Curriculum

Other  
Curriculum

**Current Catalog Page Number:**  
<http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/minor-speech-communication/>

**Proposed Effective Date for Curriculum Change:**  
**(Month/Year):** January 2017

**Degree & Program Name: (e.g., BFA, Art):** Minor - Communication

**Present Requirements:**

COMM 4431 Listening and Interviewing

**Proposed Requirements (Underline changes after printing this form:**

COMM 4441 Communication  
Across Difference

**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Correction for title and incorrect digit in course number. Current catalog reflects change.

**Source of Data to Support Suggested Change:**


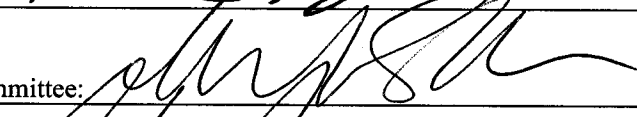
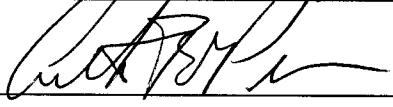
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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

**Approvals:**

Department Head: 	Date: 10-31-16
College/Division Exec. Committee: 	Date: 11/1/16
Dean(s)/Director(s): 	Date: 11-1-16
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

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

**Current Catalog Page Number:**  
<http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/>

**Proposed Effective Date for Curriculum Change:**  
**(Month/Year):** January 2017

**Degree & Program Name: (e.g., BFA, Art):** BFA Communication Concentration in Public Relations

**Present Requirements:**  
 Previously approved by the Academic Committee on 3/7/2016

**The B.F.A. with a major in Public Relations prepares students to enter a demanding field where professionals routinely use critical thinking, analysis, decision-making, writing, communication design, strategic planning, project management, presentation skills, and technology. Public Relations professionals must be responsive to multiple and often competing demands in complex and diverse organizational environments. The program in Public Relations allows graduates to work in a variety of fields, especially medical/health communication, nonprofit, corporate, and other contexts. Graduates with a B.F.A. with a major in Public Relations can seamlessly move from the academic to the organizational environment. The B.F.A. with a major in Public Relations is certified by the Public Relations Society of America.**

**Students interested in pursuing Public Relations careers in the health care industry are encouraged to complete the Health Communication minor as part of their academic program.**

**Grade Point Average Requirement for the BFA with a Major in Public Relations**

**Students who declare a major in public relations must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 grade point average in Area F courses will automatically be switched to an undeclared major status.**

**Proposed Requirements (Underline changes after printing this form:** The B.F.A. in Communication: Concentration in Public Relations prepares students to enter a demanding field where professionals routinely use critical thinking, analysis, decision-making, writing, communication design, strategic planning, project management, presentation skills, and technology. Public Relations professionals must be responsive to multiple and often competing demands in complex and diverse organizational environments. The program in Public Relations allows graduates to work in a variety of fields, especially medical/health communication, nonprofit, corporate, and other contexts. Graduates with a B.F.A. in Communication concentration in Public Relations can seamlessly move from the academic to the organizational environment. The Public Relations program is certified by the Public Relations Society of America (PRSA).

Students interested in pursuing Public Relations careers in the health care industry are encouraged to complete the Health Communication minor as part of their academic program.

**Grade Point Average Requirement for the BFA in Communication concentration in Public Relations:**

Students who declare a major in Public Relations must earn a grade point average of 2.25 or better in all Area F courses. Any student who fails to earn a 2.25 grade point average in Area F courses will automatically be switched to an undeclared major status.

**Selected Educational Outcomes**

1. Students in the Public Relations concentration will demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.

**Selected Educational Outcomes**

- 1. The public relations major will demonstrate skill in the use of the materials, technology, and methods of communication and expression to target messages to appropriate publics.
- 2. The public relations major will demonstrate understanding of the theories and practices of public relations within the global marketplace.
- 3. The public relations major will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

**Examples of Outcome Assessments**

The Department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques.

Examples of these assessments (and related educational outcomes) include the following:

- 1. Writing - Examining the quality of writing assignments in student portfolios coming from PR Writing and Strategic Design for Digital Media as well as an outside, professional assessment of production in the PR Capstone course.
  - 2. Research – Examining the quality of research assignments in student portfolios coming from Applied Communication Research, Public Relations Research, and the Public Relations Capstone course.
  - 3. Campaign Design - Examining the quality of campaign analysis and design in student portfolios coming from Public Relations Case Studies and Public Relations Capstone
  - 4. Integrated Communication - Examining the quality of cohesive packaging of advertising, marketing, and public relations to promote a product or cause coming from Integrated Communication and Public Relations Capstone.
- Requirements for a B.F.A degree with a major in Public Relations  
Core Curriculum Area A-E (See VSU Core Curriculum)..... 42 hours

Students are encouraged to take COMM 1100 as part of their Area C requirement.

Core Curriculum Area  
F..... 18 hours

- 2. Students in the Public Relations concentration will demonstrate understanding of the theories and practices of public relations within the global marketplace.
- 3. Students in the Public Relations concentration will demonstrate skill in the analysis of the communication needs of clients and in the design and implementation of programs and campaigns to satisfy those needs.

**Examples of Outcome Assessments**

The Department assesses the extent to which the program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and related educational outcomes) include the following:

- 1. Writing - Examining the quality of writing assignments in student portfolios coming from PR Writing and Strategic Design for Digital Media as well as an outside, professional assessment of production in the PR Capstone course.
- 2. Research – Examining the quality of research assignments in student portfolios coming from Applied Communication Research, Public Relations Research, and the Public Relations Capstone course.
- 3. Campaign Design - Examining the quality of campaign analysis and design in student portfolios coming from Public Relations Case Studies and Public Relations Capstone
- 4. Integrated Communication - Examining the quality of cohesive packaging of advertising, marketing, and public relations to promote a product or cause coming from Integrated Communication and Public Relations Capstone.

Requirements for a B.F.A in Communication Concentration in Public Relations  
Core Curriculum Area A-E (See VSU Core Curriculum)..... 42 hours

Students are encouraged to take COMM 1100 as part of their Area C requirement.

Core Curriculum Area  
F..... 18 hours

- COMM 1110 Public Speaking (3-0-3) or COMM 1100 Introduction to Human Communication
- COMM 1500 Introduction to Communication Studies (3-0-3)
- COMM 1800 Communication Technology (2-2-3)
- COMM 2100 Communication Theory (3-0-3)

<p> <b>COMM 1110 Public Speaking (3-0-3)</b>  <b>COMM 1500 Introduction to Communication Studies (3-0-3)</b>  <b>COMM 1800 Communication Technology (2-2-3)</b>  <b>COMM 2100 Communication Theory (3-0-3)</b>  <b>COMM 2500 Communication, Society, and Culture (3-0-3)</b>  <b>PREL 2000 Introduction to Public Relations (3-0-3)</b> </p> <p> <b>Communication Core</b>  ..... 18 hours </p> <p> <b>COMM 2300 Interpersonal Communication (3-0-3)</b>  <b>COMM 3030 Communication Law and Ethics (3-0-3)</b>  <b>COMM 3110 Applied Communication Research (3-0-3)</b>  <b>COMM 3310 Teams and Leadership (2-2-3)</b>  <b>COMM 4110 Data Analytics (3-0-3)</b>  <b>JOUR 3510 News Writing (3-0-3)</b> </p> <p> <b>Public Relations.....21 hours</b> </p> <p> <b>PREL 3210 Strategic Design for Public Relations (1-4-3)</b>  <b>PREL 3220 Strategic Writing for Public Relations (2-2-3)</b>  <b>PREL 3230 Public Relations Case Studies (3-0-3)</b>  <b>PREL 3240 Strategic Design for Digital Media (1-4-3)</b>  <b>PREL 4200 Public Relations Research (3-0-3)</b>  <b>PREL 4220 Integrated Communication (3-0-3)</b>  <b>PREL 4230 Public Relations Capstone (3-0-3)</b>  Choose one of the following:.....3  <b>PREL 3250 Public Relations in Health Care (3-0-3)</b>  <b>COMM 3210 Event Planning (2-2-3)</b> </p> <p> <b>Guided Electives        18 hours</b> </p> <p> <b>Total hours required for the degree    120 hours</b> </p>	<p> <b>COMM 2500 Communication, Society, and Culture (3-0-3)</b>  <b>PREL 2000 Introduction to Public Relations (3-0-3)</b> </p> <p> <b>Communication Core</b>  ..... 18 hours </p> <p> <b>COMM 2300 Interpersonal Communication (3-0-3)</b>  <b>COMM 3031 Communication Law and Ethics (3-0-3)</b>  <b>COMM 3111 Applied Communication Research (3-0-3)</b>  <b>COMM 3311 Teams and Leadership (2-2-3)</b>  <b>COMM 4111 Data Analytics (3-0-3)</b>  <b>JOUR 3510 News Writing (3-0-3)</b> </p> <p> <b>Public Relations..... 21 hours</b> </p> <p> <b>PREL 3210 Strategic Design for Public Relations (1-4-3)</b>  <b>PREL 3220 Strategic Writing for Public Relations (2-2-3)</b>  <b>PREL 3230 Public Relations Case Studies (3-0-3)</b>  <b>PREL 3240 Strategic Design for Digital Media (1-4-3)</b>  <b>PREL 4200 Public Relations Research (3-0-3)</b>  <b>PREL 4220 Integrated Communication (3-0-3)</b>  <b>PREL 4230 Public Relations Capstone (3-0-3)</b>  Choose one of the following:.....3 hours  <b>PREL 3250 Public Relations in Health Care (3-0-3)</b>  <b>COMM 3211 Event Planning (2-2-3)</b> </p> <p> <b>Guided Electives        18 hours</b> </p> <p> <b>Total hours required for the degree    120 hours</b> </p>
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**Justification:**

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Substantive program extension (independent BFA with a Major in Public Relations) not considered by BOR.

**Source of Data to Support Suggested Change:**




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

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

**Data Sources:**

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

**Approvals:**

Department Head:		Date: 10-31-16
College/Division Exec. Committee:		Date: 11-1-16
Dean(s)/Director(s):		Date: 11-1-16
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

## REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

**Area of Change:**     Core     Senior     Graduate

**Current Catalogue Page Number:**

<http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/>

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

**Degree and Program Name:**

**Present Requirements:**

Dr. Mark G. Borzi, Department Head  
Room 1001A, Communication Arts and Curriculum Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with majors in:

- Communication with an emphasis in Organizational Communication or Interpersonal Communication;
- Dance;
- Emergent Media and Communication (online);
- Mass Media;
- Theatre with tracks in Performance, Production, Musical Theatre, and Elective Studies in Theatre Management.

The department also offers minors in Communication, Dance, Health Communication, Mass Media Studies, and Theatre Arts.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in sales, personnel management, public relations, corporate/diversity training, dance, theatre performance and management, and in the media industries including radio, television, the Internet, and music. Moreover, the department's programs stress the importance of critical thinking skills, an appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree preparing students for immediate impact in their careers.

Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre.

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

Dr. Mark G. Borzi, Department Head  
Room 1001A, Communication Arts and Curriculum Building

The Department of Communication Arts is a multidisciplinary department with programs that lead to a Bachelor of Fine Arts (B.F.A.) degree with majors in:

- Communication with an emphasis in Organizational Communication or Interpersonal Communication;
- Communication with a concentration in Public Relations
- Dance;
- Emergent Media and Communication (online);
- Mass Media;
- Theatre with tracks in Performance, Production, Musical Theatre, and Elective Studies in Theatre Management.

The department also offers minors in Communication, Dance, Health Communication, Mass Media Studies, and Theatre Arts.

The programs in the department are designed to give the student the basic knowledge, skills, and values that build upon the foundation provided by the University Core Curriculum and that are required for professional careers in sales, personnel management, public relations, corporate/diversity training, dance, theatre performance and management, and in the media industries including radio, television, the Internet, and music. Moreover, the department's programs stress the importance of critical thinking skills, an

appreciation for diverse cultural perspectives, and the application of knowledge to the specific areas found in the department. The Bachelor of Fine Arts is a professional degree preparing students for immediate impact in their careers. Valdosta State University is an accredited institutional member of the National Association of Schools of Theatre. The Public Relations program is certified by the Public Relations Society of America.

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

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Substantive program extension (independent BFA with a Major in Public Relations) not considered by BOR.

**Source of Data to Support Suggested Change:**



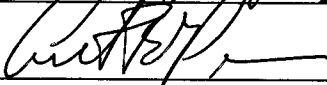
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

**Data Sources:**

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



<b>Approvals:</b>	
Department Head: 	Date: 10-31-16
College/Division Exec. Committee: 	Date: 11-1-16
Dean(s)/Director(s): 	Date: 11-1-16
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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

**Date of Submission:** 9/9/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Ruth Brandvik

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
THEA 3760 Lighting Design

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: THEA 2750 or permission of instructor  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: THEA 1120 and THEA 2750  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Alternating spring semesters

**Indicate if Course will be :**     Requirement for Major     Elective

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

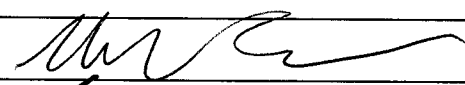
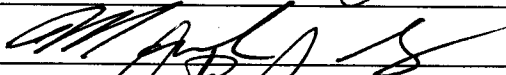
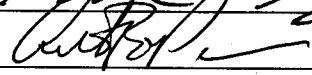
Improving student learning outcomes: THEA 1120 introduces basic artistic and design concepts of the discipline. Students will be better prepared to discuss and build upon concepts in the upper division design courses.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** SOIs and evaluation of assignments before and after the prerequisite change.

Approvals:	
College/Division Exec. Comm.: 	Date: 11-1-16
Dept. Head: 	Date: 10-31-16
Dean/Director: 	Date: 11-1-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 31, 2016

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

**Date of Submission:** 9/9/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Communication Arts

**Faculty Member Requesting Revision:**  
Ruth Brandvik

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
THEA 3770 Costume Design

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: THEA 3750  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: THEA 1120 and THEA 3750  
Course Description:

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
Alternating spring semesters

**Indicate if Course will be :**     Requirement for Major     Elective

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


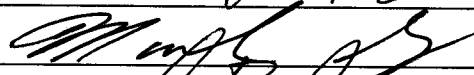
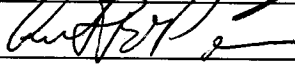
Improving student learning outcomes: THEA 1120 introduces basic artistic and design concepts of the discipline. Students will be better prepared to discuss and build upon concepts in the upper division design courses.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** SOIs and evaluation of assignments before and after the prerequisite change.

Approvals:	
College/Division Exec. Comm.: 	Date: 11-1-16
Dept. Head: 	Date: 10-31-16
Dean/Director: 	Date: 11-1-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 31, 2016

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

**Date of Submission:** 9/9/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
 Communication Arts

**Faculty Member Requesting Revision:**  
 Ruth Brandvik

**Current Course Prefix, Title, & Number:**  
 (See course description abbreviations in the catalog for approved prefixes)  
 THEA 3780 Scene Design

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:  
 Credit Hours:  
 Course Title:  
 Pre-requisites: THEA 2750  
 Course Description:

**Requested:**

Course Prefix and Number:  
 Credit Hours:  
 Course Title:  
 Pre-requisites: THEA 1120 and THEA 2750  
 Course Description:

**Semester/Year to be Effective:**  
 Fall 2017

**Estimated Frequency of Course Offering:**  
 Alternating spring semesters

**Indicate if Course will be :**     Requirement for Major     Elective

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

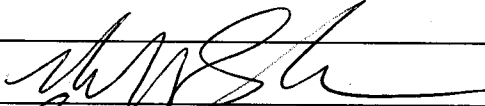


Improving student learning outcomes: THEA 1120 introduces basic artistic and design concepts of the discipline. Students will be better prepared to discuss and build upon concepts in the upper division design courses.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** SOIs and evaluation of assignments before and after the prerequisite change.

Approvals:	
College/Division Exec. Comm.: 	Date: 11-1-16
Dept. Head: 	Date: 10-31-16
Dean/Director: 	Date: 11-1-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 31, 2016

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 9/9/2016 (mm/dd/yyyy)

**Department Initiating Request:**

Communication Arts

**Faculty Member Requesting:**

Ruth Brandvik

**Proposed New Course Prefix & Number:**

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

THEA 3785

**Proposed New Course Title:**

Theatre Design Practicum

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Theatre Design Practicum

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

Every Semester

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 0

**Lab Hours:** 2-4

**Credit Hours:** 1-2

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisites: THEA 3760 or THEA 3770 or THEA 3780. Directed experience in design for theatre. Students act as a Costume, Lighting, or Scenic Designer for a realized theatre production. Course may be repeated for credit.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: NAST Standards Handbook 2016-2017 Section III.A.2a "Credit for other kinds of academic requirements or offerings that are in different formats, use different modes of delivery, or that are structured to take a different amount of time is computed on the same basis in terms of representing at least the equivalent amount of work. Policies concerning achievement shall be consistent with the principle that credit is earned only when curricular, competency, and all other requirements are met and the final examination or equivalent is satisfactorily passed. "

Other: New course will allow flexibility in credit hour completion based on amount of work required by each specific design project.

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Frequency of students completing coursework as directed study, which only allows for 3 credit hours as an option.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,



portfolios, specific assignments, etc.)

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Senior students exit interviews.

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

Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Mal S</i>	Date: <i>10-31-16</i>
College/Division Exec. Comm.: <i>[Signature]</i>	Date: <i>11-1-16</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Department of Communication Arts  
College of Arts  
Valdosta State University  
THEA 3785  
Syllabus**

**Theatre Design Practicum  
Fall 2017**

**Instructor:** Ruth A. Brandvik

**Email:** [rabrandvik@valdosta.edu](mailto:rabrandvik@valdosta.edu)

**Phone:** 229-333-5842

**Office:** FAB 2086C

**Office Hours:** M/W 10-11, T/R 9:30 – 11

**COURSE FORMAT:** This course carries one or two credit hours and meets as an open lab.

**What is a Credit? :**

Credit is defined as a basic unit of work, as it relates to hours of faculty in-class instruction and hours of out-of-class student work. The definition and expectation will differ in laboratory, lecture, and directed or independent study classes.

An hour of instruction is the equivalent to 50 minutes of class time (often called a contact hour). Contact hours and student outside academic activity hours required for specific types of courses are as follows:

For each two contact hours of laboratory classroom instruction, students are expected to work a minimum of one hour outside normal class time completing assignments. A one credit hour laboratory course will require a minimum average of two hours per week of student outside academic activity.

**CATALOG DESCRIPTION:** Directed experience in design for theatre. Students will act as a Costume or Lighting or Scenic designer for a realized theatre production. Course may be repeated for credit.

**REQUIRED PREREQUISITES:** THEA 3760 or THEA 3770 or THEA 3780

**VSU GENERAL EDUCATION OUTCOMES:** This course meets the following VSU Gen. Education Outcomes:

**6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.** They will develop understanding of the relationships among the visual and performing arts, literature and languages, and history and the social sciences. Students will be versed in approaches appropriate to the study of those disciplines; they will identify and respond to a variety of aesthetic experiences and engage in critical thinking about diverse issues. They will be able to identify the components of and respond to aesthetic experiences in the visual and performing arts. They will develop knowledge of world literature within its historical and cultural frameworks. They will understand modern issues within a historical context and the role of the individual in various forms of societies and governments.

**7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.** They will be skilled in inquiry, logical reasoning, and critical analysis. They will be able to acquire and evaluate relevant information, analyze arguments, synthesize facts and information, and offer logical arguments leading to creative solutions to problems.

**THEATRE MAJOR EDUCATIONAL OUTCOMES:** This course meets the following Educational Outcomes:

1. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
2. Students will demonstrate acting, technical, and design skills, based on the career goals of the individual student.
3. Students will articulate knowledge of professional opportunities for employment.

**COURSE OBJECTIVES:** Upon successful completion of this course students will be able to:

1. Obtain a basic understanding of the elements and principles of design as they pertain to costume, lighting, or scenic design
2. Be able to analyze and breakdown a script from a design perspective
3. Be able to apply script analysis to form a design concept
4. Be able to formulate a written concept statement
5. Be able to verbally discuss a play from a thematic and conceptual perspective
6. Obtain and refine skills in drawing, rendering, drafting, and model building

**COURSE REQUIREMENTS:** You will act as a designer for a realized production for the Theatre and Dance Area's season. Your responsibilities will include:

- Read and analyze the script.
- Meet with the director and faculty advisor for collaboration on design concept.
- Present visual research to support design concept.
- Create preliminary thumbnail sketches based on the script.
- Edit and adjust design to incorporate the director's concept as necessary.
- Meet again as needed to finalize the design, reworking as needed.
- Generate a Final Design Package.
- Present finalized Final Design Package to the entire production team and cast in a professional and organized manner.
- Collaborate with the production team throughout the rehearsal and build period and update package/paperwork as necessary
- Attend run-throughs to make note of blocking that may affect design choices.
- Attend all technical and dress rehearsals.

**RIGHT TO KNOW TRAINING**

<http://www.usg.edu/facilities/rtk-ghs>

The Right To Know on-line safety training is provided by the Board of Regents of the University System of Georgia.

Once you have opened an internet browser application and have connected to the web address listed above, click on the Right-To-Know Basic Awareness Training link at the top of the page to begin the test. Make sure to click on the NEXT link located in the upper right corner of the page to advance to each page. The RTK training session should take approximately 10-15 minutes to complete. Finish the test and fill out the form (name, school, etc.). PRINT A COPY of the Certificate of Training Completion and send to your instructor. All Faculty, Staff and Student Assistants must complete the training annually.

**DISRUPTIVE BEHAVIOR POLICY:** Disruptive students may be removed from the class. Disruptive behavior includes but is not limited to: offensive language and behavior, incessant talking, interrupting class with personal or non-academic concerns, distracting students from the task at hand, drawing on desk tops, taking frequent unscheduled breaks, annoying other students, tardiness, leaving early, using cell phones, or pagers in class, etc. All cell phones, pagers, and beepers must be turned off or set on vibrate during class time. If you realize that you have an incoming call that you must attend to, leave the room quietly to do so. Do not attend to it in class. Students are responsible for being aware of the policies, procedures and student responsibilities contained within the current edition of the Valdosta State University Catalog and Student Handbook.

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

**STUDENT SUCCESS CENTER:** Students with academic concerns are strongly encouraged to contact the staff of the Student Success Center or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the website or by telephone. The Center is available to all VSU students, and evening appointments are available.

**CLASSROOM EMERGENCY POLICY:** In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to a secure location within the building. Evacuation routes for movement to an external location or to a shelter within the building are posted at the front of the room. Students should review the maps and make sure that the exit route and assembly location for the building are clearly understood. If you have a disability that may require assistance during an evacuation, please let your faculty know at the end of the first class.

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

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

**ACADEMIC INTEGRITY:** From VSU's Academic Integrity Code (the full code is available at Academic Honesty Policies and Procedures): "Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

The Student Code of Ethics presented in the VSU Student Handbook describes offenses of academic irregularity and possible penalties, which range from a reduced grade for the course in most instances to suspension from the University in extreme cases. The process that is to be followed is also contained in the Code of Ethics section.

Academic dishonesty/plagiarism is punishable by an F in the course.

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

Valdosta State University

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**Area of Change:**     Core     Senior     Graduate

OFFICE OF THE REGISTRAR  
 VALDOSTA STATE UNIVERSITY

**Current Catalogue Page Number:**  
 Undergraduate Catalog

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

**Degree and Program Name: Bachelor of Science with a Major in Special Education - Early Childhood Special Education General Curriculum**

**Present Requirements:**

The Department of Early Childhood and Special Education is a diverse department with programs that lead to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood (P-5), and the major in early childhood special education results in initial GaPSC certification in both Early Childhood and Special Education-General Curriculum (P-5).

Requirements for the B.S.Ed. Degree with a Major in Special Education--Early Childhood Special Education General Curriculum

Code	Title	Hours
Core Areas A-E (See VSU Core Curriculum)		
		42
Area F Requirements 1		
EDUC 2110	Investigating Critical and Contemporary Issues in Education	3
EDUC 2120	Exploring Socio-Cultural Perspectives on Diversity	3
EDUC 2130	Exploring Learning and Teaching	3
ISCI 2001 & ISCI 2002	Exploring Our Ecosphere and Physical Science for Early Childhood Education Teachers	6
MATH 2008	Foundations of Numbers and Operations	3
ECSE 2999	Entry to the Education Profession	0
College of Education and Human Services Health and Physical Education Requirements 6		

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

The Department of Early Childhood and Special Education is a diverse department with a program that leads to a Bachelor of Science in Education (B.S.Ed.) degree. The major in early childhood education results in initial GaPSC certification in Early Childhood Education (P-5).

Remove this entire section from the undergraduate catalog. The Early Childhood Special Education track of the BSED in Special Education will be discontinued.

<p>           KSPE 2000            &amp; KSPE 2150            Health and Wellness for Life            and First Aid - CPR 4            Select two KSPE Fitness/Activity courses 2            Professional Education 63            Professional Semester 1            ECSE 3010            Planning, Instruction, and Developmentally            Appropriate Practices 3            LITR 3110            Emergent Literacy Through Children's            Literature and the Arts 3            LITR 3120            Early Literacy 3            MATH 3161            Mathematics for Early Childhood Teachers I 3            SPEC 3000            Serving Students with Diverse Needs 3            ECSE 3390            Early Childhood Inclusive Practicum and            Seminar: Pre-K-K 2            Professional Semester 2            ECSE 3020            Intermediate Assessment, Planning, and            Instruction 3            ECSE 3210            Introduction to the Management of Learning            Environments 3            ECSE 3220            Professional Roles and Relationships in Special            Education 3            LITR 3130            Developing Literacy 3            MATH 3162            Mathematics for Early Childhood Teachers II 3            ECSE 3490            Early Childhood Inclusive Practicum and            Seminar: Grades 1-3 2            Professional Semester 3            ECSE 4010            Assessment, Planning, and Differentiated            Instruction 3            ECSE 4210            Advanced Management of Learning            Environments 3            ECSE 4310            Functional Academic and Behavior Assessment            3            LITR 4120         </p>	
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<p>Literacy Assessment and Applications 3  MATH 4161  Mathematical Reasoning 3  ECSE 4390  Early Childhood Inclusive Practicum and Seminar: Grades 4-5 2  Professional Semester 4  ECSE 4490  Student Teaching and Reflective Seminar in Early Childhood and Special Education 9  ECSE 4420  Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies 3  Total hours required for the degree 129  Course List</p>	
<p><b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving Student Learning Outcomes</p> <p><input checked="" type="checkbox"/> Adopting Current Best Practice(s) in Field Special education faculty believe it is a best practice to offer a new track of the MAT in Special Education to allow graduates of the early childhood education or other teacher preparation programs to obtain the special education certification instead of offering dual certification within a 129 hour undergraduate program.</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies Recent mandates from the Georgia Professional Standards Commission make it difficult to meet the preparation rules and standards for both early childhood education and special education within the 129 hour undergraduate program.</p> <p><input type="checkbox"/> Other</p> <p><b>Source of Data to Support Suggested Change:</b></p> <p><input checked="" type="checkbox"/> <b>Indirect measures:</b> SOIs, student, employer, or alumni surveys, etc. <b>Results of student feedback and surveys of our P-5 partners indicated the current program is not viable.</b></p> <p><input checked="" type="checkbox"/> <b>Direct measures:</b> Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) <b>Faculty analysis of program outcomes with the required Georgia Professional Standards Commission preparation standards for this program.</b></p>	

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **At the time it is approved and offered, data from unit and program assessments for the new track in the MAT in Special Education will be used to determine the effectiveness of the new track.**

<b>Approvals:</b>	
Department Head: <i>Sherley P. Andrew</i>	Date: <i>11-7-16</i>
College/Division Exec. Committee: <i>Lyn C. Mini</i>	Date: <i>11-7-16</i>
Dean(s)/Director(s): <i>Lyn C. Mini</i>	Date: <i>11-7-16</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**

Core Curriculum

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

Senior Curriculum

Graduate Curriculum

Other Curriculum

**Current Catalog Page Number:**

<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/adult-career-education/edd-adult-career-education/>

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): January, 2017

**Degree & Program Name:** (e.g., BFA, Art): EdD in Adult and Career Education

**Present Requirements:**

Area C – Adult and Career Education  
ACED Core

ACED 9410  
Diverse Populations in Adult and Career Education 3

ACED 9420  
Issues in Adult and Career Education 3

ACED 9430  
Leadership in Adult and Career Education 3

**Interdisciplinary**  
An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed. 12

ACED 9999  
Dissertation in Adult and Career Education 9

**Proposed Requirements (Underline changes after printing this form:**

Area C – Adult and Career Education  
ACED Core

ACED 9410 - Diverse Populations in Adult and Career Education 3

ACED 9420 - Issues in Adult and Career Education 3

ACED 9430 - Leadership in Adult and Career Education 3

ACED 9450 - International Workforce Education and Training - 3

**Interdisciplinary**  
An advisor will be assigned to each student, based on the area of specialization. The advisor and the student will jointly complete an approved program of study to be followed. 9

ACED 9999  
Dissertation in Adult and Career Education 9

**Justification:**

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

Improve student learning outcomes:

Adopting current best practice(s) in field: An examination of similar doctoral curricula in peer institutions revealed a need for course similar in nature due to the changing dynamics of the field and the need to increase the number of specialization courses to provide a strong subject matter expertise.

Meeting mandates of state/federal/outside accrediting agencies:

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106

Other:

**Source of Data to Support Suggested Change:**

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

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

Examination of similar doctoral curricula and changing dynamics in the field.

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

**Data Sources:**

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

SOI results will be closely monitored for course effectiveness and usefulness

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

**Approvals:**

Department Head: <i>Reynolds Matney</i>	Date: <i>9/23/16</i>
College/Division Exec. Committee: <i>Lyn C Min</i>	Date: <i>9/22/16</i>
Dean(s)/Director(s): <i>Lyn C Min</i>	Date: <i>9/22/16</i>
Grad. Exec. Committee: (for graduate course) <i>J T. J. P. A.</i>	Date: <i>10-27-16</i>
Graduate Dean: (for graduate course) <i>J T. J. P. A.</i>	Date: <i>10-27-16</i>
Academic Committee:	Date:

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**VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL**

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 09/20/2016 (mm/dd/yyyy)

**Department Initiating Request:**

Adult and Career Education

**Faculty Member Requesting:**

Reynaldo L. Martinez Jr.

**Proposed New Course Prefix & Number:**

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

ACED 9450

**Proposed New Course Title:**

International Workforce Education and Training

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Intl Wkforce Ed and Training

**Semester/Year to be Effective:**

Spring 2017

**Estimated Frequency of Course Offering:**

Once per year

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:**

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Advanced study of the social, economic and environmental impact of workforce and technical education and training through an international perspective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Workforce Education is a professional field that is experiencing great growth with the expansion of our global economy and the need for preparing and improving the global workforce. Today's and tomorrow's workforce educators and leaders must be knowledgeable of the international contexts of the global workforce. This new doctoral course will provide advanced knowledge to better prepare workforce education leaders for our evolving profession. ACED is launching an effort to collaborate with a similar graduate program at the University of the West Indies in Kingston, Jamaica focusing on international workforce education. This course would allow students from both doctoral programs to enroll in a common course. Additionally, a review of doctoral programs at peer institutions showed that the number of required specialization courses are more than what is currently required in the current ACED EdD degree program. Earning a doctoral degree in the field requires a certain depth of field expertise that is currently only provided in 4 ACED courses. With this addition, the number of ACED doctoral specialization courses would begin to approach national norms.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Source of Data to Support Suggested Change:**

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

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) An examination of the evolution of the field established a need for a course of this nature to provide the doctoral education needed to include the changing dynamics of the field, and the need to increase the number of specialization courses to provide a more expansive subject matter expertise.

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

**Data Sources:**

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs results will be closely monitored to show the effectiveness and usefulness of this course.

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

Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>Reynaldo L. Martinez</i>	Date: <i>9/22/16</i>
College/Division Exec. Comm.	<i>Lyn C. Min</i>	Date: <i>9/22/16</i>
Dean/Director:	<i>Lyn C. Min</i>	Date: <i>9/22/16</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jalt</i>	Date: <i>10-27-16</i>
Graduate Dean: (for graduate course):	<i>J. T. Jalt</i>	Date: <i>10-27-16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010



Dewar College of Education and Human Services  
Valdosta State University  
Department of Adult & Career Education

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**ACED 9450**  
**International Workforce Education and Training**  
**3 Semester Hours**

**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**PROGRAM LEARNING OUTCOMES**

Students will demonstrate the ability to engage in focused inquiry on a topic relevant to their particular area of concentration.

**INSTRUCTOR:**

Name:

Office address:

Office phone:

Cell phone:

E-mail address:

Office hours:

Website:

## **REQUIRED TEXTBOOK**

Marope, P.T.M., Chakroun, B., & Holmes, K. P. (2015). *Unleashing the Potential: Transforming Technical and Vocational Education and Training*. UNESCO Publishing, Paris, France, ISBN# 978-92-3-100091-3

## **COURSE DESCRIPTION**

Advanced study of the social, economic and environmental impact of workforce, technical and vocational education and training through an international perspective.

## **COURSE OBJECTIVES:**

Upon completion of this course the learner will be able to:

- CO1. Describe and discuss the impact of workforce, technical and vocational education and training through an international perspective;
- CO2. Describe and discuss the major international agencies and/or organizations who support workforce, technical and vocational education and training;
- CO3. Describe and discuss the major issues facing international workforce development at the secondary and post-secondary level;
- CO4. Describe and discuss the recommended strategies for transforming workforce, technical and vocational education and training on an international level;
- CO5. Prepare and present a profile of an international agency/organization and its current projects that promote international workforce, technical and vocational education and training;

## **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

**I. Chapter Discussion:** In each Collaborate class meeting, a selected student will lead the class in an analytical discussion of a chapter from our textbook that was assigned to that class meeting. Selected students will prepare a summary of the chapter's important points to share with the class and submit via e-mail at least one day prior to the day of the presentation. A Power Point presentation to aid in the discussion is required. This discussion activity is essential to more completely understand the concepts and dynamics of international workforce, technical and vocational education and training. (100 points) (CO1-CO4)

**II. Internet Threaded Discussions:** In between class meetings, the instructor will post issues and/or questions based on the topics and readings of the course on the course website. Each student must respond to the posted issues within the time frame as directed. Each student must then respond/comment to at least three other student's postings within the established time frame. Finally, each student must respond to the reaction of fellow students to his or her initial response. This threaded discussion activity is essential to achieve the learning objectives of the course. Successful participation in the two threaded discussions will result in the awarding of 200 points. (CO1-CO4)

**III. Class Participation:** Participation is very important. The participation grade is based upon: (a) contributions to classroom discussions, (b) reactions to assigned readings and presentations; and (c) evidence of reflection, analysis, synthesis, and evaluation. (100 points) (CO1-CO5)

**IV. International Agency Paper and Presentation:** Each student will prepare a paper and make a class presentation of an assigned international agency/organization that sponsors workforce, technical and vocational education and training development programs. The paper and presentation should describe: **1)** the mission, goals and structure of the agency; **2)** the most recent/current initiatives or projects addressing workforce, technical and vocational education and training; and **3)** present observations on challenges that must be overcome to achieve success for these initiatives/projects. (200 points) (CO5)

**V. Examination:** A final examination will be based on course readings and class discussions. Students are encouraged to draw from course readings, assignments and class notes, and other instructional materials. (100 points) (CO1-CO5)

### COURSE EVALUATION

#### Assessment and Evaluation

Student learning gain will be formally assessed via the aforementioned assignments and examinations. The following is the course assessment criteria:

Chapter Discussion	100 points	14.3%
Internet Discussions	200 points	28.5%
Int'l Agency Paper	100 points	14.3%
Int'l Agency Presentation	100 points	14.3%
Participation	100 points	14.3%
<u>Final Examination</u>	<u>100 points</u>	<u>14.3%</u>
Total	700 points	100%

Evaluation of student earning gain will then be based on the following grading scale:

- A = 700 - 640 points
- B = 639 - 579 points
- C = 578 - 518 points
- D = 517 - 457 points
- F = Below 457 points

### ASSIGNMENT SUBMISSION POLICY

All assignments and online discussion must be submitted or posted before or on the due dates.

Penalty for submitting late assignment as follows:

- **Minus by \*20%** - assignments and online discussions submitted or posted **ONE** day after the due date
- **Minus by \*40%** - assignments and online discussions submitted or posted **TWO** day after the due date
- **Minus by \*50%** - assignments and online discussions submitted or posted **THREE** days after the due date

- **Minus by \*100%** - assignments and online discussions submitted or posted after FOUR days of the due date.

\*Based on the individual point value of the assignment

### ATTENDANCE POLICY

Since each class meeting focuses on different learning topics, lack of attendance will result in a significant loss of learning and the loss of participation points. Should emergency situations beyond a student's control occur that prevent a student from attending class, advanced notification to the instructor will prevent the loss of participation points. Make-up work or alternative assignments will be **determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original** and will not entitle other students to the same alternatives since they may not have experienced the same situations

### PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and guests. Students are expected to complete all assignments on time and to stay in frequent contact with their instructor. The student should maintain a backup copy of all submitted assignments. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue. To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in a manner that promotes and stimulates learning. Discussions should be civilized, respectful and relevant. Different perspectives are welcomed and encouraged. Freedom of expression and opinion are to be promoted and respected. Class participants are expected to treat one another with the respect and dignity to which all community members in a democratic society are entitled and nothing less than thoughtful behavior will be acceptable.

### POLICY STATEMENT ON PLAGIARISM AND CHEATING

The full text of this policy is found in the *VSU Student Handbook's Code of Conduct*, Appendix A, Section I. Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

#### FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).

2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

#### SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see SafeAssign for Students (<http://www.valdosta.edu/academic/SafeAssignforStudents.shtml>).

#### ACCESSIBILITY STATEMENT

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

#### TITLE IX STATEMENT

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

#### STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an e-mail notification through their VSU e-mail address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to

view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission: 10-11-2016**

**Department Initiating Deactivation:**  
Early Childhood and Special Education

**Semester & Year to be Effective:**  
Spring 2019

**List of courses (or the program or track) to be deactivated:** The Early Childhood Special Education General Curriculum Track of the Bachelor of Science in Special Education.

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

Improving Student Learning Outcomes

Adopting Current Best Practice(s) in Field Special education faculty believe it is a best practice to offer a new track of the MAT in Special Education to allow graduates of the early childhood education or other teacher preparation program to obtain the special education certification instead of offering dual certification within a 129 hour undergraduate program.

Meeting Mandates of State/Federal/Outside Accrediting Agencies Recent mandates from the Georgia Professional Standards Commission make it difficult to meet the preparation rules and standards for both early childhood education and special education within the 129 hour undergraduate program.

Other

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Results of student surveys and surveys of our P-5 partners indicated the current program is not viable.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Faculty analysis of program outcomes with the required Georgia Professional Standards Commission preparation standards for this program.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: <i>11-7-16</i>
Dept. Head: <i>Shirley P. Andrew</i>	Date: <i>11-7-16</i>
Dean/Director: <i>Lyn C. Mi</i>	Date: <i>11-7-16</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Select Area of Change:

- Core Curriculum
- Senior Curriculum
- Graduate Curriculum
- Other Curriculum

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

NA

Current Catalog Page Number:

NA

Proposed Effective Date for

Curriculum Change:

(Month/Year): January 2017

Degree & Program Name:

(e.g., BFA, Art): Minor in Coaching

Present Requirements: NA

Proposed Requirements (Underline changes after printing this form:

Requirements:

6 hours of required courses and 9 hours from elective courses

Students must complete each course with a minimum grade of C.

Required Courses:

CHPE 3200. Nutrition for Health and Human Performance. 3 Hours

CHPE 4220. Management of Physical Education and Coaching Programs. 3 Hours

Elective Courses:

CHPE 4100. Study of Sport Coaching. 3 Hours

CHPE 3770. Physical Education and Coaching Pedagogy. 3 Hours

CHPE 4110. History, Sociology, and Psychology of Sport. 3 Hours

CHPE 3150. Applied Sports Science. 3 Hours

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Justification for minor in Coaching. A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Qualtrics survey of

undergraduate students.

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

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

**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabi for specific assessments.

**Approvals:**

Department Head: *Sonya Sanderson* Date: *10-19-16*

College/Division Exec. Committee: *Lyn C. Min* Date: *11-1-16*

Dean(s)/Director(s): *Lyn C. Min* Date: *11-1-16*

Grad. Exec. Committee:  
(for graduate course) Date:

Graduate Dean:  
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

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**REQUEST FOR A REVISED OFFICIAL CATALOGUE COPY**

(New Learning Outcomes, Admissions, Other Program Policies)

Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**Area of Change:**  Core  Senior  Graduate

**Current Catalogue Page Number:** NA

**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2017

**Degree and Program Name:** Minor in Coaching

**Present Requirements:** NA

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

All courses selected for the minor must be completed with a grade of "C" or better.

Required courses: 6 hours

CHPE 4220. Management of Physical Education and Coaching Programs 3

CHPE 3200 Nutrition for Health and Human Performance 3

Electives: 9 hours

CHPE 4100. Study of Sport Coaching 3

CHPE 4110. History, Sociology and Psychology of Sport 3

CHPE 3770. Physical Education and Coaching Pedagogy 3

CHPE 3150. Applied Sports Science 3

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Qualtrics student survey**

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

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

**Data Sources:**

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

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments).** See syllabi for specific assessments.

<b>Approvals:</b>	
Department Head: <i>Jonny Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Committee: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Dean(s)/Director(s): <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

OFFICE OF THE REGISTRAR

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

<b>Select Area of Change:</b> <input type="checkbox"/> Core Curriculum <input type="checkbox"/> Senior Curriculum <input type="checkbox"/> Graduate Curriculum <input checked="" type="checkbox"/> Other Curriculum Specify: Area A,B,C,D,F NA		
<b>Current Catalog Page Number:</b> NA	<b>Proposed Effective Date for Curriculum Change:</b> <b>(Month/Year):</b> January 2017	<b>Degree &amp; Program Name:</b> <b>(e.g., BFA, Art):</b> Minor in Health and Physical Education
<b>Present Requirements:</b> NA		<b>Proposed Requirements (Underline changes after printing this form):</b> Requirements: This minor is designed for non-certification teaching majors. Complete 15 hours from the list of courses with a minimum grade of C. KSPE 1000 Level. 1 hr KSPE 2000. Health and Wellness for Life. 2 Hours CHPE 3200. Nutrition for Health and Human Performance. 3 Hours CHPE 4220. Management of Physical Education and Coaching Programs. 3 Hours CHPE 3141. First Aid/CPR and Care and Prevention of Athletic Injuries. 3 Hours CHPE 3770. Physical Education and Coaching Pedagogy. 3 Hours CHPE 3411. Human Movement Applications. 4 Hours CHPE 3420. Exercise Physiology. 3 Hours CHPE 3450. Comprehensive Health Education. 3 Hours CHPE 3301. Contemporary Issues in Health CHPE 3101. Foundation and Technology in Health and Physical Education. 3 Hours
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improve student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting mandates of state/federal/outside accrediting agencies: <input checked="" type="checkbox"/> Other: Justification for minor in health and physical education. A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results		

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabi for specific assessments.

**Approvals:**

Department Head: <i>Souza Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Committee: <i>Lyn C. Minia</i>	Date: <i>11-1-16</i>
Dean(s)/Director(s): <i>Lyn C. Minia</i>	Date: <i>11-1-16</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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<b>REQUEST FOR A REVISED CATALOGUE COPY</b> <small>(New Learning Outcomes, Admissions, or Other Program Policies)</small> Valdosta State University	
<b>Area of Change:</b> <input type="checkbox"/> Core <input checked="" type="checkbox"/> Senior <input type="checkbox"/> Graduate	
<b>Current Catalogue Page Number:</b> NA	<b>Proposed Effective Date for Revised Catalogue Copy:</b> (new or revised) Fall 2017
<b>Degree and Program Name:</b> Minor in Health and Physical Education	
<b>Present Requirements:</b> NA	<b>Proposed Requirements:</b> (highlight changes after printing) Students may select any of the following courses to fulfil the required 15 hours. All courses selected for the minor must be completed with a grade of "C" or better.  KSPE 1000 level course 1 KSPE 2000. Health and Wellness for Life 2 CHPE 3200. Nutrition for Health and Human Performance 3 CHPE 4220. Management of Physical Education and Coaching Programs 3 CHPE 3141. First Aid/CPR and Care and Prevention of Athletic Injuries 3 CHPE 3770. Physical Education and Coaching Pedagogy 3 CHPE 3411. Human Movement Applications 4 CHPE 3420. Exercise Physiology 3 CHPE 3450. Comprehensive Health Education 3 CHPE 3301. Contemporary Issues in Health 3 CHPE 3101. Foundation and Technology in Health and Physical Education 3
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.) <input type="checkbox"/> Improving Student Learning Outcomes <input type="checkbox"/> Adopting Current Best Practice(s) in Field <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies <input checked="" type="checkbox"/> Other A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.	



**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **SOIs**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabi for specific assessments.**

<b><u>Approvals:</u></b>	
Department Head: <i>Sonye Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Committee: <i>Lyn C. Mc</i>	Date: <i>11-1-16</i>
Dean(s)/Director(s): <i>Lyn C. Mc</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
KSPE

**Faculty Member Requesting:**  
Dr. Sonya Sanderson

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

**Proposed New Course Title:**  
Foundation and Technology in Health and Physical Education

CHPE 3101

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Found & Tech in HPE

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
1 X each Fall

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Also offered as KSPE 3101. This course is designed to teach principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, as well as the technology use in health and physical education disciplines including, web research, email, and apple technologies.

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.

Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm: <i>Lynn C. Mcni</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lynn C. Mcni</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3101  
Foundation and Technology in Health and Physical Education  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

## **Standard 6: Professionalism**

***Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.***

Elements – Teacher candidates will:

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

## **GA PSC Standards**

***1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.***

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

***6.1 The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.***

6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## **COURSE DESCRIPTION**

*Also offered as CHPE 3101. Prerequisite: KSPE 2999.* This course is designed to teach principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, as well as the technology use in health and physical education disciplines including, web research, email, and apple technologies

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Lumpkin, A. (2010). *Introduction to Physical Education, Exercise Science, and Sport Studies*. (8th Ed.). McGraw-Hill Publishing Company.

Shimon, J. M. (2011). *Introduction to teaching physical education: Principles and strategies*. Champaign, IL: Human Kinetics

## **COURSE OBJECTIVES**

1. Students will be able to understand the characteristics of an effective teacher and differentiate between effective and ineffective teaching (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)  
**Activities/Assignments/Assessments: effective teaching presentation**
2. Students will be able to gain knowledge of fitness assessment battery including the President Challenge and Fitnessgram and differentiate between criteria-referenced and norm-referenced assessment (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)  
**Activities/Assignments/Assessments: tests**
3. Students will be able to understand the differences in physical education from various countries (InTASC S2), (NASPE 1.4), (GA PSC 1.0104), (DL1.2)  
**Activities/Assignments/Assessments: reflection**
4. Students will gain knowledge about principles and scope of physical education and sport studies (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**
5. Students will research (e.g., website, textbook, peer-reviewed journal articles) on the history and development of physical education as well as historians contributing to the field of physical education and sports (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (TL2.1), (TL2a)  
**Activities/Assignments/Assessments: history research**
6. Students will understand the importance of physical education and sport (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**
7. Students will learn how to search journal articles online and write critiques using APA format (InTASC S5), (NASPE 6.2), (GA PSC 6.0102), (TL1.1)  
**Activities/Assignments/Assessments: history research, reading critique**
8. Students will learn about the disciplinary content including pedagogy and adapted physical education (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**
9. Students will be able to get familiar with various technologies such as online journal articles search and Livetext software as well as utilize these technologies to finish assignments (InTASC S4), (NASPE 6.2), (GA PSC 6.0102), (TL1.1).  
**Activities/Assignments/Assessments: online journal search and history research; Livetext assignments submission**
10. Students will learn more about the issues facing physical education and sport such as ethics, morals, and values (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (EDL1.1).  
**Activities/Assignments/Assessments: tests**
11. Students will learn the impact of federal legislation on physical education and sport programs with an emphasis on Title IX (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (DL1.2).  
**Activities/Assignments/Assessments: tests**
12. Students will participate in professional activities including major club meetings, perform volunteer work and attend a health and physical education conference. Students also need to write and submit on



Livertext the Professional Development following each participation (InTASC S10), (NASPE 6.2), (GA PSC 6.0102)

**Activities/Assignments/Assessments: Professional Development**

13. The student will demonstrate (through electronic exchange via e-mail, chat room, etc.) the ability to share ideas and feedback when corresponding with their Chinese peers (teacher education students studying physical education) with regard to targeted needs and best practices involving physical education in P-12 settings (TL<sub>2.3</sub>).

**Activities/Assignments/Assessments: Professional Development: Ideas Exchange Assignment**

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Course Tests

1. A total of four tests will be given during the semester.
2. Test formats will consist of multiple choice, matching, short answer, listing, and true/false questions.

Class Assignments, Articles, and Professional Development

1. Students will be required to complete class assignments such as showing proficiency of technology use, web-related assignments, joining a professional and/or student organization, attending at least two majors' club meetings, one major's club function during the semester, taking required class notes, purchasing a book, four article summaries, attending Special Olympics, giving an oral presentation and reflections.

**COURSE EVALUATION**

Each student's grade will be based on the following criteria:

Six Tests	600 pts.
Resume submission on Blazeview	20 pts.
Philosophy Submission on Blazeview	50 pts.
Four Journal Articles Reading Critiques	100 pts.
History Presentation	50 pts.
History Research Submission on Livertext (KSPE) (TL <sub>2a</sub> )	100 pts.
<b><i>This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.</i></b>	
History Research Submission via hard copy (CHPE)	
Purchasing Personal Copy of Required Book	20 pts.
Professional Development activities submission on Livertext (KSPE)	50 pts.
Professional Development activities submission via hard copy (CHPE)	
Ideas exchange with peers from other country	10 pts.
<b>Total</b>	<b>1000 pts.</b>

**GRADING SCALE**

- A (90%-100)
- B (80%-89.9%)
- C (70%-79.9%)
- D (60%-69.9%)
- F (Below 59%)

**No Late Assignments:** Assignments are expected on the due date during class time, and must be **typed and stapled prior to class time**. Late material will receive a grade of zero (0). Sloppy/mediocre assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## ATTENDANCE POLICY AND PARTICIPATION

1. **Class Preparation:** The majority of outside class assignments will involve preparation for class discussions, tests, and presentations. Failure to read and be prepared for class participation will have an adverse effect on one's grade. **You cannot participate if you are not in class.** It is expected that if the university is open then you will be in class. **A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence.** After 6 absences, you will receive a failing grade. University related absences are not subject to this policy. Excused absences include illness (with Dr. excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the **next class** meeting following an absence. Excessive absences may result in a concern form being written.
2. **Lateness:** **A student late by more than five (5) minutes will receive a one-half absence.** Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a concern form. **Be punctual!!!!**
3. **Classroom Etiquette -** Please show up early or on time for class. **Turn off cell phones** when entering classroom or gym, do not just place them on vibrate! **No text messaging will be allowed during class.** I will ask you to leave the class should your phone ring or if choose to engage in texting. Be respectful of other students around you. If not, you may be written up on a concern form. **NO** hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a **professional presentation!**

## PROFESSIONALISM

### *Professional Improvement Plan*

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

**<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>**

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

**<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>**

**Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's

programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT OPINION OF INSTRUCTION**

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

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/6/2016 (mm/dd/yyyy)

<b>Department Initiating Request:</b> KSPE	<b>Faculty Member Requesting:</b> Dr. Sonya Sanderson
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<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  CHPE 3141	<b>Proposed New Course Title:</b> First Aid/CPR and Care and Prevention of Athletic Injuries  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) First Aid/CPR and Care and Prev
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<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each Fall
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**Indicate if Course will be :**     Requirement for Major     Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as KSPE 3141. Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonja Sanders</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm. <i>Lynn C. Mc</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3141  
First Aid/CPR and Care and Prevention of Athletic Injuries  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**AAHE Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health-literate educator.

**Key Element C:** Candidates describe practices that promote health or safety

**Standard VII: Being a Resource.** Candidates serve as a resource person in health education.

**Key Element A:** Candidates use health information resources.

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: Use BlazeView course site

## **COURSE DESCRIPTION**

*Also offered as KSPE 3141.* Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult), and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Thygerson, A. L., Thygerson, S. M., Gulli, B., Piazza, G. (2012). *First Aid, CPR, and AED Advanced* (6th Ed.). Sudbury, MA: American Academy of Orthopaedic Surgeons.  
ISBN: 978-1-4496-3505-3

## **ONLINE RESOURCES**

All correspondence via e-mail in this class must be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system will not be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.

All students are required to become familiar with their VSU BlazeView account. Information about this class, handouts, some readings, and updates to assignments will be uploaded via BlazeView. Students must check their BlazeView class site regularly to keep up with class requirements. To access go to BlazeView – <http://blazeview.valdosta.edu/webct/entryPageIns.doweбct>

Students will also locate and utilize additional websites and readings as needed to support projects.

## **COURSE OBJECTIVES**

1. The student will administer mouth to mouth resuscitation and perform compressions of a victim (adult, child, & infant) who is not breathing or does not have a pulse. (InTASC 4), (AAHE I C)
2. The student will perform first aid skills in bandaging, splinting, dressings, applying direct pressure, primary and secondary survey skills, and transportation. (InTASC 4), (AAHE I C)
3. The student will list the proper care procedures for hemorrhaging, wounds, shock, head injuries, spine injuries, chest injuries, abdomen injuries, poisoning, drugs, diabetes, burns, heat and cold emergencies. (InTASC 4), (AAHE I C)
4. The student will to list a variety of safety education programs for the home, school and community. (InTASC 4), (AAHE VII A), (AAHE I C)
5. The students will be introduced to common sprains and strains associated with the ankle, knee, and shoulder along with different physical activity injuries that they may see occur. (InTASC 4), (AAHE I C)



## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Practical CPR Skill Exam
2. One Written CPR Exam
3. One Written First Aid Exams
4. Class Attendance
5. One Written Exam on Care and Prevention of Athletic Injuries

## **COURSE EVALUATION**

1. Practical CPR Exam	20 points
2. Written CPR Exam	20 points
3. Written First Aid Exams	20 points
4. Class Attendance with active participation	10 points
5. Care and Prevention Exam	20 points
6. Discussion Boards/Various Assignments	10 points
	<hr/>
	100 points

## **GRADING SCALE**

90 pts. and above	= A
80 - 89 pts.	= B
70 - 79 pts.	= C
60 - 69 pts.	= D
Below 60 pts.	= F

## **ATTENDANCE POLICY**

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of classes results in a failing grade. Keep in mind that tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

If a student misses a class, it is the student's responsibility to contact a classmate for missed material.

## **TURNITIN.COM**

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

## **PROFESSIONALISM**

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### **LATE ASSIGNMENTS**

Late assignments will not be accepted. Assignments are due between two dates that will provide students at least a 48-hour window of opportunity to submit work. Only under extraordinary circumstances, as determined solely by the professor, will work be accepted passed the due date. The professor will then make arrangements for submission.

Please note that life happens; make decisions that will allow you to be successful even if unexpected events occur during the semester.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **TITLE IX STATEMENT:**

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

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all

responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **CELL PHONES**

CELL PHONES WILL NOT BE TOLERATED IN CLASS. PHONES WILL BE TURNED OFF!!! FURTHERMORE, IF A STUDENT IS FOUND TEXT MESSAGING, CHECKING MESSAGES, OR IF A CELLPHONE GOES OFF IN CLASS, FIVE (5) POINTS WILL BE DEDUCTED FROM THE STUDENT'S OVERALL GRADE PER EPISODE. NO EXCUSES, THIS BEHAVIOR WILL NOT BE TOLERATED!!!

### **EMAIL CORRESPONDENCES**

Each student must communicate professionally at all times. Email is no different. Emails are sometimes written on mobile phone or computer tablet, which tend to be written more as a text message rather than professional email. Therefore all email correspondences, whether via Valdosta.edu email or BlazeView email, must contain a salutation, body, and signature. The professor will not answer emails that do not follow this formulation.

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:** KSPE  
**Faculty Member Requesting:** Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
CHPE 3150  
**Proposed New Course Title:** Applied Sports Science  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Applied Sports Science

**Semester/Year to be Effective:** Spring 2017  
**Estimated Frequency of Course Offering:** 1 X each Spring

**Indicate if Course will be :**     Requirement for Major     Elective

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

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) The scientific study of human motion as applied to physical activity, fitness, and human performance. Primary course content will include motor learning, skill analysis, aspects of exercise physiology and nutrition.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other: Research opportunities for students and faculty

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

<b>Approvals:</b>	
Dept. Head: <i>Sonyia Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3150  
APPLIED SPORTS SCIENCE  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**GA PSC Standards**

Standard 1: Professional Knowledge

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

## INSTRUCTOR

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

## COURSE DESCRIPTION

The scientific study of human motion as applied to physical activity, fitness, and human performance. Primary course content will include motor learning, skill analysis, aspects of exercise physiology and nutrition.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Knudson, D. V. (2013). *Qualitative Diagnosis of Human Movement: Improving Performance in Sport and Exercise*. (3<sup>rd</sup> Ed.) (eBook With Web Resource, PDF Version) ISBN-13: 9781450441797 (Directly from the publisher.)



ISBN 9781450441780 is a carded key code for the text (through the VSU bookstore.)

### Required Video Equipment & Video Upload and Video Submission Options

- Students are required to have access to video equipment (flip camera, iPhone, etc.) in order to complete the video requirements and final project for the course.
- There are several options for video upload and submission. These include the following:
  - 1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) <https://www.google.com/drive/>
  - 2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) <https://www.box.com/home/b/>
  - 3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

### Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview D2 Learn account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview D2Learn. Students must check their Blazeview D2L class site daily for class requirements. To access Blazeview D2Learn: <https://vsu.view.usg.edu/?failed=1&authCode=2>
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

### COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

At the completion of the course the student should be able to:

1. Identify and apply motor learning, pedagogy, skill analysis, and qualitative movement diagnosis as these areas are related to effective teaching. (InTASC 1, 4), (NASPE 1.1)



**\*Activity/Assignment/Assessment: assigned readings, assigned videos, discussion boards, content reflections, formative project, and summative project.**

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

- Read/observe all assigned chapters in the textbook, assigned readings, and assigned videos.
- Participate in Discussion Boards (original and response posts) by required dates.
- Complete content reflections throughout the semester by the required dates.
- Complete formative and summative QMD projects by the required dates.

### **Course Expectations:**

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus. If changes are made to the course, these changes will be communicated far in advance.*
2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have the technology needed to complete class assignments (internet, computer, video equipment, Livetext, etc.).
4. Complete all reading assignments, video observations and projects, powerpoints, etc. in order to participate in on-line discussions.
5. Complete and post on-line all word processed class assignments in a timely manner.
6. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval (and some extreme extenuating circumstance), will receive a grade of zero (0).
7. **Content Reflections** Content Reflections will cover material from required **readings, lectures, videos, and class discussions**. All assignments must be submitted on or before the **scheduled date**.
8. **Makeup work.** As a rule, there will be no make-up work or alternative assignments for this course. If there are conflicts, plan to submit requirements ahead of the due date, again, under extenuating circumstances.

## **COURSE EVALUATION**

Content Reflections (4)	40%
Discussion Boards (3)	15%
Formative Observation project	15%
Qualitative Analysis Project	30%
Total	100%

## **GRADING SCALE**

9 -100 % =	A
80-89 % =	B
70-79 % =	C
60-69 % =	D
<60 % =	F

## **ATTENDANCE POLICY**

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of classes results in a failing grade. Keep in mind that tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

111

## **PROFESSIONALISM**

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **TITLE IX STATEMENT:**

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

## **ACCESS STATEMENT:**

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

## **STUDENT OPINION OF INSTRUCTION**

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

## **Addendum**

Aspects of this syllabus may change as determined to be appropriate by the professor. Students will be notified (via e-mail) of all adjustments.

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NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**

KSPE

**Faculty Member Requesting:**

Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**

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

CHPE 3200

**Proposed New Course Title:**

Nutrition for Health and Human Performance

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Nutrition for Health

**Semester/Year to be Effective:**

Fall 2017

**Estimated Frequency of Course Offering:**

1 X each Fall

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as KSPE 3200. An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lyn C. Ni</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Ni</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3200  
NUTRITION FOR HEALTH AND HUMAN PERFORMANCE  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**GA PSC Standards**

**Standard 1: Professional Knowledge**

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

## AAHE Standards

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

**Key Element A:** Candidates describe the theoretical foundations of health behavior and principles of learning.

**Key Element C:** Candidates describe practices that promote health or safety

### INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

### COURSE DESCRIPTION

*Also offered as KSPE 3200.* An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutrition practices on health and human performance.

### REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Williams, M.H. (2013). *Nutrition for Health and Human Performance*, (10<sup>th</sup> ed.). New York, NY: McGraw-Hill.

### COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Understand the factors that influence food choices of different people through the life cycle and during performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C) (GA PSC 1.1)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
2. Understand the impact of nutrition on health status and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
3. Identify the characteristics, qualities, and quantities of essential dietary nutrients and their roles as they contribute to health, wellness and performance.(InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
4. Identify food sources of essential dietary nutrients.(InTASC S4), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
5. Compare American dietary habits and patterns in comparison to other world cultures. (InTASC S4), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
6. Understand the roles of essential dietary nutrients and how the body uses food for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
7. Recognize the importance of dietary nutrients on physical performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**

8. Explain how nutrition effects weight control, body composition, weight loss, energy, exercise levels, training, physical performance, illness, and disease. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
9. Exhibit an understanding of optimal nutrition for exercise, conditioning, and performance among athletes and recreational participants. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
10. Use knowledge related to nutrient bioenergetics. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
11. Understand metabolism in exercise and training. (InTASC S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
12. Identify and make healthy choices in selecting a nutritional diet for health and human performance using web pages, electronic resources, etc. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**

### COURSE EVALUATION

- |    |   |                    |
|----|---|--------------------|
| 1. | Test (3)  | 300 points         |
| 2. | Classroom Activities  | 250 points         |
|    | Students (4-5) will be grouped into activities throughout the semester. Students will research the topics in order to be able to discuss with students in their group.<br>The activities are: #1 Food Groups (variety of nutrients), #2 Food Labeling, #3 Fat Intake for 24 Hours (total fat % for 24 Hours), #4 Protein Intake For 24 Hours (total % for 24 hours), #5 Water Intake From Fluids and Food (24 hours calculated) |                    |
| 3. | <u>Comprehensive Knowledge Exam</u>   | 100 points         |
|    |   | 650 points maximum |

### GRADING SCALE

650-585 = A	100%-90% of maximum points
584-520 = B	89% - 80% of maximum points
519-455 = C	79%-70% of maximum points
454-390 = D	69%-60% of maximum points
389 points and below = F	59% of maximum points and below

### ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

*Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.*

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. **When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.**



## CELL PHONES

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests**. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

## PROFESSIONALISM

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT OPINION OF INSTRUCTION

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

## TITLE IX STATEMENT

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

Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **Subject Matter and Tentative Schedule**

- ◆ Introduction, Meaning of Nutrition
- ◆ Evolution of the American Diet
- ◆ Making Wise Nutritional Choices, Dietary Guidelines, Balanced Diet, Performance Diet
- ◆ Macronutrients: Carbohydrates, Fat, Protein
- ◆ Micronutrients: Minerals, Vitamins, Water
- ◆ Food Labeling
- ◆ Nutrition and Heart Disease
- ◆ Cholesterol
- ◆ The Healthful Diet
- ◆ Nutrient Bioenergetics: Energy Balance
- ◆ Metabolism in Exercise, Conditioning, Training, and Performance
- ◆ Measurement of Energy: Food, Caloric Needs, and Physical Activity
- ◆ Body Composition, Weight Control, Energy Balance
- ◆ Healthful Nutrition for Physical Fitness and Performance
- ◆ Food Drugs and Related Supplements

### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

<b>Date of Submission:</b> 10/06/2016 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> KSPE	<b>Faculty Member Requesting:</b> Dr. Sonya Sanderson	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  CHPE 3301	<b>Proposed New Course Title:</b> Contemporary Issues in Health  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Comp Issues in Health	
<b>Semester/Year to be Effective:</b> Spring 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each Spring	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as KSPE 3301. Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course.		
<b>Justification:</b> Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.  <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.		
<b>Source of Data to Support Suggested Change:</b>  <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Qualtrics student survey <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sony Sanders</i>	Date: 10-19-16
College/Division Exec. Comm.: <i>Lyn C. Mc</i>	Date: 11-1-16
Dean/Director: <i>Lyn C. Mc</i>	Date: 11-1-16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3301  
Contemporary Issues in Health  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

**Equity Principle:** All learners deserve high expectations and support.

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

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

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

**Impact Principle:** Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

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

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

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

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

**American Association for Health Education 2008 NCATE Health Education Teacher Preparation Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

*Key Element F:* Candidates demonstrate the health literacy skills of an informed consumer of health

**Standard II: Needs Assessment.** Candidates assess needs to determine priorities for school health education.

*Key Element A:* Candidates access a variety of reliable data sources related to health.

**Standard VII: Being a Resource.** Candidates serve as a resource person in health education.

*Key Element A:* Candidates use health information resources.

*Key Element C:* Candidates select educational resource materials for dissemination.

**Standard VIII: Communication and Advocacy.** Candidates communicate and advocate for health and school health education.

*Key Element D:* Candidates demonstrate professionalism.

## GA PSC standards

### **Standard 2: Skill and Fitness Based Competence**

*The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.*

Elements – Teacher candidates will:

2.0104 The program shall prepare candidates who can demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health.

### **Standard 5: Impact on Student Learning**

*The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.*

Elements – Teacher candidates will:

5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

### **Standard 6: Professionalism**

*The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.*

Elements – Teacher candidates will:

6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

## INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## REQUIRED TEXTBOOKS

Teague, M., Mackenzie, S., and Rosenthal, D. (2015). *Your Health Today: Choices in a Changing Society* (5<sup>th</sup> ed.). McGraw-Hill, Boston. ISBN-13: 978-0-07-802859-5 ISBN-10: 0078028477

## COURSE DESCRIPTION

*Also offered as CHPE 3301. Prerequisite: KSPE 2999.* Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course.

## **COURSE OBJECTIVES (CO):**

1. Identify and discuss a variety of contemporary/controversial health issues including but not limited to death and dying, relationships, sexuality, diseases, nutrition, and eating disorders (*InTASC S4; AAHE VII A, C; DL 1.2*).  
**\*Activities/Assignments/Assessments: tests, articles, presentation**
2. Identify and use various approaches and methodologies for teaching health education in schools (*InTASC S4; AAHE VII A, C; CPL 1.2*).  
**\*Activities/Assignments/Assessments: presentation, debate**
3. Demonstrate and model professional standards of practice for health education (*InTASC S9; AAHE VIII D; GA PSC 6.0103; EDL 1.1*).  
**\*Activities/Assignments/Assessments: presentation, debate**

4. Describe major contemporary health issues and trends in public school education with a particular focus on Georgia (*InTASC S4; AAHE I F; GA PSC 2.0104; CPL 1.1*).  
\*Activities/Assignments/Assessments: tests, articles, presentation, debate
5. Demonstrate proficiency in using a variety of technological platforms, i.e., e-mail, computer searches, PowerPoint presentations, etc... (*InTASC S4, S5, S8; AAHE II A; TL 1.1*).  
\*Activities/Assignments/Assessments: presentation, livetext

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests:** There will be four tests given during the semester from the required text and PowerPoints.
2. **Articles:** Candidates will complete four peer-reviewed journal article summaries and critiques from given subjects that pertain to selected chapters. Each will be in APA style with a title page, one page summary, one page critique, reference page, with the article stapled to the summaries.
3. **Professional research and presentation:** Candidates will research a disease/condition from a list provided from the instructor. Candidates will write a 3-5 page research paper in APA following instructor's guidelines. Candidates will also create and deliver a PowerPoint presentation on their given subject to the class.
4. **Quizzes:** There will be a quiz before each chapter (total of 8).
5. **Worksheets:** There will be two worksheets assigned that will pertain to two of the chapters assigned.
6. **Debate:** Candidates will either be on a pro or a con side of stem cell research. Each individual will have to defend their side orally in a class and provide a 2-3 page research paper in APA format.

### EVALUATION

1.	Tests (4)	400 pts.
2.	Article Summaries (4)	200 pts.
3.	Professional Research (paper)	100 pts.
4.	Professional Research (presentation/ppt)	100 pts
5.	Quizzes (chapter quizzes/worksheets)	100 pts
6.	Debate (in class participation)	100 pts.
7.	Debate (research paper)	100 pts
	Total	1100 pts.

### GRADING SCALE

- A = (90%-100)  
 B = (80%-89.9%)  
 C = (70%-79.9%)  
 D = (60%-69.9%)  
 F = (Below 59%)

### ATTENDANCE POLICY

**Class Preparation:** The majority of outside class assignments will involve preparation for class discussions, quizzes, and, presentations. Failure to read and be prepared for class participation will have an adverse effect on one's grade. You cannot participate if you are not in class. It is expected that if the university is open then you will be in class. A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence. After 6 absences, you will receive an F. University related absences are not subject to this policy. Excused absences include illness (with Dr.'s excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the next class meeting following an absence. Excessive absences may result in a professional improvement plan being written.

**Lateness:** A student late by more than five (5) minutes will receive a one half absence. Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a professional improvement plan. Be punctual!!!!



**Classroom Etiquette:** Please show up early or on time for class. Turn off cell phones when entering classroom or gym, do not just place them on vibrate! No text messaging will be allowed during class. I will ask you to leave the class should your phone ring or if choose to engage in texting. NO hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a professional presentation then you will dress in PROFESSIONAL clothes! Be respectful of other students around you. If not, you may be written up on a professional improvement plan

**No Late Assignments:** Assignments are expected on the due date during class time, and must be typed and stapled prior to class time. Late material will receive a grade of zero (0). Sloppy assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## PROFESSIONALISM

### Professional Improvement Plan (PIP)

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

At the discretion of the administration at a practicum setting, the mentor teacher, or the faculty supervisor, students failing to adhere to professional standards of appearance may be asked to leave their assigned placement to address appearance issues. Appearance issues may include and are not limited to the following: personal hygiene, body markings, VSU HPE attire worn as directed, etc. Any practicum time missed as a result will need to be made up. A PIP may also be written and removal from placement could occur.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY STATEMENT

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

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## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will

not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

## **DIVERSITY**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

## **TECHNOLOGY**

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

## **TEACHER EDUCATION DISPOSITIONS**

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

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



**KSPE 3301**

**SYLLABUS AGREEMENT FORM**

I, \_\_\_\_\_, (print name) have read the syllabus (either in paper or online) and understand the class policies, expectations, and rules as stated in the syllabus. By signing this form I agree to comply with the policies listed and accept the outline for this class.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

**PLAGIARISM POLICY**

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work.

It is against school policy to plagiarize.

Therefore by signing this form, I, \_\_\_\_\_ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by the Dewar College of Education and Human Services will be followed.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

RECEIVED

NOV 02 2016  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
KSPE

**Faculty Member Requesting:**  
Dr. Sonya Sanderson

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

**Proposed New Course Title:**  
Human Movement Applications

CHPE 3411

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Human Movement Applications

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
1 X each Fall

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 1

**Credit Hours:** 4

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as KSPE 3411. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lynn C. Mui</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lynn C. Mui</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3411  
HUMAN MOVEMENT APPLICATIONS  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

***Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.***

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.



## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## **COURSE DESCRIPTION**

*Also offered as KSPE 3411.* Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Hamilton, N., Weimar, W., and Luttgens, K. (2012) *Kinesiology: Scientific Basis of Human Motion* (12th ed.). New York, NY: McGraw-Hill.

## **COURSE OBJECTIVES**

At the completion of the course the student should be able to:

- Discuss, understand, and appreciate the anatomical and mechanical principles which influence human performance. (InTASC 4), (NASPE 1.1)
- Understand the necessity of a scientific approach to the study and teaching of human movement. (InTASC 4), (NASPE 1.1, 1.2, 1.3, 1.5)
- Display an increased curiosity regarding human movement stimulating further exploration and thereby increased growth in the understanding and experiencing of motor skills. (InTASC 4), (NASPE 1.5)
- Display a basic understanding of the various anatomical components of the structure of the human body. (InTASC 4),(NASPE 1.1)
- Demonstrate an understanding of the conditions influencing muscle function. (InTASC 4),(NASPE 1.1)
- Discuss relationships between structure and mechanical functions of the musculoskeletal system. (InTASC 4),(NASPE 1.1)
- Observe and analyze movement with specific regard to component parts. (InTASC 4), (NASPE 1.1)
- Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills. (InTASC 4), (NASPE 1.3, 1.5)
- Recognize the principles pertaining to the prevention of physical trauma to the body in the performance of motor skills. (InTASC 4), (NASPE 1.5)
- Display an accurate and consistent vocabulary of scientific terminology. (InTASC 4), NASPE 1.1)

- Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span motor development and psychosocial dimensions of physical activity. (InTASC 1, 4), (NASPE 1.1, 1.2, 1.3, 1.5)

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Standards	Course Outcomes Students will (be able to):	Course Activities Students will (do):	Outcome Assessments Students will (show):
<p><b>InTASC 4, NASPE 1.1, 1.2, 1.3, 1.5</b></p> <p><b>InTASC 4, NASPE 1.1, 1.5</b></p> <p><b>InTASC 1, 4 NASPE 1.1, 1.2, 1.3, 1.5</b></p>	<p>(1). Understand the necessity of a scientific approach to the study and teaching of human movement.</p> <p>(2). Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills.</p> <p>(3). Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span motor development and psychosocial dimensions of physical activity.</p>	<p>(1). Read all assigned chapters in the textbook</p> <p>(2). Participate in classroom discussion</p> <p>(3). Analyze laboratories to study and teach human movement</p>	<p>(1) Tests (written)</p> <p>(2) Exam (written)</p> <p>(3) Laboratory completions</p> <p>(4) Project</p> <p>(5) Classroom participation</p>

### COURSE EVALUATION

#### Evaluation

1. Tests (4)	400 pts.
2. Comprehensive knowledge exam	100 pts.
3. Laboratories	100 pts.
4. Project	100 pts.
5. Classroom participation	<u>50 pts.</u>
	750 pts. Maximum

**Grade Scale:** % of maximum points

750 - 675 = A	100 - 90
674 - 600 = B	89 - 80
599 - 525 = C	79 - 70

524 - 450 = D  
449 and below = F

69 - 60  
59 and below

## ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence. Proper attire is required during classroom and laboratory activities.

**Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.**

## PROFESSIONALISM

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## TITLE IX STATEMENT:

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

## ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## STUDENT OPINION OF INSTRUCTION

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

### Cell Phones:

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests**. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### Tentative Subject Matter

- Introduction to the definition of kinesiology and significance of the study of kinesiology (overview of course).
- Motor development and the relationship to motor learning (fundamental skills, classification of motor skills)
- Review of the musculoskeletal system (classification of bones, types of articulation, planes and axes of motion, types of motion, range of motion, and measurement thereof). Function of muscles, types of muscular action and body movements
- Neuromuscular basis of human motion (Review)
- Introduction to mechanical kinesiology
- Terminology and measurement in biomechanics
- Description of human motion
- Fundamental principles of motion

- Newton's Laws of Motion
- Types of motion including hydrodynamic and aerodynamic
- Factors affecting motion
- Biomechanical analysis of movement related to biomechanical principles of physical activity, motor behavior and learning, including life-span motor development and psychosocial dimensions of physical activity

\*Subject matter is subject to change when needed

**Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students

RECEIVED

NOV 07 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
KSPE

**Faculty Member Requesting:**  
Dr. Sonya Sanderson

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

**Proposed New Course Title:**

CHPE 3420

Exercise Physiology

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Ex Phys

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
1 X each Spring

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

Also offered as KSPE 3420. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonye Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lynn C. Nii</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lynn C. Nii</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3420  
EXERCISE PHYSIOLOGY  
3 SEMESTER HOURS  
Spring 2013**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**GA PSC Standards**

Standard 1: Professional Knowledge

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

## INSTRUCTOR

Name:

Office

Telephone Number:

Email Address:

Office Hours:

Website:

## COURSE DESCRIPTION

*Also offered as KSPE 3420.* An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include: bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Powers, S.K. & Howley, E.T. (2012). *Exercise Physiology*, (8th ed.). New York, NY: McGraw-Hill.

## COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Understand the functions of various body systems, especially the following: circulatory, respiratory, nervous, and muscular. (InTASC S1, S4) (NASPE 1.1) (GA PSC 1, 1.1, 1.01)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
2. Describe the integrated action of the above mentioned systems as they are modified immediately and ultimately by physical performance. (InTASC S1, S4), (NASPE 1.1) (GA PSC 1, 1.1, 1.01)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
3. Determine how physical capacity and performance may be modified through systematic training programs. (InTASC S1, S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
4. Apply knowledge regarding the effects of exercise and activity through laboratory and simulated experiences (Example: heart rate monitors during exercise) and reflect upon these results. (InTASC S1, S4, S5), (NASPE 1.1) (AL<sub>1.3</sub>, TL<sub>3.1</sub>)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
5. Demonstrate knowledge of the physiological principles of physical activity and fitness. (InTASC S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
6. Understand the physiological concepts and functions of the human body and human performance. (InTASC S1, S4), (NASPE 1.1) (CPL<sub>1.1</sub>)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
7. Understand the importance of the pursuit of a healthful lifestyle. (InTASC S4, S5) (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**

## COURSE ACTIVITIES:

1. Classroom lecture and discussions
2. Large and small group discussions
3. Classroom participation
4. Laboratories
5. Quizzes
6. Comprehensive knowledge exam

## STUDENT REQUIRMENTS:

1. Tests and comprehensive knowledge exam
2. Laboratories (# of points per lab determined by # of labs) (5 labs = 20 points for each lab)  
Laboratories include: Vo<sub>2</sub> max, oxygen capacity, developing cardiovascular endurance using the Karvonen formula and ACSM protocols for using target heart rates with heart rate monitors, strength, strength endurance, flexibility, correlation of activity and recovery.
3. Quizzes (unannounced) (100 questions (1 point each question) planned throughout semester)

## COURSE EVALUATION

1. Tests (4)	400 pts.
2. Laboratories	100pts.
3. Quizzes (unannounced)	100 pts.
4. Comprehensive knowledge exam	150 pts.
<b>Total</b>	<b>750 pts. Maximum</b>

## GRADE SCALE: % of maximum points

750 - 675 = A 100 - 90

674 - 600 = B 89 - 80

599 - 525 = C 79 - 70

524 - 450 = D 69 - 60

449 and below = F 59 and below

## ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. **Lack of appropriate active participation and best effort during laboratories could result in a deduction of laboratory points.** Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Students are solely responsible for obtaining documented written verification of absence from authority giving reason for absence. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

Students are expected to be **on time (7:40 a.m.)** for class and ready to participate in the classroom activities. Students should be prepared for class prior to entering the classroom. This would include, but not limited to having finished eating breakfast, drinking beverages, using the restrooms, and talking on cell phones. **Continuously leaving class is not appropriate.** There may be problems that arise to cause you to be late for class. **When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.**

## CLOTHING FOR LABORATORIES

You should dress in your professional attire for laboratories. This would include any combination of the major's shorts and shirts sold in the bookstore. You cannot wear any substitutes i.e. shorts and shirts that are not VSU Department of Kinesiology & Physical Education Majors (HPE, AT, EP) attire. University of Georgia apparel, FSU apparel, etc., are not acceptable attire for laboratories. This is because the class is a combination of moving and writing. Also, there may be other classes in the area designated for laboratories. You must be identifiable by

wearing your professional attire. You must be prepared (**writing materials and proper dress**) to physically participate in laboratories.

## **QUIZZES**

**All quizzes are unannounced and will begin at 7:40 a.m. sharp.** If you are late to class, you will not be allowed to enter the classroom once the quiz has begun and you should wait quietly in the hall until the last student has completed the quiz. When everyone has completed the quiz, you may enter the classroom. There are no make-ups for unannounced quizzes. If you are late for class and do not take a quiz, **you will forfeit the points for that quiz.**

If you are absent on the day an unannounced quiz is administered, you will not be given the opportunity to make-up the quiz. This is due to the fact that the quiz would no longer be unannounced. If you have documented written evidence of a legitimate excused absence, you will not forfeit quiz points for that absence. However, the maximum number of possible quiz questions will be less. This would mean each quiz question will be worth a higher value. Quiz points earned will be determined by dividing the number of correct quiz answers by the number of quiz questions available.

## **CELL PHONES**

All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

## **PROFESSIONALISM**

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **TITLE IX STATEMENT:**

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

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT OPINION OF INSTRUCTION**

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

### **Tentative Subject Matter & Required Reading Assignments:**

- The history and basis of human performance Ch. 0 & 2.
- Bioenergetics (energy sources for physical activity) Ch. 3.
- Fatigue and recovery from physical activity Ch. 4 & 19.
- Measurement Ch. 1, 15 & 20.
- Structure & control of muscular movement (neuromuscular functioning) Ch. 7 & 8.
- Skeletal muscle: structure and function Ch. 8.
- Development of muscular strength, endurance Ch. 8 & 21
- Flexibility Ch. 21.
- Respiration during exercise Ch. 10.
- Transportation system Ch. 9.
- Functions of the cardiorespiratory system Ch. 9,10, &21
- Aerobic training Ch. 13.
- Body composition Ch. 18 & 23
- Physiological differences Ch. 22.
- Effects of drugs and ergogenic aids on performance Ch. 25.
- Cardiovascular diseases Ch. 14.
- Thermal regulation Ch. 12.
- Physiological applications to aerobic and anaerobic training Ch. 21
- Physical activity, fitness, and health Ch. 16
- Application of subject matter to improve training techniques and sport performance Ch. 21
- Physiological principles of physical activity Ch. 16.

## **UNFORSEEN CIRCUMSTANCES**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students. Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations

RECEIVED

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

<b>Department Initiating Request:</b> KSPE	<b>Faculty Member Requesting:</b> Dr. Sonya Sanderson
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<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  CHPE 3450	<b>Proposed New Course Title:</b>  Comprehensive Health Education  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Comp Health
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<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each Fall
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**Indicate if Course will be :**     Requirement for Major     Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)  
 Also offered as KSPE 3450. This course is designed to investigate health content pertaining to nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, and cancer.

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

- Improving student learning outcomes:
  - Adopting current best practice(s) in field:
  - Meeting Mandates of State/Federal/Outside Accrediting Agencies:
  - Other:
- A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderon</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm. <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3450  
COMPREHENSIVE HEALTH EDUCATION  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**AAHE Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health-literate educator.

**Key Element A:** Candidates describe the theoretical foundations of health behavior and principles of learning.

**Key Element B:** Candidates describe the National Health Education Standards

**Key Element C:** Candidates describe practices that promote health or safety

**Key Element D:** Candidates describe behaviors that might compromise health or safety

**Key Element E:** Candidates describe disease etiology and prevention practices.

**Key Element F:** Candidates demonstrate the health literacy skills of an informed consumer of health

## INSTRUCTOR

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

## COURSE DESCRIPTION

Also offered as KSPE 3450. This course is designed to investigate health content pertaining to nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, and cancer.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Teague, M. L., Mackenzie, S. L., & Rosenthal, D. M. (2015). *Your Health Today* (5<sup>th</sup> ed.). McGraw Hill

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

At the completion of the course the student should be able to:

1. Understand the need for school health education (InTASC S4) (AAHE I A)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
2. Demonstrate knowledge of nutrition effecting the child and the school environment (InTASC S4) (AAHE I A)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
3. Demonstrate knowledge of fitness (AAHE I A, C)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
4. Understand the health problems of alcohol and tobacco (InTASC S4) (AAHE I C, D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
5. Understand the health problems of drugs (AAHE I D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
6. Understand and demonstrate knowledge of body weight and body composition (InTASC S4) (AAHE I C, D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
7. Understand and demonstrate knowledge of infectious diseases (AAHE I E)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
8. Demonstrate knowledge of cardiovascular disease, diabetes, and chronic lung diseases (AAHE I E)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
9. Understand and demonstrate knowledge of cancer (InTASC S4) (AAHE I C)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
10. Demonstrate knowledge using technology to research on certain topics and ability for presentation. (AAHE I F)  
**\*Activities/Assignments/Assessments: projects, presentation**

## COURSE EVALUATION

### Evaluation

Tests (4)	60%
Projects submission	20%
Project presentation	20%
<b>Total</b>	<b>100%</b>

Projects:  
**Grade Scale:** % of maximum points  
650 - 585 = A 100 - 90

650 - 585 = A	100 - 90
584 - 520 = B	89 - 80
519 - 455 = C	79 - 70
454 - 390 = D	69 - 60
389 and below = F	59 and below

**ATTENDANCE POLICY AND PARTICIPATION**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

*Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.*

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

**Cell Phones:**

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

**PROFESSIONALISM**

*Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

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<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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

### **STUDENT OPINION OF INSTRUCTION**

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

### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

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NOV 02 2016  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**

KSPE

**Faculty Member Requesting:**

Dr. Sonya Sanderson

**Proposed New Course Prefix & Number:**

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

CHPE 3770

**Proposed New Course Title:**

Physical Education and Coaching Pedagogy

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
PE & Coaching Pedagogy

**Semester/Year to be Effective:**

Spring 2017

**Estimated Frequency of Course Offering:**

1 X each Spring

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of various science-related fields of study for physical education and coaches' instructional contexts. This course will provide students with knowledge from exercise physiology, biomechanics, motor development, sports management, and nutrition to enhance sport programs, coaching practices, and athlete outcomes.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other: Research opportunity for students and faculty

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

<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-7-16</i>
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 3770**

**Physical Education and Coaching Pedagogy**

**3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

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

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

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



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

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## **National Standards for Sport Coaches (NASPE CS)**

### **Domain 1: Philosophy and Ethics**

**Standard 1:** Develop and implement an athlete-centered coaching philosophy.

**Standard 2:** Identify, model, and teach positive values learned through sport participation.

**Standard 3:** Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program.

**Standard 4:** Demonstrate ethical conduct in all facets of the sport program.

### **Domain 3: Physical Conditioning**

**Standard 12:** Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles.

**Standard 15:** Plan conditioning programs to help athletes return to full participation following injury.

### **Domain 4: Growth and Development**

**Standard 16:** Apply knowledge of how developmental change influences the learning and performance of sport skills.

**Standard 17:** Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity.

### **Domain 5: Teaching and Communication**

**Standard 19:** Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program.

**Standard 20:** Develop and monitor goals for the athletes and program.

**Standard 21:** Organize practice based on a seasonal or annual practice plan to maintain motivation, manage fatigue, and allow for peak performance at the appropriate time.

**Standard 22:** Plan and implement daily practice activities that maximize time on task and available resources.

**Standard 23:** Utilize appropriate instructional strategies to facilitate athlete development and performance.

**Standard 24:** Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

**Standard 25:** Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

**Standard 26:** Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction.

### **Domain 6: Sport Skills and Tactics**

**Standard 27:** Know the skills, elements of skill combinations, and techniques associated with the sport being coached.

**Standard 28:** Identify, develop, and apply competitive sport strategies and specific tactics appropriate for the age and skill levels of the participating athlete.

## **Domain 8: Evaluation**

**Standard 38:** Use a variety of strategies to evaluate athlete motivation and individual performance as they relate to season objectives and goals.

**Standard 39:** Utilize an effective and objective process for evaluation of athletes in order to assign roles or positions and establish individual goals.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

### **COURSE DESCRIPTION**

Application of various science-related fields of study for physical education and coaches' instructional contexts. This course will provide students with knowledge from exercise physiology, biomechanics, motor development, sports management, and nutrition to enhance sport programs, coaching practices, and athlete outcomes.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Schempp, P. (2003). *Teaching Sport and Physical Activity: Insights on the road to excellence*. Champaign, IL: Human Kinetics.

Martens, R. (2012). *Successful coaching*. (4<sup>th</sup> ed.). Champaign, IL: Human Kinetics.

Other online resources delivered via Desire2Learn course site.

Students will locate and utilize additional sites and readings as needed to support individual projects.

### **COURSE OBJECTIVES**

The student will:

1. Understand and create appropriate, developmental yearly seasonal (curriculum) plan and practice plans that address the needs of youth athletes based on current sport coaching pedagogy research. (InTASC 1-5, 7-8; NASPE CS 12, 15-17, 19-26)  
**\*Activities/Assignments: class readings and discussions**  
**Assessments:**
2. Evaluate current sports management plans and practice plans based on current sport coaching pedagogy research. (InTASC 1-3, 7-8; NASPE CS 1-4, 19-26)  
**\*Activities/Assignments: class readings and discussions**  
**Assessments:**
3. Evaluate and reflect on current coach practices and develop a yearly seasonal (curriculum) plan and practice plans that addresses needs and strength in order to enhance and further develop coaches and programs. (InTASC 7-8; NASPE CS 16-17, 26-28)  
**\*Activities/Assignments: class readings and discussions**  
**Assessments:**
4. Develop a plan to assess to further athletes' goals and performances. (InTASC 7-8; NASPE CS 38-39)  
**\*Activities/Assignments: class readings and discussions**  
**Assessments:**

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Practice Plans – Students will create various practice plans throughout the entire semester. There will be several for different levels of coaching duties. Due dates will be indicated by the instructor.
2. Yearly-Seasonal (Practice) Plan: Students will create a one-year seasonal plan for a youth sport team. This is will include scope, sequence, breadth, general objectives, and behavioral objectives as they relate to practice plans, periodization, segment of season (e.g., pre-season, in-season, and post-season), and focus of the seasonal segment.
3. Evaluation Plan – Student must create a plan to evaluate students using data-driven, authentic assessments created by the student and based upon the sport that is coached. The evaluation plan must be implementable into the sport of the coach and render evidence of student-athlete development.
4. Discussions – Discussion boards allow students to create new knowledge and refine ideas through posting his/her thoughts and responding to other students. Throughout the semester, students will be required to participate in several discussion boards based on course topics. Due to the nature of this course and the amount of reading and writing required, discussion boards are provided and optional.
5. Quizzes – Periodically, quizzes will be administered to check of understanding of the content.

## COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Late assignments will not be accepted and result in a zero (0%).

## GRADING SCALE

Practice Plans	25%
Yearly Seasonal Plan	25%
Evaluation Plan	25%
Discussion and Quizzes	25%

## GRADING SCALE

Grade Points (scored like a GPA calculation)

- A 3.5 – 4.0
- B 2.5 – 3.49
- C 1.5 – 2.49
- D 0.5 – 1.49
- F 0.0 – 0.49

## ATTENDANCE POLICY

There is a strong, positive correlation between attending class and earning a passing grade in a course (Crede, Roch, & Kieszczynka, 2010). Moreover, the strongest predictor of class grades, and, consequently, student success, is class attendance (Crede, et al., 2010). Therefore, it can be surmised that coming to class and participating in learning is vital to a student's success in a course.

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of class's results in a failing grade. Keep in mind, tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

*If a student misses a class, it is the student's responsibility to contact a classmate for missed material.*

Tardiness: Students are expected to arrive on time and be prepared for class.

## **TURNITIN.COM**

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

## **PROFESSIONALISM**

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **LATE ASSIGNMENTS**

Late assignments will not be accepted and result in a grade of 0%. Only under extraordinary circumstances, as determined solely by the professor, that is communicated to him prior to the due date will work be accepted passed the due date. The professor will then make arrangements for submission.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT OPINION OF INSTRUCTION**

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

## **TITLE IX STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual

violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **CELL PHONES**

CELL PHONES WILL NOT BE TOLERATED IN CLASS. PHONES WILL BE TURNED OFF!!!  
FURTHERMORE, IF A STUDENT IS FOUND TEXT MESSAGING, CHECKING MESSAGES, OR IF A CELLPHONE GOES OFF IN CLASS, FIVE (5) POINTS WILL BE DEDUCTED FROM THE STUDENT'S OVERALL GRADE PER EPISODE. NO EXCUSES, THIS BEHAVIOR WILL NOT BE TOLERATED!!!

### **EMAIL CORRESPONDENCES**

Each student must communicate professionally at all times. Email is no different. Emails are sometimes written on mobile phone or computer tablet, which tend to be written more as a text message rather than professional email. Therefore all email correspondences, whether via Valdosta.edu email or BlazeView email, must contain a salutation, body, and signature. The professor will not answer emails that do not follow this formulation.

RECEIVED

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

<b>Department Initiating Request:</b> KSPE	<b>Faculty Member Requesting:</b> Dr. Sonya Sanderson
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<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  CHPE 4100	<b>Proposed New Course Title:</b> Study of Sport Coaching  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Study of Coaching
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<b>Semester/Year to be Effective:</b> Spring 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each spring
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**Indicate if Course will be :**     Requirement for Major     Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)  
Foundations required to examine and establish innovative coaching programs and to study the literature on coaching. This course is designed to develop an in-depth understanding of coaching in education and the promotion of quality athlete lifestyles through evidenced-based knowledge and application. The course provides the opportunity to reflect on and develop the student's knowledge and understanding of coaching, of self, and of athletes.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other: Research opportunities for students and faculty

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

<b>Approvals:</b>	
Dept. Head: <i>Sony Sanderson</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 4100  
Study of Sport Coaching  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**National Standards for Sport Coaches (NASPE CS)**

**Domain 1: Philosophy and Ethics**

Standard 1: Develop and implement an athlete-centered coaching philosophy.

**Domain 4: Growth and Development**

Standard 17: Facilitate the social and emotional growth of athletes by supporting a positive sport experience and the potential for lifelong participation in physical activity.

**Domain 4: Growth and Development**

Standard 23: Utilize appropriate instructional strategies to facilitate athlete development and performance.

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

## INSTRUCTOR

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

## COURSE DESCRIPTION

Foundations required to examine and establish innovative coaching programs and to study the literature of coaching. This course develops an in-depth understanding of coaching in education and promotes quality lifestyles of athletes through evidence-based knowledge and application. The course provides the opportunity to reflect on and develop the students' knowledge and understanding of coaching, of self, and of athletes.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Book is not required.

## COURSE OBJECTIVES

The student will:

1. Understand of the importance of developing own coaching philosophy (InTASCS 4; NASPE CS 1-1).
2. Understand the strategies to turn a group of individuals into a cohesive and successful team (InTASCS 4; NASPE CS 5-23, 25)
3. Understand the importance of building coach/athlete relationship (InTASCS 4; NASPE CS 5-25).
5. Understand the differences and similarities between coaching and teaching (InTASCS 4; NASPE CS 5-23).
6. Understand the importance of producing a positive and productive coaching environment resulting in motivation of athletes for performance and lifelong activity participation. (InTASCS 4; NASPE CS 4-17).
7. Identify varied coaching models and philosophies. (InTASCS 4; NASPE CS1-1).

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Article evaluation assignments (CO 1-7); Discussion (CO 1); Reflective research paper (CO 1-7); Synthesis (CO 1-7); and Analysis (CO 1-7).

**Assignments:** students will read assigned topic and complete knowledge form that will reflect on their understanding of the reading material (more detailed explanation under the Web site). These assignments allow students to use reading to further their knowledge by summarizing the article, finding new concepts, defining new academic language, and applying this constructed knowledge to their practice.

**Discussion:** students will in more details discuss the coaching philosophy and the importance of developing the coaching point of view (more detailed explanation under the Web site). Discussions foster constructed knowledge between students by posting reflections on the readings and responding to other students.

**Research paper:** students will choose one topic from the readings of the class (more detailed explanation under the Web site - module 8) research this topic further and produce a manuscript that applies this learning to the student's current coaching context.

## COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Seven article evaluation assignments	70
Discussion assignments	10

Research paper	20
Total	100

## GRADING SCALE

Grade	Points
A	90 -100
B	90 - 80
C	70 – 79
D	Below 70

## ATTENDANCE POLICY

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of class's results in a failing grade. Keep in mind that tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

## PROFESSIONALISM

### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

*Positively Impacting Learning Through Evidence-Based Practices*

## **TITLE IX STATEMENT:**

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

## **ACCESS STATEMENT:**

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

## **STUDENT OPINION OF INSTRUCTION**

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

## **Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

## **Policy Statement on Plagiarism, Cheating, and Academic Irregularities**

Students are expected to adhere to the highest standards of academic honesty as outlined in the VSU Graduate Student Handbook. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduction of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall

sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. The VSU policy is that under the established process a violation of Section A (Academic Irregularity) may and should be handled by the professor, the student and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Professors in the department of KSPE may use varied forms of technology to detect plagiarism and authenticity of your work (Google, Turnitin, etc.). It is safer to cite more than you feel necessary than to cite less. The first confirmed case of what a professor deems intentional plagiarism will result in zero credit given for the assignment in question. Other forms of plagiarism may also negatively affect your grade on the assignment.

(Please also see page 39 of the VSU Student Handbook.)

#### **STATEMENT OF ORIGINALITY**

All written assignments that are sent to me need to have this affix:

#### **STATEMENT OF ORIGINALITY**

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta \_\_\_\_\_ / \_\_\_\_\_ 200 \_\_\_\_\_ ; \_\_\_\_\_

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**  
Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

<b>Department Initiating Request:</b> KSPE	<b>Faculty Member Requesting:</b> Dr. Sonya Sanderson
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<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  CHPE 4110	<b>Proposed New Course Title:</b>  History, Sociology, and Psychology of Sport  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Psych of Sport
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<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each Fall
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**Indicate if Course will be :**     Requirement for Major     Elective

<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
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**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)  
This course examines the sociology and psychology of sport from a historical perspective. Beginning with a history of sport (Ancient Greece to the 20th Century), students will use seminal and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as in comparison with the European/Australian models of sport.

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Qualtrics student survey

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other: Research opportunities for students and faculty

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

<b>Approvals:</b>	
Dept. Head: <i>Smye Sanders</i>	Date: <i>10-19-16</i>
College/Division Exec. Comm.: <i>Lynn C. Ni</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lynn C. Ni</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010



**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**CHPE 4110  
HISTORY, SOCIOLOGY, AND PSYCHOLOGY OF SPORT  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All students deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

**Standard #4: Content Knowledge.**

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

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

**National Standards for Sport Coaches (NASPE CS)**

**Domain 1: Philosophy and Ethics**

Standard 1: Develop and implement an athlete-centered coaching philosophy.

**Domain 4: Growth and Development**

Standard 18: Provide athletes with responsibility and leadership opportunities as they mature.

**Domain 5—Teaching and Communication**

Standard 24: Teach and incorporate mental skills to enhance performance and reduce sport anxiety.

## **INSTRUCTOR**

Professor

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## **COURSE DESCRIPTION**

This course examines the sociology and psychology of sport from a historical perspective. Beginning with a history of sport (Ancient Greece to the 20<sup>th</sup> Century), students will use seminal and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as in comparison with the European/Australian models of sport.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Book is not required.

## **COURSE OBJECTIVES**

The student will:

1. Understand how a specific nation's culture shape the sports that are played there. (InTASCS 4; NASPE CS 1-1; 4-18, 5-24).
2. Understand sociology of sport. (InTASCS 4; NASPE CS 1-1; 4-18).
3. Understand socialization as an active process of learning and social development. (InTASCS 4; NASPE CS 1.1; 4-18).
4. Identify characteristics of commercial sports and understand how the media and the government influence sports. (InTASCS 4; NASPE CS 1.1).
5. Understand the connection between the government and sports. (InTASCS 4; NASPE CS 1.1).
6. Understand possible connection between religions and sports. (InTASCS 4; CS 1-1).
7. Understand intervention technique in sport psychology (InTASCS 4; NASPE CS 1-1; 4-18; 5-24).
8. Understand what a team cohesion is and how to build effective team (InTASCS 4; NASPE CS 1-1; 4-18; 5-24).

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Article evaluation assignments (CO 1 and 8); Discussions (CO 1); Research paper (CO 1-8); Synthesis (CO 1-8); and Analysis (Course objective 1-8).

**Assignments:** students will read assigned topic and complete knowledge form that will reflect on their understanding of the reading material (more information under the Web site). These assignments allow students to use reading to further their knowledge by summarizing the article, finding new concepts, defining new academic language, and applying this constructed knowledge to their practice.

**Discussion:** students will discuss the differences between playing and competition, relationship between PE and athletics and relationship between sports and media (more information under the Web site - discussion assignments). Discussions foster constructed knowledge between students by posting reflections on the readings and responding to other students.

**Research paper:** students will choose one topic from the readings of the class (more detailed explanation

under the Web site - module 8) research this topic further and produce a manuscript that applies this learning to the student's current coaching context.

### COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Twelve article evaluation assignments	50
Three discussion assignments	30
Research paper	20
Total	100

### GRADINT SCALE

Grade	Points
A	90 -100
B	80 - 89
C	70 - 79
D	Below 70

### ATTENDANCE POLICY

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of classes results in a failing grade. Keep in mind that tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

### PROFESSIONALISM

#### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

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

**ACCESSIBILITY STATEMENT**

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

**Drop Policy**

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

**Policy Statement on Plagiarism, Cheating, and Academic Irregularities**

Students are expected to adhere to the highest standards of academic honesty as outlined in the VSU Graduate Student Handbook. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduction of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. The VSU policy is that under the established process a violation of Section A (Academic Irregularity) may and should be handled by the professor, the student and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in the course. If a stronger

sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Professors in the department of KSPE may use varied forms of technology to detect plagiarism and authenticity of your work (Google, Turnitin, etc.). It is safer to cite more than you feel necessary than to cite less. The first confirmed case of what a professor deems intentional plagiarism will result in zero credit given for the assignment in question. Other forms of plagiarism may also negatively affect your grade on the assignment.

(Please also see page 39 of the VSU Student Handbook.)

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### **TITLE IX STATEMENT**

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### **STUDENT OPINION OF INSTRUCTION**

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

**STATEMENT OF ORIGINALITY**

All written assignments that are sent to me need to have this affix:

**STATEMENT OF ORIGINALITY**

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta \_\_\_\_\_ / \_\_\_\_ 20\_\_ ; \_\_\_\_\_

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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RECEIVED

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

**REQUEST FOR A NEW COURSE**

Valdosta State University

**Date of Submission:** 10/06/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
KSPE

**Faculty Member Requesting:**  
Dr. Sonya Sanderson

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

CHPE 4220

**Proposed New Course Title:**  
Management of Physical Education and Coaching Programs

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Mgmt of PE and Coaching

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
1 X each Fall

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 0

**Credit Hours:** 3

**Proposed Course Description:** (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)  
Also offered as KSPE 4220. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

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

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

A qualtrics survey showed a positive response from undergraduate students in the general population as well as targeted groups towards taking courses in or completing a minor in coaching or completing a minor in health and physical education. These results show a potential net gain for the KSPE program and university in total student credit hours generated.

**Source of Data to Support Suggested Change:**

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

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

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, course developed assessments). See syllabus for specific assessments.
- Other:

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



<b>Approvals:</b>	
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-18-16</i>
College/Division Exec. Comm.: <i>Lyn C. Ni</i>	Date: <i>11-1-16</i>
Dean/Director: <i>Lyn C. Ni</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education

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CHPE 4220  
MANAGEMENT OF PHYSICAL EDUCATION AND COACHING PROGRAMS  
3 SEMESTER HOURS

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

6.4 Communicate in ways that convey respect and sensitivity

### **GA PSC Standards**

#### **Standard 1: Professional Knowledge**

**1.1. The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.**

Elements - Teacher candidates will:

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

#### **Standard 6: Professionalism**

**6.1. The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.**

6.0101. The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

6.0102. The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

6.0103. The program shall prepare candidates who can model appropriate professional behaviors.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

### **COURSE DESCRIPTION**

*Also offered as KSPE 4220.* A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Krotee, M.L. & Bucher, C.A. (2007). *Management of Physical Education and Sport* (13th ed.). McGraw-Hill, New York, NY.

### **COURSE OBJECTIVES**

For satisfactory completion of this course the student will:

1. Describe the nature, scope and processes of administrative functions (**InTASC S4**)

**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**

2. Describe the relationships among administrators (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
3. Understand the role of the administrator and the responsibility for personnel (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
4. Understand the philosophy of physical education and interscholastic athletics and their place in the educational curriculum (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
5. Develop critical thinking skills, leadership skills, policies and procedures and display an understanding of their implications (InTASC S10., NASPE 6.2, 6.3 & 6.4., GA PSC 6.0101,6.0102, 6.0103)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
6. Describe the levels of control in school and sport administration (InTASC S4., NASPE 6.3 & 6.4., GA PSC 6.0103) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
7. Demonstrate knowledge and concepts of management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment and the factors to be considered in designing facilities (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies, Pseudo-budget preparation**
8. Develop and understand ethical and professional communication skills that could be useful with students, parents, teachers, administrators, coaches, and the general public (InTASC S4, NASPE 6.4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
9. Demonstrate knowledge of school and sport law relating to tort liability (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
10. Demonstrate professional qualities essential to effective management such as delegation of authority, acceptance of responsibility, ethical behaviors, leadership, critical thinking, communication, and productivity (InTASC S9 & S10., NASPE 6.3 & 6.4., GA PSC 6.0101, 6.0102, 6.0103)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
11. Develop the ability to establish and maintain favorable public relations (InTASC S4, NASPE 6.2)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
12. Understanding on how to avoid negligence in providing management of physical education and sport programs (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
13. Understand effective utilization of facilities, equipment, and supplies and the ability to make decisions on the selection and purchasing of equipment (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies.**
14. Demonstrate the ability to relate to colleagues in a professional manner (InTASC S9 & S10, NASPE 6.4., GA PSC 6.0103) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
15. Understand the sociological and psychological principles and problems related to sport and physical activity. (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**

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16. Understand and model ethical and professional practices pertaining to the use of various electronic resources including websites, legal liability case studies and videos.

**Activities/Assignments:-Tests/quizzes Comprehensive knowledge exam, Classroom discussions, Case Studies and micro presentations.**

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### COURSE EVALUATION

#### Evaluation

1.	Tests/quizzes	150 pts.
2.	Comprehensive knowledge exam	100 pts.
3.	Classroom participation log	50 pts.
4.	Case studies	50 pts.
5.	Micro-presentations	50 pts.
6.	Pseudo-budget preparation	50 pts.
	<b>Total Points</b>	<b>450 pts.</b>

#### Grade System

A	=	100-90%
B	=	89-80%
C	=	79-70%
D	=	69-60%
F	=	59% & below

### ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Your responsibility is to initiate constructive and professional interaction and participation. Do not wait for opportunities to come to you and tap you on the shoulder. **Lack of active participation could result in a deduction of classroom participation points.** If you are not in class, you are not participating. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

***Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.***

#### Cell Phones

**All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### PROFESSIONALISM

#### ***Professional Improvement Plan***

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### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

<b>Date of Submission:</b> 10/6/2016 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> KSPE	<b>Faculty Member Requesting Revision:</b> Dr. Sonya Sanderson
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) KSPE 3101. Foundations and Technology in Health and Physical Education	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: KSPE 3101 Credit Hours: 3 Course Title: Foundations and Technology in Health and Physical Education Pre-requisites:KSPE 2999 Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head. Information relative to the history, principles, important leaders, and philosophical bases of health and physical education. Introduction to the applications of technology usage in health and physical education disciplines, including LiveText software, web research, e-mail, and portfolio creation.	<b>Requested:</b> Course Prefix and Number: KSPE 3101 Credit Hours: 3 Course Title: Foundations and Technology in Health and Physical Education Pre-requisites:KSPE 2999 Course Description: Also offered as CHPE 3101. This course is designed to teach principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, as well as the technology use in health and physical education disciplines including, web research, email, and apple technologies.
<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each fall
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:	

Other: KSPE 3101 is a cross listed course with CHPE 3101 (non-teacher certification track). The KSPE 3101 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.



Approvals:	
College/Division Exec. Comm. <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sony Sanderson</i>	Date: <i>10-19-16</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3101  
Foundation and Technology in Health and Physical Education  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

***Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.***

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

## **Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

## **GA PSC Standards**

**1.1** *The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.*

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

**6.1** *The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.*

6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## **COURSE DESCRIPTION**

*Also offered as KSPE 3101.* This course is designed to teach principles and scope of physical education, sport and physical education history and development, the importance of physical education, fitness measurement, as well as the technology use in health and physical education disciplines including, web research, email, and apple technologies

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Lumpkin, A. (2010). *Introduction to Physical Education, Exercise Science, and Sport Studies* (8th Ed.). McGraw-Hill Publishing Company.

Shimon, J. M. (2011). *Introduction to Teaching Physical Education: Principles and Strategies*. Champaign, IL: Human Kinetics

## **COURSE OBJECTIVES**

For satisfactory completion of this course: GA PSC 1.0103, 1.0104

1. Students will be able to understand the characteristics of an effective teacher and differentiate between effective and ineffective teaching (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)  
**Activities/Assignments/Assessments: effective teaching presentation**

2. Students will be able to gain knowledge of fitness assessment battery including the President Challenge and Fitnessgram and differentiate between criteria-referenced and norm-referenced assessment (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104)  
**Activities/Assignments/Assessments: tests**

3. Students will be able to understand the differences in physical education from various countries (InTASC S2), (NASPE 1.4), (GA PSC 1.0104), (DL1.2)  
**Activities/Assignments/Assessments: reflection**

4. Students will gain knowledge about principles and scope of physical education and sport studies (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**

5. Students will research (e.g., website, textbook, peer-reviewed journal articles) on the history and development of physical education as well as historians contributing to the field of physical education and sports (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (TL2.1), (TL2a)  
**Activities/Assignments/Assessments: history research**

6. Students will understand the importance of physical education and sport (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**

7. Students will learn how to search journal articles online and write critiques using APA format (InTASC S5), (NASPE 6.2), (GA PSC 6.0102), (TL1.1)  
**Activities/Assignments/Assessments: history research, reading critique**

8. Students will learn about the disciplinary content including pedagogy and adapted physical education (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (CPL1.1)  
**Activities/Assignments/Assessments: tests**

9. Students will be able to get familiar with various technologies such as online journal articles search and Livetext software as well as utilize these technologies to finish assignments (InTASC S4), (NASPE 6.2), (GA PSC 6.0102), (TL1.1).  
**Activities/Assignments/Assessments: online journal search and history research; Livetext assignments submission**

10. Students will learn more about the issues facing physical education and sport such as ethics, morals, and values (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (EDL1.1).  
**Activities/Assignments/Assessments: tests**

11. Students will learn the impact of federal legislation on physical education and sport programs with an emphasis on Title IX (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (DL1.2).  
**Activities/Assignments/Assessments: tests**

12. Students will participate in professional activities including major club meetings, perform volunteer work and attend a health and physical education conference. Students also need to write and submit on Livetext the Professional Development following each participation (InTASC S10), (NASPE 6.2), (GA PSC 6.0102)

**Activities/Assignments/Assessments: Professional Development**

13. The student will demonstrate (through electronic exchange via e-mail, chat room, etc.) the ability to share ideas and feedback when corresponding with their Chinese peers (teacher education students studying physical education) with regard to targeted needs and best practices involving physical education in P-12 settings (TL<sub>2.3</sub>).

**Activities/Assignments/Assessments: Professional Development: Ideas Exchange Assignment**

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Course Tests

1. A total of four tests will be given during the semester.
2. Test formats will consist of multiple choice, matching, short answer, listing, and true/false questions.

Class Assignments, Articles, and Professional Development

1. Students will be required to complete class assignments such as showing proficiency of technology use, web-related assignments, joining a professional and/or student organization, attending at least two majors' club meetings, one major's club function during the semester, taking required class notes, purchasing a book, four article summaries, attending Special Olympics, giving an oral presentation and reflections.

**COURSE EVALUATION**

Each student's grade will be based on the following criteria:

Six Tests	600 pts.
Resume submission on BlazeVIEW	20 pts.
Philosophy Submission on BlazeVIEW	50 pts.
Four Journal Articles Reading Critiques	100 pts.
History Presentation	50 pts.
History Research Submission on Livetext (KSPE) (TL <sub>2a</sub> )	100 pts.
<i><b>This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.</b></i>	
History Research Submission via hard copy (CHPE)	
Purchasing Personal Copy of Required Book	20 pts.
Professional Development activities submission on Livetext (KSPE)	50 pts.
Professional Development activities submission via hard copy (CHPE)	
Ideas exchange with peers from other country	10 pts
<b>Total</b>	<b>1000 pts.</b>

**GRADING SCALE**

- A (90%-100)
- B (80%-89.9%)
- C (70%-79.9%)

D (60%-69.9%)  
F (Below 59%)

**No Late Assignments:** Assignments are expected on the due date during class time, and must be **typed and stapled prior to class time**. Late material will receive a grade of zero (0). Sloppy/mediocre assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## ATTENDANCE POLICY AND PARTICIPATION

1. **Class Preparation:** The majority of outside class assignments will involve preparation for class discussions, tests, and presentations. Failure to read and be prepared for class participation will have an adverse effect on one's grade. **You cannot participate if you are not in class.** It is expected that if the university is open then you will be in class. **A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence.** After 6 absences, you will receive a failing grade. University related absences are not subject to this policy. Excused absences include illness (with Dr. excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the **next class** meeting following an absence. Excessive absences may result in a concern form being written.
2. **Lateness:** **A student late by more than five (5) minutes will receive a one-half absence.** Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a concern form. **Be punctual!!!!**
3. **Classroom Etiquette** - Please show up early or on time for class. **Turn off cell phones** when entering classroom or gym, do not just place them on vibrate! **No text messaging will be allowed during class.** I will ask you to leave the class should your phone ring or if choose to engage in texting. Be respectful of other students around you. If not, you may be written up on a concern form. **NO** hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a **professional presentation!**

## PROFESSIONALISM

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: **<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>**

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

**<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>**

## TITLE IX STATEMENT:

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus

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

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT OPINION OF INSTRUCTION**

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

RECEIVED

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Date of Submission:** 10/6/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
KSPE

**Faculty Member Requesting Revision:**  
Dr. Sonya Sanderson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 3141. First Aid/CPR and Care and Prevention of Athletic Injuries

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: KSPE 3141  
Credit Hours: 3  
Course Title: First Aid/CPR and Care and Prevention of Athletic Injuries  
Pre-requisites:KSPE 2999  
Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head. Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation. Designed for health and physical education majors.

**Requested:**  
Course Prefix and Number: KSPE 3141  
Credit Hours: 3  
Course Title: First Aid/CPR and Care and Prevention of Athletic Injuries  
Pre-requisites:KSPE 2999  
Course Description: Also offered as CHPE 3141. Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
1 X each fall

**Indicate if Course will be :**  Requirement for Major  Elective

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

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



Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: KSPE 3141 is a cross listed course with CHPE 3141 (non-teacher certification track). The KSPE 3141 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Jay C. Mi</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sonya Sanders</i>	Date: <i>10-20-16</i>
Dean/Director: <i>Jay C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 2, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3141  
First Aid/CPR and Care and Prevention of Athletic Injuries  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**AAHE Standards**

**Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health-literate educator.**

**Key Element C:** Candidates describe practices that promote health or safety

**Standard VII: Being a Resource. Candidates serve as a resource person in health education.**

**Key Element A:** Candidates use health information resources.

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: Use BlazeView course site

## **COURSE DESCRIPTION**

*Also offered as CHPE 3141. Prerequisite: KSPE 2999.* Provides the student with pertinent information relative to various techniques of emergency, first aid, cardiopulmonary resuscitation (infant, child, and adult) and accident prevention. Opportunity exists for American Red Cross CPR certification and first aid certification. Exposure to basic concepts and techniques related to physical activity and athletic injury prevention, treatment, and rehabilitation.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Thygerson, A. L., Thygerson, S. M., Gulli, B., Piazza, G. (2012). *First Aid, CPR, and AED Advanced* (6th Ed.). Sudbury, MA: American Academy of Orthopaedic Surgeons.  
ISBN: 978-1-4496-3505-3

## **ONLINE RESOURCES**

All correspondence via e-mail in this class must be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system will not be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.

All students are required to become familiar with their VSU BlazeView account. Information about this class, handouts, some readings, and updates to assignments will be uploaded via BlazeView. Students must check their BlazeView class site regularly to keep up with class requirements. To access BlazeView – <http://blazeview.valdosta.edu/webct/entryPageIns.doweabt>

Students will also locate and utilize additional websites and readings as needed to support projects.

## **COURSE OBJECTIVES**

1. The student will administer mouth to mouth resuscitation and perform compressions of a victim (adult, child, & infant) who is not breathing or does not have a pulse. (InTASC 4), (AAHE I C)
2. The student will perform first aid skills in bandaging, splinting, dressings, applying direct pressure, primary and secondary survey skills, and transportation. (InTASC 4), (AAHE I C)
3. The student will list the proper care procedures for hemorrhaging, wounds, shock, head injuries, spine injuries, chest injuries, abdomen injuries, poisoning, drugs, diabetes, burns, heat and cold emergencies. (InTASC 4), (AAHE I C)
4. The student will to list a variety of safety education programs for the home, school and community. (InTASC 4), (AAHE VII A), (AAHE I C)
5. The students will be introduced to common sprains and strains associated with the ankle, knee, and shoulder along with different physical activity injuries that they may see occur. (InTASC 4), (AAHE I C)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Practical CPR Skill Exam
2. One Written CPR Exam
3. One Written First Aid Exams
4. Class Attendance
5. One Written Exam on Care and Prevention of Athletic Injuries

## **COURSE EVALUATION**

- |  |            |
|--|------------|
| 1. Practical CPR Exam                            | 20 points  |
| 2. Written CPR Exam                              | 20 points  |
| 3. Written First Aid Exams                       | 20 points  |
| 4. Class Attendance with<br>Active Participation | 10 points  |
| 5. Care and Prevention Exam                      | 20 points  |
| 6. <u>Discussion Boards/Various Assignments</u>  | 10 points  |
|  | 100 points |

## **GRADING SCALE**

- |                   |     |
|-------------------|-----|
| 90 pts. and above | = A |
| 80 - 89 pts.      | = B |
| 70 - 79 pts.      | = C |
| 60 - 69 pts.      | = D |
| Below 60 pts.     | = F |

## **ATTENDANCE POLICY**

In this class, there is not an attendance policy that factor directly into your grade. Attendance will be taken and will be tracked for assessment purposes. Missing more than 20% of classes results in a failing grade. Keep in mind that tests are based upon both assigned reading materials as well as in-class lectures. Projects will be discussed and delineated in class. To have the best learning environment, to take advantage of your opportunity in attending VSU, and to have the best chance of success in this course, all students are expected to attend class.

If a student misses a class, it is the student's responsibility to contact a classmate for missed material.

## **TURNITIN.COM**

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

## **PROFESSIONALISM**

*Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### **LATE ASSIGNMENTS**

Late assignments will not be accepted. Assignments are due between two dates that will provide students at least a 48-hour window of opportunity to submit work. Only under extraordinary circumstances, as determined solely by the professor, will work be accepted passed the due date. The professor will then make arrangements for submission.

Please note that life happens; make decisions that will allow you to be successful even if unexpected events occur during the semester.

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

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### **STUDENT OPINION OF INSTRUCTION**

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### **CELL PHONES**

CELL PHONES WILL NOT BE TOLERATED IN CLASS. PHONES WILL BE TURNED OFF!!! FURTHERMORE, IF A STUDENT IS FOUND TEXT MESSAGING, CHECKING MESSAGES, OR IF A CELLPHONE GOES OFF IN CLASS, FIVE (5) POINTS WILL BE DEDUCTED FROM THE STUDENT'S OVERALL GRADE PER EPISODE. NO EXCUSES, THIS BEHAVIOR WILL NOT BE TOLERATED!!!

### **EMAIL CORRESPONDENCES**

Each student must communicate professionally at all times. Email is no different. Emails are sometimes written on mobile phone or computer tablet, which tend to be written more as a text message rather than professional email. Therefore all email correspondences, whether via Valdosta.edu email or BlazeView email, must contain a salutation, body, and signature. The professor will not answer emails that do not follow this formulation.

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

<b>Date of Submission:</b> 10/6/2016 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> KSPE	<b>Faculty Member Requesting Revision:</b> Dr. Sonya Sanderson
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes)  KSPE 3200. Nutrition for Health and Human Performance	
<b>List Current and Requested Revisions:</b>	
<p><b>Current:</b></p> <p>Course Prefix and Number: KSPE 3200</p> <p>Credit Hours: 3</p> <p>Course Title: Nutrition for Health and Human Performance</p> <p>Pre-requisites:KSPE 2999</p> <p>Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head. An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.</p>	<p><b>Requested:</b></p> <p>Course Prefix and Number: KSPE 3200</p> <p>Credit Hours: 3</p> <p>Course Title: Nutrition for Health and Human Performance</p> <p>Pre-requisites:KSPE 2999</p> <p>Course Description: Also offered as CHPE 3200. An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutrition practices on health and human performance.</p>
<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each fall
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p><b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: KSPE 3200 is a cross listed course with CHPE 3200 (non-teacher certification track). The KSPE 3200 will no longer require prerequisites for non-teacher certification students.</p>	



**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sonya Sanderson</i>	Date: <i>10-19-16</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education

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**KSPE 3200**  
**NUTRITION FOR HEALTH AND HUMAN PERFORMANCE**  
**3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

**GA PSC Standards**

**Standard 1: Professional Knowledge**

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

**AAHE Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

**Key Element A:** Candidates describe the theoretical foundations of health behavior and principles of learning.

**Key Element C:** Candidates describe practices that promote health or safety

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:  
Email Address:  
Office Hours:  
Website:

### **COURSE DESCRIPTION**

*Also offered as CHPE 3200. Prerequisite: KSPE 2999.* An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutrition practices on health and human performance.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Williams, M.H. (2013). *Nutrition for Health and Human Performance* (10<sup>th</sup> ed.). New York, NY: McGraw-Hill.

### **COURSE OBJECTIVES**

At the completion of the course the student should be able to:

1. Understand the factors that influence food choices of different people through the life cycle and during performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C) (GA PSC 1.1)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
2. Understand the impact of nutrition on health status and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
3. Identify the characteristics, qualities, and quantities of essential dietary nutrients and their roles as they contribute to health, wellness and performance.(InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
4. Identify food sources of essential dietary nutrients.(InTASC S4), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
5. Compare American dietary habits and patterns in comparison to other world cultures. (InTASC S4), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
6. Understand the roles of essential dietary nutrients and how the body uses food for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
7. Recognize the importance of dietary nutrients on physical performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
8. Explain how nutrition effects weight control, body composition, weight loss, energy, exercise levels, training, physical performance, illness, and disease. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
9. Exhibit an understanding of optimal nutrition for exercise, conditioning, and performance among athletes and recreational participants. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
10. Use knowledge related to nutrient bioenergetics. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**

11. Understand metabolism in exercise and training. (InTASC S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**
12. Identify and make healthy choices in selecting a nutritional diet for health and human performance using web pages, electronic resources, etc. (InTASC S4), (NASPE 1.1), (AAHE I A,C)  
**\*Activities/Assignments/Assessments: Group activities, lecture, discussion, research topics, tests, exam, group assignments.**

### COURSE EVALUATION

- |    |   |                    |
|----|---|--------------------|
| 1. | Test (3)  | 300 points         |
| 2. | Classroom Activities  | 250 points         |
|    | Students (4-5) will be grouped into activities throughout the semester. Students will research the topics in order to be able to discuss with students in their group.<br>The activities are: #1 Food Groups (variety of nutrients), #2 Food Labeling, #3 Fat Intake For 24 Hours (total fat % for 24 Hours), #4 Protein Intake For 24 Hours (total % for 24 hours), #5 Water Intake From Fluids and Food (24 hours calculated) |                    |
| 3. | <u>Comprehensive Knowledge Exam</u>   | 100 points         |
|    |   | 650 points maximum |

### GRADING SCALE

650-585 = A	100%-90% of maximum points
584-520 = B	89% - 80% of maximum points
519-455 = C	79%-70% of maximum points
454-390 = D	69%-60% of maximum points
389 points and below = F	59% of maximum points and below

### ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

*Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.*

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. **When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.**

### CELL PHONES

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### PROFESSIONALISM

#### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT OPINION OF INSTRUCTION**

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

### **TITLE IX STATEMENT**

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

### **Subject Matter and Tentative Schedule**

- ◆ Introduction, Meaning of Nutrition
- ◆ Evolution of the American Diet
- ◆ Making Wise Nutritional Choices, Dietary Guidelines, Balanced Diet, Performance Diet
- ◆ Macronutrients: Carbohydrates, Fat, Protein
- ◆ Micronutrients: Minerals, Vitamins, Water
- ◆ Food Labeling
- ◆ Nutrition and Heart Disease
- ◆ Cholesterol
- ◆ The Healthful Diet
- ◆ Nutrient Bioenergetics: Energy Balance
- ◆ Metabolism in Exercise, Conditioning, Training, and Performance
- ◆ Measurement of Energy: Food, Caloric Needs, and Physical Activity
- ◆ Body Composition, Weight Control, Energy Balance
- ◆ Healthful Nutrition for Physical Fitness and Performance
- ◆ Food Drugs and Related Supplements

### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

NOV 02 2016

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Date of Submission:** 10/6/2016 (mm/dd/yyyy)

<b>Department Initiating Revision:</b> KSPE	<b>Faculty Member Requesting Revision:</b> Dr. Sonya Sanderson
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**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 3301. Contemporary Issues in Health

**List Current and Requested Revisions:**

<p><b>Current:</b> Course Prefix and Number: KSPE 3301 Credit Hours: 3 Course Title: Contemporary Issues in Health Pre-requisites:KSPE 2999 Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA 2.5 and permission of department head. Designed to provide pertinent information relative to selected health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stess related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course. Emphasis placed primarily on content across each health category across elementary, middle, and secondary school levels.</p>	<p><b>Requested:</b> Course Prefix and Number: KSPE 3301 Credit Hours: 3 Course Title: Contemporary Issues in Health Pre-requisites:KSPE 2999 Course Description: Also offered as CHPE 3301. Designed to provide pertinent information relative to selected health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stess-related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course.</p>
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<b>Semester/Year to be Effective:</b> Spring 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each spring
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**Indicate if Course will be :**     Requirement for Major     Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:



Other: KSPE 3301 is a cross listed course with CHPE 3301 (non-teacher certification track). The KSPE 3301 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Angya Sanderson</i>	Date: <i>10-19-2016</i>
Dean/Director: <i>Lyn C. Mi</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3301  
Contemporary Issues in Health  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

**Equity Principle:** All learners deserve high expectations and support.

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

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

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

**Impact Principle:** Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

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

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

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

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

**American Association for Health Education 2008 NCATE Health Education Teacher Preparation Standards**

**Standard I: Content Knowledge.** Candidates demonstrate the knowledge and skills of a health literate educator.

*Key Element F:* Candidates demonstrate the health literacy skills of an informed consumer of health

**Standard II: Needs Assessment.** Candidates assess needs to determine priorities for school health education.

*Key Element A:* Candidates access a variety of reliable data sources related to health.

**Standard VII: Being a Resource.** Candidates serve as a resource person in health education.

*Key Element A:* Candidates use health information resources.

*Key Element C:* Candidates select educational resource materials for dissemination.

**Standard VIII: Communication and Advocacy.** Candidates communicate and advocate for health and school health education.

*Key Element D:* Candidates demonstrate professionalism.

## GA PSC standards

### **Standard 2: Skill and Fitness Based Competence**

*The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.*

Elements – Teacher candidates will:

2.0104 The program shall prepare candidates who can demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health.

### **Standard 5: Impact on Student Learning**

*The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.*

Elements – Teacher candidates will:

5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

### **Standard 6: Professionalism**

*The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.*

Elements – Teacher candidates will:

6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

## INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## REQUIRED TEXTBOOKS

Teague, M., Mackenzie, S., and Rosenthal, D. (2015). *Your Health Today: Choices in a Changing Society* (5<sup>th</sup> ed.). McGraw-Hill, Boston. ISBN-13: 978-0-07-802859-5 ISBN-10: 0078028477

## COURSE DESCRIPTION

*Also offered as CHPE 3301. Prerequisite: KSPE 2999.* Designed to provide pertinent information relative to selective health content areas often viewed as controversial, including death and dying, human sexuality, character education, violence, and mental and emotional health. Stress-related content will be infused into the mental and emotional health areas as well as many of the other content offerings in the course.

## **COURSE OBJECTIVES (CO):**

1. Identify and discuss a variety of contemporary/controversial health issues including but not limited to death and dying, relationships, sexuality, diseases, nutrition, and eating disorders (*InTASC S4; AAHE VII A, C; DL 1.2*).  
**\*Activities/Assignments/Assessments: tests, articles, presentation**
2. Identify and use various approaches and methodologies for teaching health education in schools (*InTASC S4; AAHE VII A, C; CPL 1.2*).  
**\*Activities/Assignments/Assessments: presentation, debate**
3. Demonstrate and model professional standards of practice for health education (*InTASC S9; AAHE VIII D; GA PSC 6.0103; EDL 1.1*).  
**\*Activities/Assignments/Assessments: presentation, debate**

4. Describe major contemporary health issues and trends in public school education with a particular focus on Georgia (*InTASC S4; AAHE I F; GA PSC 2.0104; CPL 1.1*).  
\*Activities/Assignments/Assessments: tests, articles, presentation, debate
5. Demonstrate proficiency in using a variety of technological platforms, i.e., e-mail, computer searches, PowerPoint presentations, etc... (*InTASC S4, S5, S8; AAHE II A; TL 1.1*).  
\*Activities/Assignments/Assessments: presentation, livetext

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests:** There will be four tests given during the semester from the required text and PowerPoints.
2. **Articles:** Candidates will complete four peer-reviewed journal article summaries and critiques from given subjects that pertain to selected chapters. Each will be in APA style with a title page, one page summary, one page critique, reference page, with the article stapled to the summaries.
3. **Professional research and presentation:** Candidates will research a disease/condition from a list provided from the instructor. Candidates will write a 3-5 page research paper in APA following instructor's guidelines. Candidates will also create and deliver a PowerPoint presentation on their given subject to the class.
4. **Quizzes:** There will be a quiz before each chapter (total of 8).
5. **Worksheets:** There will be two worksheets assigned that will pertain to two of the chapters assigned.
6. **Debate:** Candidates will either be on a pro or a con side of stem cell research. Each individual will have to defend their side orally in a class and provide a 2-3 page research paper in APA format.

### **EVALUATION**

1.	Tests (4)	400 pts.
2.	Article Summaries (4)	200 pts.
3.	Professional Research (paper)	100 pts.
4.	Professional Research (presentation/ppt)	100 pts
5.	Quizzes (chapter quizzes/worksheets)	100 pts
6.	Debate (in class participation)	100 pts.
7.	Debate (research paper)	100 pts
	<hr/> Total	1100 pts.

### **GRADING SCALE**

- A = (90%-100)
- B = (80%-89.9%)
- C = (70%-79.9%)
- D = (60%-69.9%)
- F = (Below 59%)

### **ATTENDANCE POLICY**

**Class Preparation:** The majority of outside class assignments will involve preparation for class discussion, presentations, and field experiences. Failure to read and be prepared for class participation will have an adverse effect on one's grade. You cannot participate if you are not in class. It is expected that if the university is open then you will be in class. A student who misses more than three (3) class periods will receive a one (1) letter grade deduction from the final grade for each absence. After 6 absences, you will receive an F. University related absences are not subject to this policy. Excused absences include illness (with Dr.'s excuse) or death of a family member (with obituary). Written excuses will only be accepted upon the next class meeting following an absence. Excessive absences may result in a professional improvement plan being written.

**Lateness:** A student late by more than five (5) minutes will receive a one half absence. Continual tardiness of less than five minutes will result in an absence and you will not be allowed in class. Once the door is closed, do not knock, and disturb the class. These actions may be written up on a professional improvement plan. Be punctual!!!!

**Classroom Etiquette:** Please show up early or on time for class. Turn off cell phones when entering classroom or gym, do not just place them on vibrate! No text messaging will be allowed during class. I will ask you to leave the class should your phone ring or if choose to engage in texting. NO hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Must wear HPE attire, unless giving a professional presentation then you will dress in PROFESSIONAL clothes! Be respectful of other students around you. If not, you may be written up on a professional improvement plan

**No Late Assignments:** Assignments are expected on the due date during class time, and must be typed and stapled prior to class time. Late material will receive a grade of zero (0). Sloppy assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

## PROFESSIONALISM

### Professional Improvement Plan (PIP)

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

At the discretion of the administration at a practicum setting, the mentor teacher, or the faculty supervisor, students failing to adhere to professional standards of appearance may be asked to leave their assigned placement to address appearance issues. Appearance issues may include and are not limited to the following: personal hygiene, body markings, VSU HPE attire worn as directed, etc. Any practicum time missed as a result will need to be made up. A PIP may also be written and removal from placement could occur.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY STATEMENT

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

## TITLE IX STATEMENT

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

## STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will

not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

## **DIVERSITY**

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

## **TECHNOLOGY**

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

## **TEACHER EDUCATION DISPOSITIONS**

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

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

**KSPE 3301**

**SYLLABUS AGREEMENT FORM**

I, \_\_\_\_\_, (print name) have read the syllabus (either in paper or online) and understand the class policies, expectations, and rules as stated in the syllabus. By signing this form I agree to comply with the policies listed and accept the outline for this class.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

**PLAGIARISM POLICY**

According to Random House Webster's Unabridged Dictionary, plagiarism is the unauthorized use of close imitation of the language and thought of another author and the representation of him or her as one's own original work.

It is against school policy to plagiarize.

Therefore by signing this form, I, \_\_\_\_\_ (print name), understand that plagiarism is wrong. I also understand that if I choose to plagiarize, the steps outlined by the Dewar College of Education and Human Services will be followed.

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_



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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Date of Submission:** 10/6/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
KSPE

**Faculty Member Requesting Revision:**  
Dr. Sonya Sanderson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 3411. Human Movement Applications

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: KSPE 3411  
Credit Hours: 3  
Course Title: Human Movement Applications  
Pre-requisites:KSPE 2999  
Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasizing mechanical analysis of human movement.

**Requested:**  
Course Prefix and Number: KSPE 3411  
Credit Hours: 3  
Course Title: Human Movement Applications  
Pre-requisites:KSPE 2999  
Course Description: Also offered as CHPE 3411. Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

**Semester/Year to be Effective:**  
Fall 2017

**Estimated Frequency of Course Offering:**  
1 X each fall

**Indicate if Course will be :**  Requirement for Major  Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: KSPE 3411 is a cross listed course with CHPE 3411 (non-teacher certification track). The KSPE 3411 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sonye Sanderson</i>	Date: <i>10-19-16</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3411  
HUMAN MOVEMENT APPLICATIONS  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

*(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)*

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

***Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.***

Elements – Teacher candidates will:

1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.5 Analyze and correct critical elements of motor skills and performance concepts.

## INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## COURSE DESCRIPTION

*Also offered as CHPE 3411. Prerequisite: KSPE 2999.* Information on neuroanatomy and neurophysiology relative to motor development and motor learning, coupled with functional anatomy as it pertains to the dynamics of human motion. Emphasis is placed on mechanical analysis of human movement.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Hamilton, N., Weimar, W., and Luttgens, K. (2012) *Kinesiology: Scientific Basis of Human Motion* (12th ed.). New York, NY: McGraw-Hill.

## COURSE OBJECTIVES

At the completion of the course the student should be able to:

- Discuss, understand, and appreciate the anatomical and mechanical principles which influence human performance. (InTASC 4), (NASPE 1.1)
- Understand the necessity of a scientific approach to the study and teaching of human movement. (InTASC 4), (NASPE 1.1, 1.2, 1.3, 1.5)
- Display an increased curiosity regarding human movement stimulating further exploration and thereby increased growth in the understanding and experiencing of motor skills. (InTASC 4), (NASPE 1.5)
- Display a basic understanding of the various anatomical components of the structure of the human body. (InTASC 4),(NASPE 1.1)
- Demonstrate an understanding of the conditions influencing muscle function. (InTASC 4),(NASPE 1.1)
- Discuss relationships between structure and mechanical functions of the musculoskeletal system. (InTASC 4),(NASPE 1.1)
- Observe and analyze movement with specific regard to component parts. (InTASC 4), (NASPE 1.1)
- Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills. (InTASC 4), (NASPE 1.3, 1.5)
- Recognize the principles pertaining to the prevention of physical trauma to the body in the performance of motor skills. (InTASC 4), (NASPE 1.5)

- Display an accurate and consistent vocabulary of scientific terminology. (InTASC 4), NASPE 1.1)
- Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span motor development and psychosocial dimensions of physical activity. (InTASC 1, 4), (NASPE 1.1, 1.2, 1.3, 1.5)

### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Standards	Course Outcomes Students will (be able to):	Course Activities Students will (do):	Outcome Assessments Students will (show):
InTASC 4, NASPE 1.1, 1.2, 1.3, 1.5	(1). Understand the necessity of a scientific approach to the study and teaching of human movement.	(1). Read all assigned chapters in the textbook (2). Participate in classroom discussion (3). Analyze laboratories to study and teach human movement	(1) Tests (written) (2) Exam (written) (3) Laboratory completions (4) Project (5) Classroom participation
InTASC 4, NASPE 1.1, 1.5	(2). Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills.		
InTASC 1, 4 NASPE 1.1, 1.2, 1.3, 1.5	(3). Demonstrate knowledge of biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span motor development and psychosocial dimensions of physical activity.		

### COURSE EVALUATION

#### Evaluation

1. Tests (4)	400 pts.
2. Comprehensive knowledge exam	100 pts.
3. Laboratories	100 pts.
4. Project	100 pts.
5. Classroom participation	<u>50 pts.</u>
	750 pts. Maximum

**Grade Scale:** % of maximum points

750 - 675 = A	100 - 90
674 - 600 = B	89 - 80

599 - 525 = C  
524 - 450 = D  
449 and below = F

79 - 70  
69 - 60  
59 and below

## ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence. Proper attire is required during classroom and laboratory activities.

**Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.**

## PROFESSIONALISM

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: <http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

Students are expected to be on time for class and ready to participate in the classroom activities. There may be problems that arise to cause you to be late for class. When this occurs, **it is your responsibility to notify the professor immediately after the class has been dismissed.** Otherwise, your absence will stand for that day.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## TITLE IX STATEMENT:

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inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

## **STUDENT OPINION OF INSTRUCTION**

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

### **Cell Phones:**

All cell phones must be turned off during class time. **Cell phones must be turned off and out of sight during tests**. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### **Tentative Subject Matter**

- Introduction to the definition of kinesiology and significance of the study of kinesiology (overview of course).
- Motor development and the relationship to motor learning (fundamental skills, classification of motor skills)
- Review of the musculoskeletal system (classification of bones, types of articulation, planes and axes of motion, types of motion, range of motion, and measurement thereof). Function of muscles, types of muscular action and body movements
- Neuromuscular basis of human motion (Review)
- Introduction to mechanical kinesiology



- Terminology and measurement in biomechanics
- Description of human motion
- Fundamental principles of motion
- Newton's Laws of Motion
- Types of motion including hydrodynamic and aerodynamic
- Factors affecting motion
- Biomechanical analysis of movement related to biomechanical principles of physical activity, motor behavior and learning, including life-span motor development and psychosocial dimensions of physical activity

\*Subject matter is subject to change when needed

### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

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

**Date of Submission:** 10/6/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
KSPE

**Faculty Member Requesting Revision:**  
Dr. Sonya Sanderson

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
KSPE 3420. Exercise Physiology

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: KSPE 3420  
Credit Hours: 3  
Course Title: Exercise Physiology  
Pre-requisites:KSPE 2999  
Course Description: Prerequisite: KSPE 2999;  
for non-teacher certification students,  
minimum GPA of 2.5 and permission of  
department head. An understanding of how the  
body, from a functional standpoint, responds,  
adjusts, and adapts to exercise. Topics include  
bioenergetics, neuromuscular concepts,  
cardiorespiratory considerations, physical  
training, and environmental concerns involving  
physical activity, athletic performance, and  
health-related fitness.

**Requested:**  
Course Prefix and Number: KSPE 3420  
Credit Hours: 3  
Course Title: Exercise Physiology  
Pre-requisites:KSPE 2999  
Course Description: Also offered as CHPE  
3420. An understanding of how the body, from  
a functional standpoint, responds, adjusts, and  
adapts to exercise. Topics include  
bioenergetics, neuromuscular concepts,  
cardiorespiratory considerations, physical  
training, and environmental concerns involving  
physical activity, athletic performance, and  
health-related fitness.

**Semester/Year to be Effective:**  
Spring 2017

**Estimated Frequency of Course Offering:**  
1 X each spring

**Indicate if Course will be :**  Requirement for Major  Elective

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

Improving student learning outcomes:  
 Adopting current best practice(s) in field:  
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:  
 Other: KSPE 3420 is a cross listed course with CHPE 3420 (non-teacher certification track). The KSPE 3420 will no longer require prerequisites for non-teacher certification students.

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**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sonya Anderson</i>	Date: <i>10-19-16</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3420  
EXERCISE PHYSIOLOGY  
3 SEMESTER HOURS  
Spring 2013**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

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

## NASPE Standards

### Standard 1: Scientific and Theoretical Knowledge

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

### GA PSC Standards

Standard 1: Professional Knowledge

1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

## INSTRUCTOR

Name:

Office

Telephone Number:

Email Address:

Office Hours:

Website:

## COURSE DESCRIPTION

*Also offered as CHPE 3420. Prerequisite: KSPE 2999.* An understanding of how the body, from a functional standpoint, responds, adjusts, and adapts to exercise. Topics include: bioenergetics, neuromuscular concepts, cardiorespiratory considerations, physical training, and environmental concerns involving physical activity, athletic performance, and health-related fitness.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Powers, S.K. & Howley, E.T. (2012) *Exercise Physiology* (8th ed.). New York, NY: McGraw-Hill.

## COURSE OBJECTIVES

At the completion of the course the student should be able to:

1. Understand the functions of various body systems, especially the following: circulatory, respiratory, nervous, and muscular. (InTASC S1, S4) (NASPE 1.1) (GA PSC 1, 1.1, 1.01)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
2. Describe the integrated action of the above mentioned systems as they are modified immediately and ultimately by physical performance. (InTASC S1, S4), (NASPE 1.1) (GA PSC 1, 1.1, 1.01)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
3. Determine how physical capacity and performance may be modified through systematic training programs. (InTASC S1, S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
4. Apply knowledge regarding the effects of exercise and activity through laboratory and simulated experiences (Example: heart rate monitors during exercise) and reflect upon these results. (InTASC S1, S4, S5), (NASPE 1.1) (AL<sub>1.3</sub>, TL<sub>3.1</sub>)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**

5. Demonstrate knowledge of the physiological principles of physical activity and fitness. (InTASC S4), (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
6. Understand the physiological concepts and functions of the human body and human performance. (InTASC S1, S4), (NASPE 1.1) (CPL1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**
7. Understand the importance of the pursuit of a healthful lifestyle. (InTASC S4, S5) (NASPE 1.1)  
**\*Activities/Assignments/Assessments/: Laboratories, lecture, discussion, laboratories, tests, quizzes, final exam.**

**COURSE ACTIVITIES:**

1. Classroom lecture and discussions
2. Large and small group discussions
3. Classroom participation
4. Laboratories
5. Quizzes
6. Comprehensive knowledge exam

**STUDENT REQUIRMENTS :**

1. Tests and comprehensive knowledge exam
2. Laboratories (# of points per lab determined by # of labs) (5 labs = 20 points for each lab)  
 Laboratories include: Vo2 max, oxygen capacity, developing cardiovascular endurance using the Karvonen formula and ACSM protocols for using target heart rates with heart rate monitors, strength, strength endurance, flexibility, correlation of activity and recovery.
3. Quizzes (unannounced) (100 questions (1 point each question) planned throughout semester)

**COURSE EVALUATION**

1. Tests (4)	400 pts.
2. Laboratories	100pts.
3. Quizzes (unannounced)	100 pts.
4. Comprehensive knowledge exam	150 pts.
<b>Total</b>	<b>750 pts. maximum</b>

**GRADE SCALE:** % of maximum points

- 750 - 675 = A 100 - 90  
 674 - 600 = B 89 - 80  
 599 - 525 = C 79 - 70  
 524 - 450 = D 69 - 60  
 449 and below = F 59 and below

**ATTENDANCE POLICY**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. **Lack of appropriate active participation and best effort during laboratories could result in a deduction of laboratory points.** Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Students are solely responsible for obtaining documented written verification of absence from authority giving reason for absence. Excused absences could be illness; university sponsored activities, and family or personal emergencies. Students are responsible for obtaining any class notes and/or assignments given during the absence.

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Students are expected to be **on time (7:40 a.m.)** for class and ready to participate in the classroom activities. Students should be prepared for class prior to entering the classroom. This would include, but not limited to having finished eating breakfast, drinking beverages, using the restrooms, and talking on cell phones.

**Continuously leaving class is not appropriate.** There may be problems that arise to cause you to be late for class. **When this occurs, it is your responsibility to notify the professor immediately after the class has been dismissed. Otherwise, your absence will stand for that day.**

### **CLOTHING FOR LABORATORIES**

You should dress in your professional attire for laboratories. This would include any combination of the major's shorts and shirts sold in the bookstore. You cannot wear any substitutes i.e. shorts and shirts that are not VSU Department of Kinesiology & Physical Education Majors (HPE, AT, EP) attire. University of Georgia apparel, FSU apparel, etc., are not acceptable attire for laboratories. This is because the class is a combination of moving and writing. Also, there may be other classes in the area designated for laboratories. You must be identifiable by wearing your professional attire. You must be prepared (**writing materials and proper dress**) to physically participate in laboratories.

### **QUIZZES**

**All quizzes are unannounced and will begin at 7:40 a.m. sharp.** If you are late to class, you will not be allowed to enter the classroom once the quiz has begun and you should wait quietly in the hall until the last student has completed the quiz. When everyone has completed the quiz, you may enter the classroom. There are no make-ups for unannounced quizzes. If you are late for class and do not take a quiz, **you will forfeit the points for that quiz.**

If you are absent on the day an unannounced quiz is administered, you will not be given the opportunity to make-up the quiz. This is due to the fact that the quiz would no longer be unannounced. If you have documented written evidence of a legitimate excused absence, you will not forfeit quiz points for that absence. However, the maximum number of possible quiz questions will be less. This would mean each quiz question will be worth a higher value. Quiz points earned will be determined by dividing the number of correct quiz answers by the number of quiz questions available.

### **CELL PHONES**

All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests. Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### **PROFESSIONALISM**

#### *Professional Improvement Plan*

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

<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

### **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **TITLE IX STATEMENT:**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as



Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT OPINION OF INSTRUCTION**

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

#### **Tentative Subject Matter & Required Reading Assignments:**

- The history and basis of human performance Ch. 0 & 2.
- Bioenergetics (energy sources for physical activity) Ch. 3.
- Fatigue and recovery from physical activity Ch. 4 & 19.
- Measurement Ch. 1, 15 & 20.
- Structure & control of muscular movement (neuromuscular functioning) Ch. 7 & 8.
- Skeletal muscle: structure and function Ch. 8.
- Development of muscular strength, endurance Ch. 8 & 21
- Flexibility Ch. 21.
- Respiration during exercise Ch. 10.
- Transportation system Ch. 9.
- Functions of the cardiorespiratory system Ch. 9,10, &21
- Aerobic training Ch. 13.
- Body composition Ch. 18 & 23
- Physiological differences Ch. 22.
- Effects of drugs and ergogenic aids on performance Ch. 25.
- Cardiovascular diseases Ch. 14.
- Thermal regulation Ch. 12.
- Physiological applications to aerobic and anaerobic training Ch. 21
- Physical activity, fitness, and health Ch. 16
- Application of subject matter to improve training techniques and sport performance Ch. 21
- Physiological principles of physical activity Ch. 16.

## **UNFORSEEN CIRCUMSTANCES**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students. Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations

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Request for a Revised Course  
Valdosta State University

OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Date of Submission:</b> 10/6/2016 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> KSPE	<b>Faculty Member Requesting Revision:</b> Dr. Sonya Sanderson
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) KSPE 3450. Comprehensive Health Education	
<b>List Current and Requested Revisions:</b>	
<p><b>Current:</b></p> <p>Course Prefix and Number: KSPE 3450</p> <p>Credit Hours: 3</p> <p>Course Title: Comprehensive Health Education</p> <p>Pre-requisites:KSPE 2999</p> <p>Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GPA of 2.5 and permission of department head. Investigation of the major models and health content areas applicable to the delivery of health education in the public school setting, across elementary, middle, and secondary levels. Topics such as health-related historical developments, health screening protocols, control of communicable diseases, preventive health services, consumer health, alcohol, drugs, cigarette and tobacco use, cancer, cardiovascular disease prevention, physical activity and physical fitness, and others are discussed.</p>	<p><b>Requested:</b></p> <p>Course Prefix and Number: KSPE 3450</p> <p>Credit Hours: 3</p> <p>Course Title: Comprehensive Health Education</p> <p>Pre-requisites:KSPE 2999</p> <p>Course Description: Also offered as CHPE 3450. This course is designed to investigate health content pertaining to nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, and cancer.</p>
<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each fall
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p><b>Justification:</b> (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p>	

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Other: KSPE 3450 is a cross listed course with CHPE 3450 (non-teacher certification track). The KSPE 3450 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Sony Sanderson</i>	Date: <i>10-19-2016</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education**

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**KSPE 3450  
COMPREHENSIVE HEALTH EDUCATION  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

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

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

**Equity** Principle: All learners deserve high expectations and support.

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

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

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

**Impact** Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

**AAHE Standards**

**Standard I:** Content Knowledge. Candidates demonstrate the knowledge and skills of a health-literate educator.

**Key Element A:** Candidates describe the theoretical foundations of health behavior and principles of learning.

**Key Element B:** Candidates describe the National Health Education Standards

**Key Element C:** Candidates describe practices that promote health or safety

**Key Element D:** Candidates describe behaviors that might compromise health or safety

**Key Element E:** Candidates describe disease etiology and prevention practices.

**Key Element F:** Candidates demonstrate the health literacy skills of an informed consumer of health

## INSTRUCTOR

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

## COURSE DESCRIPTION

Also offered as CHPE 3450. **Prerequisite: KSPE 2999.** This course is designed to investigate health content pertaining to nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, and cancer.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Teague, M. L., Mackenzie, S. L., & Rosenthal, D. M. (2015). *Your health today* (5<sup>th</sup> ed.). McGraw Hill

**COURSE OBJECTIVES** (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

At the completion of the course the student should be able to:

1. Understand the need for school health education (InTASC S4) (AAHE I A)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
2. Demonstrate knowledge of nutrition effecting the child and the school environment (InTASC S4) (AAHE I A)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
3. Demonstrate knowledge of fitness (AAHE I A, C)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
4. Understand the health problems of alcohol and tobacco (InTASC S4) (AAHE I C, D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
5. Understand the health problems of drugs (AAHE I D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
6. Understand and demonstrate knowledge of body weight and body composition (InTASC S4) (AAHE I C, D)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
7. Understand and demonstrate knowledge of infectious diseases (AAHE I E)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
8. Demonstrate knowledge of cardiovascular disease, diabetes, and chronic lung diseases (AAHE I E)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
9. Understand and demonstrate knowledge of cancer (InTASC S4) (AAHE I C)  
**\*Activities/Assignments/Assessments: text book/lecture/discussions, projects, tests**
10. Demonstrate knowledge using technology to research on certain topics and ability for presentation. (AAHE I F)  
**\*Activities/Assignments/Assessments: projects, presentation**

## COURSE EVALUATION

### Evaluation

Tests (4)	60%
Projects submission	20%
Project presentation	20%
<b>Total</b>	<b>100%</b>

Projects:

**Grade Scale:** % of maximum points  
650 - 585 = A 100 - 90

Projects:

<b>Grade Scale:</b>	% of maximum points
650 - 585 = A	100 - 90
584 - 520 = B	89 - 80
519 - 455 = C	79 - 70
454 - 390 = D	69 - 60
389 and below = F	59 and below

### **ATTENDANCE POLICY AND PARTICIPATION**

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Lack of active participation could result in a deduction of activity points. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a **documented written excuse** is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

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#### **Cell Phones:**

All cell phones **must be turned off during class time.** Cell phones must be **turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### **PROFESSIONALISM**

#### *Professional Improvement Plan*

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**<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>**



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

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## **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.

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OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

<b>Request for a Revised Course</b> Valdosta State University	
<b>Date of Submission:</b> 10/6/2016 (mm/dd/yyyy)	
<b>Department Initiating Revision:</b> KSPE	<b>Faculty Member Requesting Revision:</b> Dr. Sonya Sanderson
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) KSPE 4220. Management of Physical Education and Coaching Programs	
<b>List Current and Requested Revisions:</b>	
<b>Current:</b> Course Prefix and Number: KSPE 4220 Credit Hours: 3 Course Title: Management of Physical Education and Coaching Programs Pre-requisites:KSPE 2999 Course Description: Prerequisite: KSPE 2999; for non-teacher certification students, minimum GAP of 2.5 and permission of department head. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings. Studies of psychological and sociological forces affecting participants or physical activity and the developmental approach to instruction including diverse cultures, race, ethnicity, sexual identify, religious diversity, and socio-economics in sports are examined.	<b>Requested:</b> Course Prefix and Number: KSPE 4220 Credit Hours: 3 Course Title: Management of Physical Education and Coaching Programs Pre-requisites:KSPE 2999 Course Description: Also offered as CHPE 4220. A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sports programs in educational and community settings.
<b>Semester/Year to be Effective:</b> Fall 2017	<b>Estimated Frequency of Course Offering:</b> 1 X each fall
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: KSPE 4220 is a cross listed course with CHPE 4220 (non-teacher certification track). The KSPE 4220 will no longer require prerequisites for non-teacher certification students.

**Plans for assessing the effectiveness of the course:** Plans for assessing the course will still remain the same: course assessments (i.e.: theme level proficiency assessments, unit level assessments, departmental assessments, and course developed assessments). See syllabus for specific assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Ni</i>	Date: <i>11-1-16</i>
Dept. Head: <i>Souza Anderson</i>	Date: <i>10-19-16</i>
Dean/Director: <i>Lynn C. Ni</i>	Date: <i>11-1-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: October 19, 2016

Dewar College of Education and Human Services  
Valdosta State University  
Department of Kinesiology & Physical Education

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KSPE 4220  
MANAGEMENT OF PHYSICAL EDUCATION AND COACHING PROGRAMS  
3 SEMESTER HOURS

**Guiding Principles (DEPOSITS)**

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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

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

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

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from*

*[http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

**NASPE Standards**

**Standard 1: Scientific and Theoretical Knowledge**

*Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.*

1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

**Standard 6: Professionalism**

*Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

Elements – Teacher candidates will:

6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity

### **GA PSC Standards**

#### **Standard 1: Professional Knowledge**

**1.1. The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.**

Elements - Teacher candidates will:

1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

#### **Standard 6: Professionalism**

**6.1. The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.**

6.0101. The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

6.0102. The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

6.0103. The program shall prepare candidates who can model appropriate professional behaviors.

### **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

### **COURSE DESCRIPTION**

*Also offered as CHPE 4220. Prerequisite: KSPE 2999.* A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Krotee, M.L. & Bucher, C.A. (2007). *Management of Physical Education and Sport* (13th ed.). McGraw-Hill, New York, NY.

### **COURSE OBJECTIVES**

For satisfactory completion of this course the student will:

1. Describe the nature, scope and processes of administrative functions (**InTASC S4**)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**

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2. Describe the relationships among administrators (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
3. Understand the role of the administrator and the responsibility for personnel (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
4. Understand the philosophy of physical education and interscholastic athletics and their place in the educational curriculum (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
5. Develop critical thinking skills, leadership skills, policies and procedures and display an understanding of their implications (InTASC S10., NASPE 6.2, 6.3 & 6.4., GA PSC 6.0101,6.0102, 6.0103)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
6. Describe the levels of control in school and sport administration (InTASC S4., NASPE 6.3 & 6.4., GA PSC 6.0103) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies**
7. Demonstrate knowledge and concepts of management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment and the factors to be considered in designing facilities (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies, Pseudo-budget preparation**
8. Develop and understand ethical and professional communication skills that could be useful with students, parents, teachers, administrators, coaches, and the general public (InTASC S4, NASPE 6.4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
9. Demonstrate knowledge of school and sport law relating to tort liability (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
10. Demonstrate professional qualities essential to effective management such as delegation of authority, acceptance of responsibility, ethical behaviors, leadership, critical thinking, communication, and productivity (InTASC S9 & S10., NASPE 6.3 & 6.4., GA PSC 6.0101, 6.0102, 6.0103)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
11. Develop the ability to establish and maintain favorable public relations (InTASC S4, NASPE 6.2)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
12. Understanding on how to avoid negligence in providing management of physical education and sport programs (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies,**
13. Understand effective utilization of facilities, equipment, and supplies and the ability to make decisions on the selection and purchasing of equipment (InTASC S4)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log, Case Studies.**
14. Demonstrate the ability to relate to colleagues in a professional manner (InTASC S9 & S10, NASPE 6.4., GA PSC 6.0103) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**
15. Understand the sociological and psychological principles and problems related to sport and physical activity. (InTASC S4., NASPE 1.4., GA PSC 1.0104)  
**Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Classroom participation log.**

16. Understand and model ethical and professional practices pertaining to the use of various electronic resources including websites, legal liability case studies and videos.

**Activities/Assignments:-Tests/quizzes Comprehensive knowledge exam, Classroom discussions, Case Studies and micro presentations.**

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

### COURSE EVALUATION

#### Evaluation

1.	Tests/quizzes	150 pts.
2.	Comprehensive knowledge exam	100 pts.
3.	Classroom participation log	50 pts.
4.	Case studies	50 pts.
5.	Micro-presentations	50 pts.
6.	Pseudo-budget preparation	50 pts.
	<b>Total Points</b>	<b>450 pts.</b>

#### Grade System

A	=	100-90%
B	=	89-80%
C	=	79-70%
D	=	69-60%
F	=	59% & below

### ATTENDANCE POLICY

Students are expected to attend and actively participate in each class meeting in order to successfully meet the course requirements. Your participation during each classroom activity is essential to the learning process. Your responsibility is to initiate constructive and professional interaction and participation. Do not wait for opportunities to come to you and tap you on the shoulder. **Lack of active participation could result in a deduction of classroom participation points.** If you are not in class, you are not participating. Therefore, it is necessary that you attend and participate in each of the class meetings. Students missing more than 20% of the class sessions will receive a failing grade for the course unless a documented written excuse is provided for absences. Excused absences could be illness; university sponsored activities, and family or personal emergencies. The professor will determine if the reason can be documented and excusable. Students are responsible for obtaining any class notes and/or assignments given during the absence.

***Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have the experienced the same situations.***

#### Cell Phones

**All cell phones must be turned off during class time. Cell phones must be turned off and out of sight during tests.** Any extenuating circumstances must be discussed with instructor on the day of the special circumstances prior to entering class.

### PROFESSIONALISM

#### ***Professional Improvement Plan***

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



<http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc>

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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

### **STUDENT OPINION OF INSTRUCTION**

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

### **TITLE IX STATEMENT**

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

### **Unforeseen Circumstances**

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.