

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 11, 2017**

2:30 p.m.

**Cypress Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
September 11, 2017

1. Minutes of the April 10, 2017 meeting. (pages 1-2) were approved by email April, 2017.
2. **COLLEGE OF ARTS AND SCIENCES**
 - a. Renaming Native American Studies (NAS) to Native American and Indigenous Studies (NAIS) (pages 3-5)
 - b. Revised course description POLS 4100 (pages 6-8)
3. **COLLEGE OF BUSINESS**
 - a. New course HCAD 4977 (pages 9-16)
 - b. New course MGNT 4600 (pages 17-23)
 - c. Revised degree requirements for the MBA – Healthcare Administration (pages 24-26)
 - d. Revised prerequisites for WMBA 6100 (pages 27-28)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised course description PSYC 1101 (pages 29-31)
 - b. Revised prerequisite PSYC 300 (pages 32-34)
 - c. Revised course description KSPE 2150 (pages 35-37)
 - d. Revised requirements for the minor in Coaching (pages 38-42)
 - e. New course CHPE 3001 (pages 43-49)
 - f. New course CHPE 3000 (pages 50-56)
 - g. New course KSPE 1090 (pages 57-62)
 - h. New course KSPE 1110 (pages 63-68)
 - i. New course CHPE 4300 (pages 69-75)
 - j. New course CHPE 4700 (pages 76-83)
5. **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

April 10, 2017

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 10, 2017. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

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

Members Absent: Ms. Sarah Arnett, Ms. Catherine Bowers, Dr. Nicole Cox, Ms. Laura Carter, Dr. Lars Leader, and Dr. Gary Futrell, and Dr. Xiaoi Ren.

Catalog Editor: Dr. Jane Kinney.

Visitor's Present: Dr. Lai Orenduff, Dr. Darrell Ross, Dr. Carl Hand, Dr. Sonya Sanderson, Mr. Chuck Conner, Dr. LaGary Carter, Dr. Lynn Minor, Dr. Greg Harrell, Dr. Ellice Martin, Dr. Fleming Bell, and Mrs. Teresa Williams.

The Minutes of the March 6, 2017 meeting were approved by email on March 27, 2017 (pages 1-5).

A. Graduate School

1. Revised catalogue copy for Graduate Academic Standards-Regulations/Thesis & Dissertations was approved effective Fall 2017 with the words "Students must" submit the final..." added (pages 6-9).
2. Revised catalogue copy for Graduate Student Classification Admission Criteria was approved effective Fall 2017 with the following change made to item 2-"An undergraduate student registering...is limited to a total of 12 semester hours per semester" (page 10-13).

B. College of Arts and Sciences

1. New minor in Middle Eastern Studies approved effective Fall 2017 with the following courses removed from the curriculum-CRJU 4670-Terrorism, ECON 4800 Economics of Terrorism, PERS 2650 Christianity and Islam, and POLS 4420 Global Security (pages 14-15).
2. Revised catalogue copy for BS in Applied Mathematics was approved with "their applications" removed and replaced with "investigates their applications" (pages 16-18).
3. Revised prerequisites for MATH 4980 was approved effective Fall 2017 (pages 19-21).
4. Revised catalog copy for BA-Sociology/Anthropology was approved effective Fall 2017 (pages 22-26).
5. Revised curriculum for BA-Sociology/Anthropology was approved effective Fall 2017 (pages 27-28).
6. Revised catalog copy for MS-Sociology was approved effective Fall 2017 (pages 29-31).
7. Revised curriculum for MS-Sociology was approved effective Fall 2017 (pages 32-34).
8. Revised catalog copy for MS-Sociology was approved effective Fall 2017 (pages 35-36).
9. Revised course number and description for SOCI 6700 was approved effective Fall 2017 with the first sentence of description changed to "A study of..." and the last two sentences removed (pages 37-39).
10. Revised course number, title, and description for SOCI 7050 was approved effective Fall 2017 with "A study of..." added to first sentence and "The course..." added to second sentence (pages 40-41).
11. New course SOCI 7060-Environmental Sociology-3 credit hrs, 3 lecture hrs, 0 lab hrs, 3 contact hrs-was approved effective Fall 2017 (pages 42-46).

C. College of Education and Human Services

1. Revised catalog copy for Online Collaborative MED-MGED (Math/Sci) and MED-CI (AT) was approved effective Fall 2017 (pages 47-53).
2. Revised course description for EDET 8880-Capstone Seminar-was approved effective Fall 2017 (pages 54-56).
3. Revised course description for EDET 8001-Teacher Leadership Residency I was approved effective Fall 2017 with "the area of" and "in the area" removed from the description (pages 57-59).

4. Revised course description for EDET 8002-Teacher Leadership Residency II was approved effective Fall 2017 with “the area of” and “the area of” removed from the description (pages 60-62).
5. Revised course description for EDET 8003-Teacher Leadership Residency III was approved effective Fall 2017 with “the area of” and “in the area” removed from the description (pages 63-65).
6. Deactivation of EDET 8010-Reflective Teaching Practices Seminar effective Fall 2017 (page 66-67).
7. Revised catalog copy for MAT for Teachers-Special Ed-Deaf/Hard of Hearing was approved effective Fall 2017 (pages 68-72).
8. Revised catalog copy for College of Education and Human Services-Accreditation was approved effective Fall 2017 with correct to “on Accreditation for...”, remove “Training and” and “Reading Education...”(pages 73-75).
9. Revised catalog copy for Teaching Degree Programs was approved effective Fall 2017 with “except for special education majors” removed and reinstate “students are not permitted...” (pages 76-80).
10. Revised catalog copy for track 1 and 2 MED in Special Ed/Hard of Hearing was approved effective Fall 2017 (pages 81-85).
11. Revised catalog copy for Ed.S in Teacher Leadership was approved effective Fall 2017 (pages 86-90).
12. Revised catalog copy for Field Experiences in P-12 Ed Prep was approved effective Fall 2017 (pages 91-95).
13. Revised catalog copy for Master degree programs was approved effective Fall 2017 with MED in Iterr Spec Ed- ECED Gen Curr, Dept of Marr/Fam Therp removed. Performance-Based removed and correction to K-5 Mathematics Endorsement-Online (pages 96-100).
14. Curriculum change for MED in Early Childhood was approved effective Fall 2017 (pages 101-103).
15. Revised course title and description for ECED 7540 was approved effective Fall 2017 (pages 104-106).
16. New Course KSPE 1040-Fitness in Rhythms and Dance 1credit hr, 0 lecture hrs, 2 lab hrs, 2 contact hrs was approved effective Fall 2017 with first sentence of description removed, the “and” removed-replacement with “to the...” and lecture/lab hours changes to 0-2 (pages 107-112).
17. Revised course description PSYC 4500-Special Topics in Psyc was approved effective Fall 2017 with “Exploration of...” added to description (pages 113-115).
18. New course PSYC 4170-Drugs, Mental Health, and Behavior-3credit hrs, 3 lecture hrs, 0 lab hrs, 3 contact hrs- was approved effective Fall 2017 with preq moved to beginning of description (pages 116-123).
19. New course PSYC 3950-Applied Topics in Psyc-3credit hrs, 3 lecture hrs, 0 lab hrs, 3 contact hrs-was approved effective Fall 2017 (pages 124-131).

D. College of Nursing and Health Sciences (Addendum)

1. New Program Proposal-Bachelor of Science in Health Sciences was approved with first retention requirement removed (pages 1-3). **BOR Approval Required**
2. Revised catalog copy for Bachelor of Science in Health Sciences was approved with first retention requirement removed and “in all area F courses” removed from Progression section (pages 4-8).
3. New course HSHS 4050-Principles of Musculoskeletal Examination-3 credit hrs, 3 lecture hrs, 0 lab hrs, 3 contact hrs-was approved with description starting with “A Study of...”(pages 9-17).
4. New course HSHS 4060L-Principles of Musculoskeletal Examination-1 credit hr, 0 lecture hrs, 2 lab hrs, 2 contact was approved (pages 18-26).
5. New course HSHS 4300-Professionalism and Healthcare-3 credit hrs, 3 lecture hrs, 0 lab hrs, 3 contact hrs-was approved with attached correction to description (pages 27-36).

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: N/A

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 01/18

Degree and Program Name: Native American Studies-Minor

Present Requirements: The program is currently titled Native American Studies (NAS).

Proposed Requirements: (highlight changes after printing) Change program title to Native American and Indigenous Studies (NAIS).

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 Broaden the focus and appeal of the program to include global indigenous issues. This change will attract more students into the program and qualify more of the current faculty to participate.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student interest in First Nations (Canada) and Indigenous populations of Central and South America and Australia. The evolution of the field of Indigenous Studies to become more holistic and comprehensive.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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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. **We will continue in our well-defined assessment methods.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **See previous.**

<u>Approvals:</u>	
Department Head: <i>J. Kempster</i>	Date: <i>20 June 17</i>
College/Division Exec. Committee: <i>Connie Richards</i>	Date: <i>7/11/17</i>
Dean(s)/Director(s): <i>Connie Richards</i>	Date: <i>7/11/17</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 03/07/2017 (mm/dd/yyyy)

Department Initiating Revision:
Political Science

Faculty Member Requesting Revision:
Marc G. Pufong

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
Pols 4100 Political Science Capstone

List Current and Requested Revisions:

Current:

Course Prefix and Number: POLS 4100
Credit Hours: 3
Course Title: Political Science Capstone Course
Pre-requisites: POLS 3100
Course Description: An application of Political Science research skills to the study of specialized topics that reflect the expertise of the instructor. Students will prepare and present a formal reseach paper.

Requested:

Course Prefix and Number: POLS 4100
Credit Hours: 3
Course Title: Political Science Capstone *Course*
Pre-requisites: POLS 3100
Course Description: An application of Political Science research skills to the study of any topic within political science or its sub-disciplines. Students will prepare and present a formal research paper in political science in general or in their area of concentration.

Semester/Year to be Effective:
Fall 2017

Estimated Frequency of Course Offering:
Every 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. Please include and/or append relevant supporting data.)

Improving student learning outcomes: Premised on flexibility, the focus of the revised Capstone Course reverses what currently is "instructor centered focus" to an emphasis on the "student" The result will be a net improvement that focuses on student interests or area of concentration in Policial Science for their research. The current structure of "... application of political science research skills to the study of specialized topics that reflect the expertise of the instructor" is restrictive. The new structure will allow students, under the instructor's supervision, to develop and write research papers from any sub-~~fields~~ ^{fields} with the adhering to any research method in political science.

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Adopting current best practice(s) in field: The new description conveys the appropriate course expectations and therefore the framework to acquire the requisite knowledge of advanced research beyond POLS 3100 in political science.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The suggested revisions provide needed clarity to the current course description. The improvement will be beneficial to political science majors enrolling in the course as it provides added flexibility and understanding to the course content. Overall, this will foster flexibility that allows for increased skills in inquiry, logical reasoning, and critical analysis, enabling arguments, synthesis of facts and information, and logical arguments leading to creative solutions to problems.

Plans for assessing the effectiveness of the course: As a rule, all upper level courses in the Department of Political Science require some assessment in the form of written work. For this course, these include essays, a research papers, and/or other in-class expectations that help course instructors to determine student progress and their grasp within the area of concentration in particular and in political science in genral etc. To allow for possible course reevaluation, any method of assessmnet used must be measurable to etabnlsh student performances that "meet," "exceed" or fall "below" course expectations.

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: 	Date: 4/11/17
Dean/Director: <i>Donnie Richards</i>	Date: 4/11/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 7, 2017

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REQUEST FOR A NEW COURSE
Valdosta State University

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Date of Submission: 05/01/2017 (mm/dd/yyyy)

Department Initiating Request: Management and Healthcare Administration	Faculty Member Requesting: Gary Hackbarth
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) HCAD 4977	Proposed New Course Title: Research in Healthcare Administration Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Research in Healthcare Admin
Semester/Year to be Effective: Spring 2018	Estimated Frequency of Course Offering: As Required

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3	Lab Hours: 0	Credit Hours: 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.) Prerequisites: BUSA 3100, HCAD 3200. Students will complete a Healthcare Administration research paper to further develop college-level critical thinking skills via reading, research and writing and may receive credit for the course only once. Graded "Satisfactory" or "Unsatisfactory", the research project, must adhere to the established Healthcare Business Administration (HCAD) Research Program Guidelines.

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: This course would allow students to select either HCAD 4980 Internship in Healthcare Business Administration or HCAD 4977 Research in Healthcare Administration with input from their faculty advisor to choose the best outcome for their individual academic program, skill set, personal preference, or the availability of a suitable internship. A successful internship experience for both the student and the organization sponsoring the internship requires a suitable "fit" between the organizations needs and the individual capabilities, career desires, and academic preparation of the student. If a poor internship fit is anticipated by the faculty advisor or no intership is available in a reasonable timeframe so as to not delay a students graduation, HCAD 4977 Research in Healthcare Business Administration would provide an alternative opportunity for the student to gain the necessary insights and experiences necessary to perform satisfactorily in their chosen career.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

GA

Source of Data to Support Suggested Change:

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

1) Meeting the mission of the College to provide experiential learning opportunities to our students. 2) Addition of directed research courses to the curriculum of other top business schools.

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?)


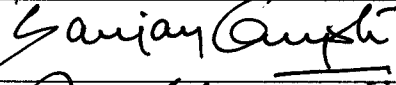

Data Sources:

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

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will submit a 15-20 page research paper suitable for presentation at the University Undergraduate Research Symposium, a state, national, or international research conference, or a peer-reviewed journal depending on the topic and effort of the student.

Other:

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

Approvals:	
Dept. Head: 	Date: 16 MAY 17
College/Division Exec. Comm.: 	Date: 5/17/17
Dean/Director: 	Date: 5/17/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

HCAD 4977 Research in Healthcare Business Administration
Section A, summer 2015, 3 Credits

Prerequisites: Course taken within last 30 hours of graduation

Course Meetings: **Time/Place:** Online or in class

Instructor: Dr. Gary Hackbarth
Office Phone: 229-245-3805

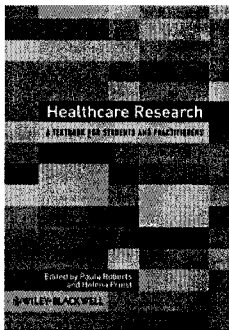
Office: HSBA 3213
Email: ghackbarth@valdosta.edu

Office Hours: As scheduled or by appointment.

Time Zone: Eastern Standard Time (EST)

Course Description (HCAD 4977 Research in Healthcare Business Administration): Students will complete a Healthcare Business Administration research paper to further develop college-level critical thinking skills via reading, research and writing and may receive credit for the course only once. Graded "Satisfactory or "Unsatisfactory", the research project, must adhere to the established Healthcare Business Administration (HCAD) Research Program Guidelines.

Required Materials:



Healthcare Research: A Textbook For Students and Practitioners
WILEY-BLACKWELL
Edited by Paula Roberts and Helena Priest
ISBN: 978-0-51932-5

Course Syllabus: Students are responsible for all information written in the syllabus and displayed in BlazeView.

Open Labs: Open Labs are now open on the third floor of the Health Sciences and Business Administration Building, i.e. HSBA 3202.

Office of Career Opportunities: For more information about the Office of Career Opportunities call 229-333-5942/5942 or drop by in person at Powell Hall-West, 1st and 2nd floor.

Student Success Center: SSC is located in Langdale Residence Hall and provides tutoring for a variety of courses, including statistics. For more information, please visit <http://ww2.valdosta.edu/ssc/>.

Access Office/Students with Disabilities: Students with disabilities who are experiencing barriers in this course may contact the access office for assistance in determining and implementing reasonable

accommodations. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities 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://valdosta.edu/access> or Email: access@valdosta.edu. The Access Office will provide the instructor will appropriate documentation and details about what accommodations are allowed. It is the student's responsibility to contact the instructor and request accommodations at the appropriate times.

Atomic Learning: Atomic Learning offers educational institutions access to a complete training library of over 50,000 short, show-and-tell video training tutorials on over 205 of the most common applications. There is Just-In-Time (JIT) training on more than 205 of the most common software applications. There is technology how-to self-assessment to review your individual skill level. You can find a Video storytelling guide to planning and create quality movies. Atomic Learning tutorials are available to faculty, staff and students 24/7, 365 days a year. All you need do is login with your BlazeView username and password. For more information, please visit <http://www.valdosta.edu/colleges/education/atomic-learning/welcome.php>.

VSU General Education Outcomes: This course addresses one of VSU's general education outcomes:

VSU General Education Outcome #5: Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices. They will understand the basic concepts and principles underlying scientific methodology and **be able to collect, analyze, and interpret data.** They will learn a body of scientific knowledge and be able to judge the merits of arguments about scientific issues. They will be able to perform basic algebraic manipulations and to use fundamental algebraic concepts to solve word problems and equations. They will be able to **use basic knowledge of statistics to interpret and to analyze data.** They will be able to **evaluate arguments based on quantitative data.**

Langdale College of Business Administration Goals and Learning Objectives:

The academic programs of the Langdale College of Business Administration are accredited by the **Association to Advance Collegiate Schools of Business (AACSB)** International. Less than one-third of the business programs in the United States have achieved this distinction of quality and a small but growing number of schools outside of the United States. To maintain our commitment to quality, the Langdale College of Business Administration has identified goals and learning objectives that provide students with the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers. The goals and learning objectives addressed by this course are:

Goal: Business majors will be able to effectively utilize analytical skills to solve business problems.

Students will

1. demonstrate analytical skills
2. utilize analytical skills to resolve business problems

Goal: Business majors will be competent in the use of technology.

Students will

1. Use appropriate technology to search for & gather business information.
2. Use appropriate technology to assimilate & analyze business information.
3. Use appropriate technology to communicate business information.

Personal Issues: Personal issues sometimes arise that may prevent a student from completing their class work in a timely and effective manner. Should such a situation arise, whatever it might be, Valdosta State University, the Langdale College of Business Administration, other Faculty and I would appreciate the opportunity to assist you in resolving and moving forward past any issue you might have. We need to know about it to help you.

If you experience difficulty in this course, consult with your instructor immediately. If you wait until the last few weeks of class to get help from the instructor, it is too late!

Student grades will only be discussed in the BlazeView password protected system.

Course Project: Students will create a research project following the research process as outlined in the textbook.

Course Grade: Your course grade will reflect your *performance*, not effort. You will be graded:

Satisfactory/Unsatisfactory

Extra Credit Assignments: There will be no individual extra credit opportunities.

Make-up Policy: 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 research project and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Late Assignments: Late assignments may be accepted at the instructor's discretion. The due date of the research project will be posted and announced in the syllabus.

Academic Honesty: Students are expected to follow the Student Code of Conduct, as published by VSU: "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. All students are expected to do their own work and to uphold a high standard of academic ethics."

The full code is available at the following web

address: <http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml>

Students found to have not completed their own work, as determined by the instructor, will receive a zero for that assignment. Each infraction will be reported in accordance with the Valdosta State University Academic Honesty Policy and the Student Code of Conduct. Multiple infractions may lead to a lowering of the course grade, a failing grade, or dismissal from the course.

Email: Contact me inside of the BlazeView Portal. This course uses “only” your VSU Email address. Your instructor will make use of email to communicate with you and may distribute class materials as attachments to email. Therefore, you are expected to maintain and regularly check a valid valdosta.edu email account. Further, your instructor will only respond to emails from a valdosta.edu email address. This allows me to answer your questions in a secure and timely manner. There is one exception, I will also respond to emails sent to ghackbarth@valdosta.edu but this is not a secure environment. There may be changes to BlazeView coming in the future that will allow more flexible email communications but for now, I would appreciate your using BlazeView to communicate with me. Any email from another email address will be considered junk mail and promptly deleted.

- Email is a professional communication. Help me help you! Please consider these suggested guidelines when communicating with your instructor:
 - Use the proper honorific (Dr., Professor, etc.)
 - Include who you are (complete name), course, and section.
 - State the problem or issue as clearly as possible
 - Provide the necessary relevant background.
 - Discuss the issue or problem in the proper context.
 - What would you like the resolution to the problem or issue to be?
 - Be concise. Limit your words but be clear and factual.
 - Use proper grammar and spelling.
 - If you provide a screen shot or graphic, explain what it is I should be seeing.
 - Remember that Emails are a formal communication tool. They are not informal and they are saved. People will remember what you say and how you say it. If you can't put a smiley face at the end, don't send it!

Withdrawals: Students may withdraw from courses after drop/add until mid-term with a grade of “W.” After mid-term, a student may withdraw from a class *only for non-academic hardships*. A petition for exception will be required. All other withdrawals after mid-term will be considered “WF.” It is the responsibility of the student to complete the withdrawal process. Effective fall 2010, all undergraduates are limited to five (5) course withdrawals during their entire enrollment at VSU. See the VSU catalog for full details of the “5 W policy.”

Student Opinion of Instruction: As students in this class, at the end of the term, all of you will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through Banner. You will receive a notification at your VSU e-mail address when the SOI is available, usually at least one week before the end of the term. SOI responses are anonymous, and as your instructor, I will be able to view only a summary of all responses two weeks after final grades have been submitted. Although I will not see individual responses, I will be able to determine who filled out an SOI and who did not. Complete information about SOIs, including how to access them is available at <http://www.valdosta.edu/academics/academic-affairs/sois/directions-for-accessing-and-completing-sois.php>.

Class Schedule:

Here is the class schedule. I reserve the right to change the schedule at any time; however, I will also provide ample notification for any changes that are made. If you have any conflicts associated with these due dates for athletics, SIFE, or any other extra-curricular activity, please make arrangements with me at your earliest possible convenience.

WK	Date	Topic
1		Identify a Research Area/Topic
2		Review Relevant Literature
3		State Research Questions/Goals
4		Methodology
5		Study Design
6		Collect and Analyze
7		Interpret results
8		Produce a Research Report
9		Disseminate/Publish Results
10		Additional time as required
11-16		Submit Project and make Presentation

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REQUEST FOR A NEW COURSE

MAY 18 2017

Valdosta State University

Date of Submission: 05/01/2017 (mm/dd/yyyy)

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VALDOSTA STATE UNIVERSITY

Department Initiating Request:
Management and Healthcare Administration

Faculty Member Requesting:
Ed Walker

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MGNT 4600

Proposed New Course Title:
Project Management

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Project Management

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
As Required

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.) Prerequisites: BUSA 2100, MGNT 3250. Introduces basic principles and practices of project management including organizational structures, management functions, PM life-cycle, planning, execution, control, conflict resolution, scope management, risk management, ROI, and quality.

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: This course would serve both as a requirement for the proposed Supply Chain Management major and as an elective for all BBA majors; additionally, it would serve as an elective in the HCAD major, the SCM minor, and in the OM minor. Every organization executes projects regardless of its primary business orientation. APICS, the premier professional association for supply chain and operations management, requires knowledge of project management in its CSCP (supply chain professional), SCOR-P (supply chain operations reference professional), and CPIM (production and inventory management) certification programs.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: This will strengthen the alignment of the proposed SCM major with APICS body of knowledge in supply chain management.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. 1) Proliferation of

project management as a tool in common business applications. 2) Addition of project management courses to the curriculum of other top business schools.

- 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:


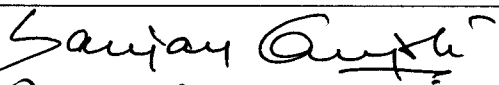
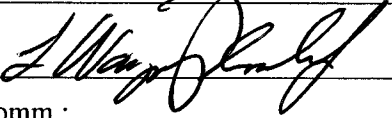
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Assessment for the course is through homework, exams, and a course project.

Homework and exams will be used in the assessment of each learning objective. Students will demonstrate the ability to apply several of quantitative and qualitative skills developed over the semester in their course project.

- Other:

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

Approvals:	
Dept. Head: 	Date: 16 May 17
College/Division Exec. Comm.: 	Date: 5/17/17
Dean/Director: 	Date: 5/17/17
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MGNT4600: Project Management
Spring 2015
Section A

INSTRUCTOR: Dr. Walker **OFFICE:** 3002L HSBA **TELEPHONE:** 245-2236

OFFICE HOURS: Tuesday and Thursday, 1:45 a.m. to 2:45 p.m., Wednesday 10:00 am to 2:00 pm, and by appointment.

EMAIL: eddwalker@valdosta.edu

REQUIRED TEXT: Harold Kerzner (2013) Project Management: A Systems Approach to Planning, Scheduling, and Controlling, 11th Edition. Hoboken, NJ: Wiley.

COURSE DESCRIPTION: Prerequisite: MGNT4000. This course Introduces basic principles and practices of project management including organizational structures, management functions, PM life-cycle, planning, execution, control, conflict resolution, scope management, risk management, ROI, and quality..

Course Objectives:

1. Business majors will be competent in management-specific areas.
 - A. Students will be aware of the strategic impact of organizational structures in effective PM.
 - B. Students will understand management functions in PM.
 - C. Students will be aware of the conflict resolution process.
 - D. Students will know how to plan, execute and control projects.
 - E. Students will understand various network scheduling techniques.
 - F. Students will understand pricing and trade-offs.
 - G. Students will be aware risk management.
 - H. Students will know how quality applies to PM.

GRADING:

Three True/False, Fill in Blank, short essay exams @ 100 points300 points
Final Exam (Multiple Choice).....150 points
Total Possible Points.....450 points
A = 90% and above, B = 80% to 89%, C = 70% to 79%, D = 60% to 69%, F = Below 60%

Exam Policies: There will be no make up exams. If you miss one or all of the three regular exams (for a legitimate, documented reason; notifying the instructor in advance (except for medical emergency)), your final exam grade (percentage) will replace the grades for the missed exams. If you miss an exam for any other reason, you will receive a score of 0 points for that exam. The Final Exam must be taken during the time scheduled by the university for this purpose. **Do not ask to take the Final Exam at another time.**

You should be in class ready to begin scheduled exams at the beginning of the period. **If you arrive late for a scheduled exam, you have until the last student, who was there on time, completes the exam. Your exam will be collected at that time.**

During Exams: Any incident of academic dishonesty (e.g., talking, looking from side to side, text messaging on cell phones, looking at notes) **will result in a grade of F for the course.** Make sure that you do not even give the appearance of academic dishonesty. Electronic monitoring of students during exams may be used.

Academic Dishonesty: Various academic dishonesty and plagiarism detection technologies may be employed in this course. You should review the VSU Academic Honesty web page: <Academic Honesty at VSU> The minimum penalty for any instance of academic dishonesty in this course will be a grade of F for the course. Depending on the severity of the offense, it may be pursued beyond this level. See the Student Handbook or your Instructor if you have any questions.

Food and Drink in Classroom: Is prohibited by LCOBA policy...only water is allowed in classrooms.

CONTRIBUTION/PARTICIPATION: You should conduct yourself as a professional and project an image of being intelligent, competent, helpful to fellow students, and prepared for class on a consistent basis. People need to be able to trust your ability to complete a job on time, under budget, and way above the minimum standards. One obvious indication of your ability to conduct yourself as a professional is your class participation. Behaviors such as talking in class reading the newspaper, staring out the window, etc. are examples of clearly inappropriate behaviors. **Do NOT talk in class. No computers, cellphones, etc. are permitted in class.**

AMERICANS WITH DISABILITIES ACT-Access Office: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (voice) and 219-1348 (tty).

Fire Evacuation: In the event of a fire in Pound Hall, students in Room 202 are to proceed out the front door to the sidewalk on Pendelton Street (across from the hospital).

New University Withdrawal Policy: LIMIT ON COURSE WITHDRAWALS (5 "W" POLICY) For undergraduate students only

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

The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the mid-term point of the semester. The following types of withdrawals do not count against the limit of five course withdrawal (W) grades:

- Hardship withdrawals
- Medical or mental health withdrawals
- Military withdrawals
- Grades of —WF
- Withdrawals taken in semesters before Fall Semester 2010
- Withdrawals taken at other institutions

Transfer students, regardless of their classification upon enrolling at Valdosta State University, are also limited to five withdrawals at Valdosta State University.

As students in this class, at the end of the term, all of you will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through Banner. You will receive a notification at your VSU e-mail address when the SOI is available, usually at least one week before the end of the term. SOI responses are anonymous, and as your instructor, I will be able to view only a summary of all responses two weeks after final grades have been submitted. Although I will not see individual responses, I will be able to determine who filled out an SOI and who did not. Complete information about SOIs, including how to access them and a timetable for this term, is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

TENTATIVE SCHEDULE OF ASSIGNMENTS

You are responsible for any changes to this tentative schedule if you miss the class in which they are announced. There will also be some material covered in class which is not in the textbook.

Tues, Jan 8 -Introduction to the course. Begin Chapter 1—Overview

Thurs, Jan 10- Chapter 2, Project Management Growth.

Tues, Jan 15 – Chapter 3: Organizational Structures

Thurs, Jan 17- Chapter 4, Organizing and Staffing

Tues, Jan 22 – Chapter 5: Management Functions

Thurs, Jan 24 – Chapter 5, continued.

Tues, Jan 29- Chapter 7, Conflicts

Thurs, Jan 31- Chapter 8, Special Topics

Tues, Feb 5 – Exam #1

Thurs, Feb 7- Chapter 9: Variables for Success

Tues, Feb 12- Chapter 11: Planning

Thurs, Feb 14 – Chapter 11: continued

Tues, Feb 19- Chapter 12: Network Scheduling Techniques

Thurs, Feb 21- Chapter 12, continued

Tues, Feb 26- Chapter 14, Pricing and Estimating

Thurs, Feb 28- Chapter 15: Cost Control

Tues, Mar 5- Chapter 16: Trade-off Analysis

Thurs, Mar 7- Exam #2

Tues, Mar 12- Chapter 17: Risk Management

Thurs, Mar 14- Chapter 17 continued.

Tues, Mar 19- Spring Break

Thurs, Mar 21-Spring Break

Tues, Mar 26- Chapter 18: Learning Curves

Thurs, Mar 28- Chapter 18, continued.

Tues, Apr 2- Chapter 19: Contract Management

Thurs, Apr 4- Chapter 20, Quality Management

Tues, Apr 9- Chapter 22: Scope Changes

Thurs, Apr 11- Chapter 13, continued.

Tues, Apr 16- Chapter 23: "Project" Office

Thurs, Apr 18- Chapter 24: Crisis Projects.

Tues, Apr 23- Exam #3

Thurs, Apr 25- Comprehensive Final Exam Review

Final Exam: scheduled by the Dean's Office.

Section A: Thursday, May 2 – 10:15am to 12:15pm

Section B: Thursday, May 2 – 2:45 to 4:45 pm

According to VSU and LCOBA policy, final exams must be given during the Final Exam period. This course is not over until after the scheduled final exam. Do not schedule trips, vacations, appointments for times prior to this date.

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AUG 31 2017

APR 14 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

OFFICE OF THE REGIS. BAR

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

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

Current Catalogue Page
Number: 120

Proposed Effective Date for
Revised Curriculum Change:
(new or revised) August 2018

Degree & Programs Name:
(e.g., BFA, Art): MBA
Healthcare Administration

Present Requirements: Required
MBA/Healthcare Courses21 hours
MBA7030 Managerial Accounting.....3 hours
MBA7050 Marketing Strategy.....3 hours
MBA7830 Financial Management in
Healthcare.....3 hours
MBA7660 Advanced Quantitative Methods.....3
hours
MBA7630 Leadership and Motivation.....3 hours
MBA7810 Healthcare Economics.....3
hours
MBA7870 Healthcare Strategic Leadership.....3
hours

Required Healthcare
Courses.....6 hours
MBA 7800 Introduction to Healthcare System
and Policies.....3 hours
MBA 7899 Healthcare Administration
Practicum3 hours
Electives9 hours
Choose any three electives from MBA
7640, MBA 7820, MBA 7840, MBA 7850, MBA
7860

**Total Hours Required for the Degree....36
semester hours**

**Proposed Requirements: (Underline changes
after printing this form) Required**
MBA/Healthcare
Courses.....21 hours
MBA7030 Managerial Accounting.....3 hours
MBA 7050 Marketing Strategy.....3 hours
MBA 7830 Financial Management in
Healthcare.....3 hours
MBA7660 Advanced Quantitative Methods...3 hours
MBA7630 Leadership and Motivation.....3 hours
MBA 7810 Healthcare Economics.....3 hours
MBA7900 Strategic Management..... 3 hours

Required Healthcare Courses.....9 hours
MBA7800 Introduction to Healthcare Systems and
Policies.....3 hours
MBA 7840 Legal Aspects of Healthcare ...3 hours
MBA 7898 Healthcare Directed Research or
MBA 7899 Healthcare Administration
Practicum.....3 hours

Elective.....6 hours
Choose any two electives from MBA 7640,
MBA 7820, MBA 7850, or MBA 7860

**Total Hours Required for the Degree....36 semester
hours**

Justification:

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

- Improve student learning outcomes: This program will enable students already employed in healthcare to complete an in-depth study of important issues in the field.
- Adopting current best practice(s) in field:
- Meeting mandates of state/Federal/outside accrediting agencies:
- Other: Healthcare administration is one of the fastest growing areas of employment. Current students and alumni already in the workforce are interested in n healthcare administration specialization

24

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 Provides more flexibility to course scheduling. The legal aspects of healthcare ^{are} important to everyone working in healthcare.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>		
Department Head:	<i>Me Schrock</i>	Date: 3-31-17
College/Division Exec. Committee:	<i>Sanjiv</i>	Date: 4/12/17
Dean(s)/Director(s):	<i>J. W. [unclear]</i>	Date: 4/13/17
Graduate Exec. Comm.: (for grad program)	<i>J. T. [unclear]</i>	Date: 8-28-17
Graduate Dean: (for grad program)	<i>J. T. [unclear]</i>	Date: 8-28-17
Academic Committee:		Date:

Form last updated: January 6, 2010

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APR 14 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

VALDOSTA STATE UNIVERSITY
VALDOSTA, GEORGIA
REQUEST FOR A REVISED COURSE

COBA WebMBA
Dept(s) of Instruction Initiating Request

4/6/2017

Neil Schuck
Signature of Faculty Member(s) Requesting Revision

Current Course Prefix* and Number:
WMBA 6100

3

Current Course Title:
Strategic Management

Check All That Apply:

- Revised Title
- Revised Course Number
- Revised Credit Hours
- Revised Course Description
- X Other (specify): Prerequisites

Semester/Term/Year to be Effective: Spring ~~2016~~ 2018

Estimate Frequency of Class Offering: yearly
X Requirement for Major

Indicate if Revised Course will be: Elective Course

For the following items, complete only those items being revised:

[Empty box for Revised Course Prefix* and Number]

Revised Course Prefix* and Number
*See Course Designation Abbreviations
in BULLETIN for approved prefix.

Revised Course Title

Operations and Supply Chain Management

Revised Total Contact Hours [] Revised Lecture Hours [] Revised Lab Hours [] Revised Credit Hours []

Revised Course Description:

Prerequisite:

Revised Course Title Abbreviation (For Student Transcript)

Operations Supply Chain Mgmt

(Limited to a total of 30 characters and spaces)

Justification:

To align with recent changes in the Operations Management field and with course content.

Approval of Department Head(s):

Neil Schuck

Date: 4-6-17

Approval of Dean(s)/Director(s):

[Signature]

Date: 4/10/17

Approval of Executive Committee:

Date: _____

Action of Graduate Executive Committee:

J. I. J. J.

Date: 8-28-17

Action of Academic Committee:

Date: _____

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SEP 05 2017

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Request for a Revised Course
Valdosta State University

Date of Submission: 04/07/2017 (mm/dd/yyyy)

Department Initiating Revision: Psychology, Counseling, & Family Therapy
Faculty Member Requesting Revision: Deb Briihl

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 1101. Introduction to General Psychology.

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: PSYC 1101	Course Prefix and Number: PSYC 1101
Credit Hours: 3	Credit Hours: 3-0-3
Course Title: Introduction to General Psychology	Course Title: Introduction to General Psychology
Pre-requisites:	Pre-requisites:
Course Description: A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. PSYC 1101 is required all of Psychology majors.	Course Description: A general survey course designed to introduce the student to fundamental methods and content of contemporary psychology. <u>PSYC 1101 must be completed with a grade of "C" or better to take upper-division PSYC courses regardless of major.</u>

Semester/Year to be Effective: Spring 2018
Estimated Frequency of Course Offering: Spring/Fall/Summer

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Clarifies that a grade of "C" or better in PSYC 1101 is required for all students to take additional courses within the psychology major that list it as a prerequisite.

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

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>8/15/17</i>
Dept. Head: <i>Kathy J. Wren</i>	Date: <i>8/15/17</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>8/15/17</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: August 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 04/07/2017 (mm/dd/yyyy)

Department Initiating Revision:
Psychology, Counseling, & Family Therapy

Faculty Member Requesting Revision:
Deb Briihl

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
PSYC 3300. Introduction to Behavior Modification.

List Current and Requested Revisions:

Current:

Course Prefix and Number: PSYC 3300
Credit Hours: 3
Course Title: Introduction to Behavior Modification
Pre-requisites: .

Course Description: Concepts of human capacity to learn new behaviors that lead to improved coping in changing circumstances. Emphasis is on procedures associated with classical and operant conditioning. A field-based behavior modification experiment is required of all students.

Requested:

Course Prefix and Number: PSYC 3300
Credit Hours: 3
Course Title: Introduction to Behavior Modification
Pre-requisites: PSYC 1101

Course Description: Concepts of human capacity to learn new behaviors that lead to improved coping in changing circumstances. Emphasis is on procedures associated with classical and operant conditioning. A field-based behavior modification experiment is required of all students.

Semester/Year to be Effective:
Spring 2018

Estimated Frequency of Course Offering:
Spring/Fall/Summer

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: Clarifies that a grade of "C" or better in PSYC 1101 is required for all students to take this course.

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

Approvals:	
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: 8/15/17
Dept. Head: <i>Kathy M</i>	Date: 8/15/17
Dean/Director: <i>Lyn C. Mui</i>	Date: 8/15/17
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: August 15, 2017

Request for a Revised Course
Valdosta State University

Date of Submission: 04/17/2017 (mm/dd/yyyy)

Department Initiating Revision:
KPSE

Faculty Member Requesting Revision:
Jiri Stelzer

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 2150 First Aid & CPR

List Current and Requested Revisions:

Current:
Course Prefix and Number: KSPE 2150
Credit Hours: 2
Course Title: First Aid & CPR
Pre-requisites:
Course Description: A study of the techniques of emergency first aid, cardiopulmonary resuscitation (adult, child, and infant) and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior, the environment and accidents. Opportunity exists for the student to attain American Academy of Orthopaedic Surgeons certification in CPR, First Aid & AED.

Requested:
Course Prefix and Number: KSPE 2150
Credit Hours: 2
Course Title: First Aid & CPR
Pre-requisites:
Course Description: A study of the techniques of emergency first aid, cardiopulmonary resuscitation (adult, child, and infant) and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior, the environment and accidents.

Semester/Year to be Effective:
Fall/2017

Estimated Frequency of Course Offering:
Every 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. Please include and/or append relevant supporting data.)

- Improving student learning outcomes: The learning outcome will not change
- Adopting current best practice(s) in field: This class was never about the certification (anybody can get certified with the Red Cross in a half day for \$20), it has always been about students learning basic first aid and cpr knowledge, life saving skills, and emergency preparedness.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The publisher of the book used for the 2150 course requires each student to purchase a brand new book to receive a CPR card. Hence, if the student purchases an older book, they cannot receive a CPR card regardless of completing the course. The online access for the book is expensive and difficult for the students to use. Also, the publisher requires the instructor to enter the online portal to generate the CPR cards. As a department, we feel this is a burden on the students and adjunct faculty teaching the courses.

Plans for assessing the effectiveness of the course: Everything will stay the same

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head:	Date:
Dean/Director:	Date:
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: May 2, 2017

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) Summer 2018

Degree and Program Name: Minor in Coaching

Present Requirements:

Minor in Coaching

Course List

Hours

Required Courses 6
 CHPE 3200
 Nutrition for Health and Human Performance 3
 CHPE 4220
 Management of Physical Education and
 Coaching Programs 3
 Electives 9
 CHPE 3150
 Applied Sports Science
 CHPE 3770
 Physical Education and Coaching Pedagogy
 CHPE 4100
 Study of Sport Coaching
 CHPE 4110
 Social Contexts of Coaching
 Total Hours 15

Proposed Requirements: (highlight changes after printing)

Minor in Coaching

Students must complete a total of 15 hours from the list of courses. There are no prerequisites for this minor. Students do not have to declare a Minor in Coaching to take courses. If courses are used to complete a Minor in Coaching, students must complete each course with a minimum grade of "C".

Course List

Hours

~~Required Courses 6~~
 CHPE 3200
 Nutrition for Health and Human Performance 3
 CHPE 4220
 Management of Physical Education and Coaching
 Programs 3
~~Electives 9~~
 CHPE 3150
 Applied Sports Science 3
 CHPE 3770
 Physical Education and Coaching Pedagogy 3
 CHPE 4100
 Study of Sport Coaching 3
 CHPE 4110
 Social Contexts of Coaching 3
~~Total Hours 15~~
 CHPE 4700 Fundamentals of Coaching
 3
 CHPE 4300 Coaching Principles
 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 To add two new courses to the coaching minor and to delete the "required courses" and "elective courses". To improve wording for the Coaching Minor information.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:	
Department Head: <i>Sonya Sanderson</i>	Date: <i>8-11-17</i>
College/Division Exec. Committee: <i>Lyn C. Mini</i>	Date: <i>8-11-17</i>
Dean(s)/Director(s): <i>Lyn C. Mini</i>	Date: <i>8-11-17</i>
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

* This is supplemental for the revised catalogue copy.

The new page should look like this but with all the 3's lining up:

Minor in Coaching

Students must complete a total of 15 hours from the list of courses. There are **no prerequisites** for this minor. Students do not have to declare a Minor in Coaching to take courses. If courses are used to complete a Minor in Coaching, students must complete each course with a minimum grade of "C".

Course List

	Hours
CHPE 3200 Nutrition for Health and Human Performance	3
CHPE 4220 Management of Physical Education and Coaching Programs	3
CHPE 3150 Applied Sports Science	3
CHPE 3770 Physical Education and Coaching Pedagogy	3
CHPE 4100 Study of Sport Coaching	3
CHPE 4110 Social Contexts of Coaching	3
CHPE 4700 Fundamentals of Coaching	3
CHPE 4300 Coaching Principles	3

* This is supplemental for the revised catalogue copy.

*****This is what the revised side should look like but the Request for a Revised Catalogue Copy page will not allow me to do this.

Minor in Coaching

Students must complete a total of 15 hours from the list of courses. There are **no prerequisites** for this minor. Students do not have to declare a Minor in Coaching to take courses. If courses are used to complete a Minor in Coaching, students must complete each course with a minimum grade of "C".

Course List

	Hours
Required Courses	6
CHPE 3200 Nutrition for Health and Human Performance	3
CHPE 4220 Management of Physical Education and Coaching Programs	3
Electives	9
CHPE 3150 Applied Sports Science	3
CHPE 3770 Physical Education and Coaching Pedagogy	3
CHPE 4100 Study of Sport Coaching	3
CHPE 4110 Social Contexts of Coaching	3
Total Hours	15
CHPE 4700 Fundamentals of Coaching	3
CHPE 4300 Coaching Principles	3

~~Students must complete each course with a minimum grade of "C"~~

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7-24-17 (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 3001

Proposed New Course Title:

Outdoor Leadership

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Outdoor Leadership

Semester/Year to be Effective:

Fall 2017

Estimated Frequency of Course Offering:

Fall/Spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 1

Credit Hours: 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.)

Designed to introduce strategies, baseline knowledge, and fundamental skills for outdoor activities while building leadership skills.

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: This course was previously taught as a special topics course. The KSPE department would now like to have it as a standalone course with its own course number. KSPE had offered this course for years prior to the instructor leaving for another job three years ago. The KSPE department along with the Student Recreation Center (SRC) feel this course would add depth to CHPE options, a potential Recreation Minor, and for majors such as Interdisciplinary Studies (INDS).

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The KSPE department has had numerous students over the past few years who have shown an interest in courses such as this and requested we begin offering more leadership, outdoor activities, and sport officiating courses as options for them to either fulfill their physical education requirement, complete their concentration area for INDS, or to use towards a recreation minor.

- 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: See syllabus and tentative schedule

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

Approvals:	
Dept. Head: <i>Sonya Sanderson</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Mui</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Mui</i>	Date: 8-11-17
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**

**KSPE 3001
Outdoor Leadership
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.

INSTRUCTOR

Name:

Office Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Designed to introduce strategies, baseline knowledge, and fundamental skills for outdoor activities along with building leadership skills.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

No text required. However, YOU MUST WEAR Closed toe shoes each day for class. YOU MUST dress appropriately to be outside in a variety of weather conditions including light rain, hot and cold temperatures.

COURSE OBJECTIVES (CO)

The student will be able to:

1. Demonstrate an appreciation for outdoor activities.
2. Develop their own unique leadership skills.
3. Apply skills to develop new outdoor activities.
4. Plan and execute an outdoor adventure.
5. Discuss the different types of outdoor equipment.
6. Develop a safety plan for outdoor adventures.
7. Explain the Leave No Trace principles.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Along with developing fundamental leadership skills. Attention is given to the improvement of the student's existing skill level in stand up paddle boarding, climbing, rappelling, Leadership Challenge Courses, kayaking, hiking, camping, and backpacking.

1. Attend 2 CORE Micro Adventures
2. Participate in the Leadership Challenge Course
3. Opportunity to go on CORE day and overnight Trip
4. Paddling skills in a pool and at local waterways
5. Outdoors Skill development

COURSE EVALUATION

Micro Adventures	60 pts
Leadership Challenge Course	60 pts
CORE Trip	60 pts
Midterm Test	100 pts
Paddling skills	60 pts
Outdoors Skill development	60 pts
Classroom participation (attendance/group work/games/activities)	100 pts
Final Exam	100 pts
Total	600 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: 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.

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 to participate in class. Be punctual!!!!

Classroom Etiquette: Please show up early or on time for class. Turn off cell phones when entering the 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 you choose to engage in texting. NO hats, do-rags, bandanas, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. Be respectful of other students around you.

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.

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>.

KSPE 3001

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 his or her work 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 Policy on Plagiarism will be followed.

SIGNED _____

DATE _____

Week One	
Tuesday	Thursday
Overview- syllabus, schedule, outcomes	Challenge course low
Week two	
Rock Wall- Belay	Challenge Course Dynamic
Week Three	
Pool- Kayak Skills	Pool- Kayak Skills
Week Four	
Navigation	Micro Adventure- Hike
Week Five	
Leave No Trace	All about knots
Week Six	
Plan Conservation Project	Plan Conservation Project
Week Seven	
Challenge Course Tech	Camping gear review
Week Eight	
Midterm	Backpacking
Week Nine	
Pool- SUP Skills	Execute Conservation Project
Week Ten	
Pool- Rescues	Micro Adventure- Paddle
Week Eleven	
Menu Planning	Backcountry Cooking
Week Twelve	
Trip Planning	Rock wall- Technique
Week thirteen	
Trip Perpetration	Overnight Trip- Rock Climbing
Week Fourteen	
Overnight Trip- Rock Climbing	Gear Cleaning
Week Fifteen	
	Challenge Course Tower
Week Sixteen	
Final	

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7-24-17 (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 3000

Proposed New Course Title:

Principles of Sports Officiating

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Prin of Sports Officiating

Semester/Year to be Effective:

Fall 2017

Estimated Frequency of Course Offering:

Fall/Spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 1

Credit Hours: 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.)

Designed to introduce the fundamental principles, mechanics, rules, and skills necessary in sports officiating. Emphasis will be on basketball, flag football, soccer, softball, and volleyball.

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: This course was previously taught as a special topics course. The KSPE department would now like to offer it as a standalone course with its own course number. The KSPE department along with the Student Recreation Center (SRC) feel this course would add depth to CHPE options as a potential Recreation Minor, and for majors such as Interdisciplinary Studies.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The KSPE department has had numerous students over the past few years who have shown an interest in courses such as this and requested we begin offering more leadership, outdoor activities, and sport officiating courses as options for them to either fulfill their physical education requirement, complete their concentration area for INDS, or to use towards a recreation minor.

- 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: See syllabus

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

Approvals:	
Dept. Head: <i>Sonye Sanderson</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Mi</i>	Date: 8-11-17
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**

**CHPE 3000
Principles of Sports Officiating
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.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Designed to introduce the fundamental principles, mechanics, rules, and skills necessary in sports officiating. Emphasis will be on basketball, flag football, soccer, softball, and volleyball.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Basketball:

1. 2017-2018 NFHS Rules Book
2. 2017-2018 NFHS Casebook
3. 2017-2019 NFHS Officials Manual

Flag Football:

1. 2017 & 2018 NIRSA Flag & Touch Football Rules Book & Officials' Manual-18th Edition

Soccer:

1. 2017-2018 NFHS Volleyball Rules Book
2. 2017-2018 NFHS Volleyball Casebook
3. 2017-2019 NFHS Volleyball Officials Manual

Softball:

1. 2017-2018 NFHS Volleyball Rules Book
2. 2017-2018 NFHS Volleyball Casebook

3. 2017-2019 NFHS Volleyball Officials Manual

Volleyball:

1. 2017-2018 NFHS Volleyball Rules Book
2. 2017-2018 NFHS Volleyball Casebook
3. 2017-2019 NFHS Volleyball Officials Manual

COURSE OBJECTIVES (CO)

The student will be able to:

1. Explain of rules for basketball, flag football, soccer, softball, and volleyball.
2. Demonstrate specific officiating mechanics and positioning related to each sport.
3. Describe what makes officials successful on/off the court.
4. Determine the necessary steps for becoming an official.
5. Assess the current culture of sports officiating.
6. Discuss how to retain and recruit new officials.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Weekly rules/mechanics quizzes
2. Signals Exam
3. The Rise and Fall of Sports Officials Numbers Paper
4. Guest Speakers
5. Officiating live games
6. Retaining and recruiting new officials group project

COURSE EVALUATION

Quizzes	250 pts
Midterm Exam	100 pts
Signals Exam	100 pts
Classroom participation (attendance/group work/games/activities)	100 pts
Final Exam	<u>100 pts</u>

Total: 650 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: 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.

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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>.

KSPE 3000

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 _____

55

PLAGIARISM POLICY

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SIGNED _____

DATE _____

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 05/26/2017 (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)

KSPE 1090

Proposed New Course Title:

Racquetball

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Racquetball

Semester/Year to be Effective:

Spring 2018

Estimated Frequency of Course Offering:

fall/spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

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.) A beginning course in racquetball emphasizing the basic rules and strategies of play. Attention is given to the skills needed to participate successfully in the 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: Designed to broaden student knowledge of the game of racquetball, as well as provide students an opportunity to enhance overall fitness by improving coordination, increasing cardiovascular activity, and strengthening physical endurance. As a course in racquetball is provided at other USG institutions (i.e., Georgia Southern, Kennesaw State, UGA), an offering at VSU will strengthen the overall program and complement the KSPE catalog offerings.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. VSU has excellent racquetball facilities located in the Student Recreation Center. Through a KSPE course offering, students will be better equipped to utilize VSU amenities

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) VSU students were sampled, asking (a) to what extent they would be interested in learning racquetball and (b) how knowledgeable they are about racquetball. Using a 1 (not at all) to 7 (very much) scale, results from 21 students indicate that students have a general interest in learning racquetball ($M = 4.90$, $SD = 1.70$) and do not know all that much about the sport of racquetball ($M = 2.19$, $SD = 1.40$). Given the overall interest and lack of knowledge about the sport, there is reason to believe that a racquetball course would be warmly received by VSU students.

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.) see syllabus.
- Other:

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

Approvals:	
Dept. Head: <i>Sonya Sanderson</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Mi</i>	Date: 8-11-17
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**

**KSPE 1090
Racquetball
1 SEMESTER HOUR**

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.

INSTRUCTOR

Name:

Office Number:

Office Phone:

Email:

Office Hours:

COURSE DESCRIPTION

A beginning course in racquetball emphasizing the basic rules and strategies of play. Attention is given to the skills, needed to participate successfully in the sport.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

No formal textbook is required. Students are responsible for all handout materials, assignments, and verbal information provided in class.

COURSE OBJECTIVES (CO)

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

1. Discuss the rules and terminology of racquetball.
2. Explain details regarding a racquetball court and equipment.
3. Apply fundamental racquetball skills in game play.
4. Demonstrate how to keep score.
5. Develop an appreciation of racquetball.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- Attend class on a regular basis. Attendance is a major part of grade in this class (see attendance requirements/regulations below).

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.

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STUDENT OPINION OF INSTRUCTION

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 07/26/2017 (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)

KSPE 1110

Proposed New Course Title:

Archery

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Archery

Semester/Year to be Effective:

Spring 2018

Estimated Frequency of Course Offering:

fall/spring

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

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.) Designed for beginning or novice archer. Basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition will be taught.

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: This course has been taught as special topic course. The KSPE department is seeking approval to have this course as standalone course with its own course number. We are finding that students are not looking under the KSPE 1380 special topics area for these types of courses.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Numerous students have commented to faculty that they can never find particular courses under the special topics. They are just not used to searching for activities under special topics.

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: see syllabus

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

Approvals:	
Dept. Head: <i>Sonya Sanderson</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Mi</i>	Date: 8-11-17
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**

**KSPE 1110
Archery
1 SEMESTER HOUR**

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.

INSTRUCTOR

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

COURSE DESCRIPTION

Designed for beginning or novice archer. Basic techniques of indoor target archery emphasizing the care and use of equipment, range safety, stance and shooting techniques, scoring and competition will be taught.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Resources provided by instructor.

COURSE OBJECTIVES

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

1. Demonstrate how to string and unstring a bow.
2. List all parts of the bow and arrow.
3. Explain the differences between target and field archery.
4. List the different clubs and organizations that they can join in their community.
5. Identify parts of the arrow.
6. Demonstrate understanding of safety rules and procedures of archery
7. Demonstrate the eight step process of shooting an arrow.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Two written tests

2. Quizzes
3. Skills test
4. Class participation

COURSE EVALUATION

Midterm	100
Quizzes	100
Skills test	100
Final Exam	100
Participation	200
Total	600pts

Final Grading Scale

90-100 --	A
80-89 --	B
70-79 --	C
60-69 --	D
Below 60 --	F

ATTENDANCE POLICY

Attendance is required. According to the Board of Regents, students missing 20% or more of classes are subject to being withdrawn by the instructor and receive a grade of F for the course. Therefore, students missing six (6) or more classes will automatically receive a failing grade for the course, despite all other points earned. Every student is allowed 2 absences which will **include** illness, etc. without penalty. (Of course, the two allowed will still count toward the six addressed above.) Every absence after the two allowed will result in a 2 points deduction from your grade. Make-up attendance or alternative assignments will be given only in extraordinary circumstances and will be determined by the instructor and at the sole discretion of the instructor. 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.

Students arriving to class after attendance has been taken **will receive an absence** and may or may not be admitted to class at the discretion of the instructor (admittance to class does not mean you will be counted as in attendance but you may participate in quizzes, etc. for that day to prevent further harm to your grade opportunities).

Safety:

Bows and arrows are weapons and need to be handled with care. All students who are not shooting will stand behind the shooter, behind the red cones. They will only retrieve the arrow on the teacher's command- once everyone has shot his or her arrow.

1. Always check the bow and string to see if it is properly placed at both ends of the string notch before starting to shoot.
2. Shoot only at the target
3. Do not draw bow if anyone is between you and target area
4. Never allow anyone to retrieve arrows until all arrows have been shot
5. Never shoot into the air or in any direction where it might destroy property or endanger life
6. Always be sure that the area in back of the target is clear of has an adequate backstop
7. Do not overdraw the bow
8. Be sure arrows of the correct length and stiffness of the bow
9. Do not release a fully drawn bow without an arrow
10. Obey all commands given for shooting and retrieving arrows
11. Always wear an arm guard to prevent injury
12. Do not wear bulky clothing or dangling jewelry when shooting

13. Do not fool around or engage in horseplay on the shooting line
14. Never run with arrows in your hand; when carrying arrows, keep the pile ends toward the ground
15. When you have finished shooting, stand behind the other archers until the end has been completed (safety line) (Schmottlach & McManama, 2006)

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.

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>.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7-24-17 (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 4300

Proposed New Course Title:

Coaching Principles

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Coaching Prin

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.)

Basic understanding of the theoretical and practical applications of the sport science areas of coaching related to sport psychology, exercise physiology, nutrition, motor learning and conditioning principles.

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: This course is needed to add to the options for the Coaching Minor. There are two courses that are required for the Coaching Minor that are also required for the KSPE teacher certification program; which means that the teacher certification students cannot complete a Coaching Minor in addition to their bachelor's in Health and Physical Education. Once the two new courses are added, the two required courses (3200 and 4220), will be removed as "required courses" to complete the Coaching Minor. Students will still have an option of taking those courses; but they will not be "required".

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We have had numerous KSPE students who wanted to add the Coaching Minor to their degree, but they do not have that opportunity in the current "required courses".

- 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: See syllabus

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

Approvals:	
Dept. Head: <i>Sonya Sanderson</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Min</i>	Date: 8-11-17
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**

**CHPE 4300
COACHING PRINCIPLES
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.

NASPE Coaching Standards

Domain 2---Safety and Injury Prevention

Standard 7 - Monitor environmental conditions and modify participation as needed to ensure the health and safety of participants.

Standard 8 - Identify physical conditions that predispose athletes to injuries.

Standard 11 - Identify and address the psychological implications of injury

Domain 5—Teaching and Communication

Standard 24: Teach and incorporate mental skills to enhance performance and reduce sport anxiety

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Basic understanding of the theoretical and practical applications of the sport science areas of coaching related to sport psychology, exercise physiology, nutrition, motor learning and conditioning principles.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Online resources delivered via Blazeview course site.

Students will locate and utilize additional sites and readings as needed to support individual projects.

COURSE OBJECTIVES

The student will:

1. Describe psychological issues in coaching which includes but not limited to anxiety, arousal, and stress; grasp better understanding of how to develop coping, relaxation, motivation and energizing strategies (NASPE CS 1-1).

Activities/Assignments/Assessments: Paper analysis/reflection and discussion

2. Discuss the basic physiological issues in coaching which includes but not limited to VO₂max, health-related fitness, and training principles; grasp better understanding of how to apply good strategies in coaching (NASPE CS 1-1).

Activities/Assignments/Assessments: Paper analysis/reflection and discussion

3. Define the nutritional knowledge in coaching which includes but not limited to healthy diet plan, and diet plan for athlete; grasp better understanding of how to apply diet plan in coaching (NASPE CS 1-1).

Activities/Assignments/Assessments: Paper analysis/reflection and discussion

4. Determine the motor development in coaching such as motor learning principles in sports; grasp better understanding of how to apply motor learning principles in coaching (NASPE CS 1-1).

Activities/Assignments/Assessments: Paper analysis/reflection and discussion

COURSE EVALUATION

All assignments are to be 6th edition APA style. Spelling and grammar should be checked. Points will be deducted for each spelling/grammar error. Any attempt to present the work of another as your own will result in failure of the course. Additionally, no late submissions will be accepted.

COURSE EVALUATION

Reading comments/reflections	40%
Responses to questions	30%
Discussion Boards	10%
Final Paper	20%
Total	100%

Grading Scale

Grade	Points
A	90 -100
B	80 - 80
C	70 – 79
D	Below 70

ATTENDANCE POLICY & PARTICIPATION

Students must sign in within the first two days of the course to be counted as attending the course by the attendance verification date.

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](#).

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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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.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 7-27-17 (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 4700

Proposed New Course Title:

Fundamentals of Coaching

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Fund of 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.)

Designed to explore all communication skills for coaching and to develop positive coaching communications for use with players, parents, administrators, coaching staff, and boosters.

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: This course is needed to add to the options for the Coaching Minor. There are two courses that are required for the Coaching Minor that are also required for the KSPE teacher certification program; which means that the teacher certification students cannot complete a Coaching Minor in addition to their bachelor's in Health and Physical Education. Once the two new courses are added, the two required courses (3200 and 4220), will be removed as "required courses" to complete the Coaching Minor. Students will still have an option of taking those courses; but they will not be "required".

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Indirect Measures: SOIs, student, employer, or alumni surveys, etc. We have had numerous KSPE students who wanted to add the Coaching Minor to their degree, but they do not have that opportunity in the current "required courses".

- 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.****

Approvals:	
Dept. Head: <i>Souya Sanders</i>	Date: 8-11-17
College/Division Exec. Comm.: <i>Lyn C. Mi</i>	Date: 8-11-17
Dean/Director: <i>Lyn C. Mi</i>	Date: 8-11-17
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**

**CHPE 4700
FUNDAMENTALS OF 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.

National Standards for Sport Coaches (NASPE CS)

Domain 5: Teaching and Communication

Standard 25: Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience.

Domain 7: Organization and Administration

Standard 30: Demonstrate efficiency in contest management.

Standard 31: Be involved in public relation activities for the sport program.

Standard 32: Manage human resources for the program.

Standard 33: Manage fiscal resources for the program.

Standard 34: Facilitate planning, implementation, and documentation of the emergency action plan.

Standard 35: Manage all information, documents, and records for the program.

Standard 36: Fulfill all legal responsibilities and risk management procedures associated with coaching.

Domain 8: Evaluation

Standard 40: Utilize and objective and effective process for evaluation of self and staff.

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

COURSE DESCRIPTION

Designed to explore all communication skills for coaching and to develop positive coaching communications for use with players, parents, administrators, coaching staff, and boosters.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Online resources will be provided on D2L.

COURSE OBJECTIVES

The student will:

1. Examine various coaching styles and strategies in order to analyze communication skills and preferences (NASPE CS 5-25).
***Activities/Assignments/Assessments: Discussion posts/comments, coaching handbook**
2. Study the issues of bullying and hazing in sport and establish proactive methods of removing negative influences (NASPE CS 7-36).
***Activities/Assignments/Assessments: Discussion posts/comments, coaching handbook**
3. Examine procedures to reduce the potential for, and react appropriately, to sexual harassment and athlete/child abuse (NASPE CS 7-36).
***Activities/Assignments/Assessments: Discussion posts/comments, coaching handbook**
4. Analyze evidence-based coaching practices based on current research on coach-athlete dyad and communication effectiveness (NASPE CS 5-25).

****All assignments are to be 6th edition APA style. Spelling and grammar should be checked. Points will be deducted for each spelling/grammar error.**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Introduction:** The first day of class; students and the instructor will introduce themselves to the group and give a brief autobiographical via a discussion post.
2. **Syllabus:** Once you read the syllabus; you need to send me an email in the course using the information on page 6 to demonstrate your knowledge of the STATEMENT OF ORIGINALITY. You will use this statement for **all** assignments, posts, introduction, etc. **If this statement is missing**, you will not receive credit for your work.
3. **Podcast:** You will watch a podcast pertaining to mandated reporting by Dr. Matthew Grant.
4. **Original Discussion Board Posts:** You will read each Scenario and answer the discussion post questions pertaining to each Scenario's over the eight week period. When posting your responses, make sure you address the specific areas indicated in the assignment. You will receive a maximum of 10 points for each discussion based on the completeness and quality of your responses with listing at least one reference (total 30 pts). Your posting is due by Thursday at 9:00 pm EST of the week assigned.
5. **Discussion Board Comments:** You will receive a maximum of 5 points for each comment/reply based on the completeness and quality of your responses (total 30 pts). Respond to at least 2 of your peers original discussion posts by Thursday at 9:00pm EST the following week of the assigned post.
6. **Assignments:** You will receive a maximum of 10 points for each assignment.

COURSE EVALUATION

Introduction	10
Syllabus/Originality Statement	10
Podcast Quiz	10
Drop Box (Communication Chapter/questions)	50
Original Posts (Scenario's) (3)	30
Discussion Posts to Scenario's (6)	30
Assignment 1 (Chapter 3)	10
Assignment 2 (Chapter 4)	10
Assignment 3 (Chapter 8)	10
Assignment 4 (Chapter 9)	10
	<hr/>
	180 PTS

COURSE GRADING

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D

ATTENDANCE POLICY

The university attendance policy will be adhered to in this class. If you do not sign on within two days of the course, you will be dropped.

PROFESSIONALISM

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>

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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>.

ACADEMIC INTEGRITY

The following are professional expectations for all students in the Department of Kinesiology and Physical Education:

Writing/Grammar Competencies

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Demonstrated mastery of formal Standard English and APA format is required in all aspects of the course. If you need assistance with your writing skills, help is available from the Writing Center on campus.

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. You must monitor email regularly and inform the instructor of any email problems or changes.

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. Since this is an on-line course, you will be submitting assignments electronically, reviewing electronic materials, reviewing peer reviewed material, and searching/researching websites. Make sure you backup your work on more than one source.

SafeAssign:

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>). **STATEMENT OF ORIGINALITY**

All assignments in this course MUST have this affixed:

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.