

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
October 16, 2017**

2:30 p.m.

**Cypress Room
University Center**

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

ACADEMIC COMMITTEE
AGENDA
October 16, 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)
 - c. Certificate Notification Form – Certificate for Teaching College History Surveys (pages 84)
 - d. Requirements for the Certificate for Teaching College History Surveys (pages 85-86)
 - e. Revised requirements for the MA in History (pages 87-89)
 - f. New course HIST 5700 (pages 90-100)
 - g. New course HIST 6700 (pages 101-114)
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)
 - k. New course CHPE 2000 (pages 115-123)
 - l. New course CHPE 3050 (pages 124-132)
 - m. New course CHPE 4000 (pages 133-142)
 - n. New course CHPE 4010 (pages 143-151)
 - o. New minor Recreation and Leisure (pages 152-153)
 - p. Revised requirements for the MED in Instructional Technology – Library Media Concentration (pages 154-156)
 - q. New course ITED 7204 (pages 157-167)
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>[Signature]</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 research 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 Political 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-field while 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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VALDOSTA STATE UNIVERSITY

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

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:

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?)

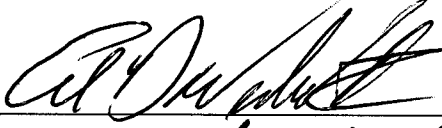
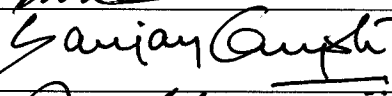

Data Sources:

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

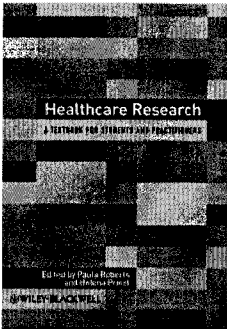
Office: HSBA 3213
Email: ghackbarth@valdosta.edu

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:


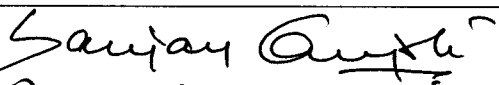
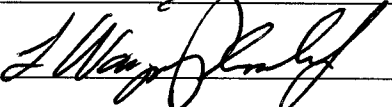
- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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 REGISTRAR

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

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

- 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.) .

Approvals:		
Department Head:	<i>Me Schrock</i>	Date: 3-31-17
College/Division Exec. Committee:	<i>Sanjay G</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 Schwab
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 ~~2017~~ 2018

Estimate Frequency of Class Offering: yearly

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

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

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

Revised Course Title

Revised Total Contact Hours

Revised Lecture Hours

Revised Lab Hours

Revised Credit Hours

Revised Course Description:

Prerequisite:

Revised Course Title Abbreviation (For Student Transcript)

(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 Schwab

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. T. J. 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:	
<p>Current:</p> <p>Course Prefix and Number: PSYC 1101</p> <p>Credit Hours: 3</p> <p>Course Title: Introduction to General Psychology</p> <p>Pre-requisites:</p> <p>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.</p>	<p>Requested:</p> <p>Course Prefix and Number: PSYC 1101</p> <p>Credit Hours: 3-0-3</p> <p>Course Title: Introduction to General Psychology</p> <p>Pre-requisites:</p> <p>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></p>
Semester/Year to be Effective: Spring 2018	Estimated Frequency of Course Offering: Spring/Fall/Summer
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
<p>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.)</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: 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.</p>	

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. Min</i>	Date: 8/15/17
Dept. Head: <i>Kathy Wilkin</i>	Date: 8/15/17
Dean/Director: <i>Lyn C. Min</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: 04/07/2017 (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	<u>100 pts</u>
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

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

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>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**

**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

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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 _____

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

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: 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>Sonja 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.

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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.

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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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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".

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:

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

Approvals:	
Dept. Head: <i>Sonya 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:
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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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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.

RECEIVED

OCT 05 2017

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

CERTIFICATE NOTIFICATION FORM

Institution: Valdosta State University

College/Division: Arts and Sciences

Department: History

Name of Certificate: Certificate for Teaching College History Surveys

CIP Code:

Certificate Acronym: CERG

(Note: CERO -- undergraduate certificates of less than 30 hours; CERI -- undergraduate certificates greater than 30 hours; CERG -- post-bachelor's [graduate] certificates; CERM -- post-master's certificates, CERP -- post-first professional certificates).

Number of Credit Hours of Core Curriculum Courses: N/A

Total Credit Hours for Certificate Completion: 18

Start Date: January 2018

Approved by: _____

Vice President for Academic Affairs/Provost

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:

Proposed Effective Date for Curriculum Change:
(Month/Year): January/2018

Degree & Program Name:
(e.g., BFA, Art): History Certificate

Present Requirements:

Proposed Requirements (Underline changes after printing this form:

This certificate prepares people to meet SACS standards for teaching freshmen and sophomore history survey classes at the college or university level. Students must meet admission requirements for non-degree seeking students in the Valdosta State University Graduate School to enroll in the History Certificate Program. A grade of B or better is required in each course.

- HIST 5700 3 hrs
- HIST 6700 3 hrs
- Two U. S. focused History graduate courses listed at the 5000 or 6000 level 6 hrs
- Two World History graduate courses listed at the 5000 or 6000 level 6 hrs
- Total Hours 18 hrs

Justification:

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

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The certificate program meets regional needs for teachers capable of teaching concurrent enrollment (dual-enrollment courses) History courses. Such teachers need 18 graduate credit hours in content areas.

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:

John J. [Signature]

Date: 13/Sept/2017

College/Division Exec. Committee:

Mr. [Signature]

Date: 9-19-17

Dean(s)/Director(s):

Mr. [Signature]

Date: 9-19-17

Grad. Exec. Committee:
(for graduate course)

J. T. [Signature]

Date: 10-3-17

Graduate Dean:
(for graduate course)

J. T. [Signature]

Date: 10-3-17

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

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

Current Catalog Page Number:
37

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

Degree & Program Name:
(e.g., BFA, Art): MA

Present Requirements:

PLAN A (thesis program) 36 semester hours
The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at VSU.

HIST 7000 3 hours
HIST Graduate Seminars
 9 hours

HIST Graduate courses 12 hours
HIST 7999 6 hours

Electives (must include at least one 3-hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history) . . . 6 hours

PLAN B (non-thesis program) 33 semester hours

The non-thesis option is designed primarily for students currently employed as secondary education teachers, those seeking an advanced degree in history to teach at the community college level, or those seeking a graduate degree in history for any other personal or professional reason.

HIST 7000 3 hours
HIST Graduate Seminars 9 hours
HIST Graduate courses 15 hours

Electives (must include at least one 3-hour history graduate course outside of primary and secondary fields and may include one 3-hour graduate course outside of history) 6 hours

COMPREHENSIVE EXAMS AND FOREIGN LANGUAGE REQUIREMENT 1. Regardless of which option students select, they must pass both a comprehensive written and oral examination.

2. Regardless of which option students select, they must pass a reading knowledge examination in a foreign language. In the thesis program, a grade of "B" or better in a fourth sequence course in a foreign language may be accepted in lieu of a reading knowledge exam. In the non-thesis program, a grade of "B" or better in a

Proposed Requirements (Underline changes after printing this form:

PLAN A (thesis option research concentration) 36 semester hours

The thesis option is designed primarily for those students who plan on pursuing a Ph.D. in history upon completion of the M.A. at VSU.

HIST 7000 3 hours
HIST 5700 3 hours
HIST 6700 3 hours

HIST Graduate Courses 15 hours
HIST 7999 6 hours

Electives (may include one 3-hour graduate course outside of history) 6 hours

Total 36 semester hours

PLAN B (non-thesis teaching concentration) 30 semester hours

The teaching content option is designed primarily for students currently employed as primary and secondary school teachers, those seeking credentials to teach college dual enrollment courses at secondary institutions, or those seeking to teach at the post-secondary level.

HIST 7000 3 hours
HIST 5700 3 hours
HIST 6700 3 hours

HIST Graduate Courses 15 hours
Electives (may include one 3-hour graduate course outside of history) 6 hours

Total 30 hours

COMPREHENSIVE EXAMS AND FOREIGN LANGUAGE REQUIREMENT

1. Regardless of which option students select, they must pass a comprehensive written exam.

2. Thesis option students must pass an oral defense of their thesis (no written exam).

third sequence course in a foreign language may be accepted in lieu of a reading knowledge exam.

3. ~~Thesis option students must pass a reading knowledge examination in a foreign language.~~ A grade of "B" or better in a fourth sequence course in a foreign language may be accepted in lieu of a reading knowledge exam.

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: The curriculum change in the Non-thesis M. A. option in History reflects the growing need for a content based M. A. in History that is easily accessible to potential students currently working in P-12 positions, those that intend to pursue a career in P-12, those that desire to teach college dual enrollment courses at secondary institutions, or those that want to work at technical and community colleges. The language requirement was deterring those that did not take a language as an undergraduate from enrolling in the program. Removing the language requirement does not hinder career opportunities with this degree at the same time having it does enhance career opportunities in P-12 schools or at technical and community colleges.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Inquiries into the program by potential students indicate that these changes will increase enrollment.

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. We intend assess these changes through enrollment numbers.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head:

John D. [Signature]

Date: 19/Sept/2017

College/Division Exec. Committee:

M. Smith

Date: 9-19-17

Dean(s)/Director(s):

M. Smith

Date: 9-19-17

Grad. Exec. Committee:
(for graduate course)

J. T. [Signature]

Date: 10-3-17

Graduate Dean:
(for graduate course)

J. T. [Signature]

Date: 10-3-17

Academic Committee:

Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/21/2017 (mm/dd/yyyy)

Department Initiating Request:

History

Faculty Member Requesting:

Mary Block and Dixie Ray Haggard

Proposed New Course Prefix & Number:

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

HIST 5700

Proposed New Course Title:

History Content for Teaching World History Surveys

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Content Teach World Hist

Semester/Year to be Effective:

Summer/2018

Estimated Frequency of Course Offering:

Each Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A survey of the social, cultural, economic, and political development of the world from the beginning of civilization to the present designed specifically for students who are pursuing the MA or the teaching certificate.

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: This course will help to satisfy both the VSU history graduate program and SACS accreditation requirements for history content to teach the world history survey course.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>John J. ...</i>	Date: 19/Sept/2017
College/Division Exec. Comm.:	<i>M. Site</i>	Date: 9-18-17
Dean/Director:	<i>M. Site</i>	Date: 9-19-17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. ...</i>	Date: 10-3-17
Graduate Dean: (for graduate course):	<i>J. T. ...</i>	Date: 10-3-17
Academic Committee:		Date:

Form last updated: January 6, 2010

Spring 2018
HIST 5700
History Content for
Teaching the World History Surveys
Graduate Course Online

Dr. Block
Email: mblock@valdosta.edu
Virtual office hours: M-W, 1-4
Phone: 229.333.5947 (Hist. Dept.)

SEMESTER HOURS: 3

COURSE DESCRIPTION:

A graduate content survey of the social, cultural, economic, and political development of the Worlds from first peoples to the present and is designed specifically for graduate students who are pursuing the MA or the college teaching certificate.

This course will help to satisfy both the VSU History graduate program and SACS accreditation requirements for history content to teach the World history survey course. It will prepare the student in the best practices to teach lower division college history courses. Material in this course will go beyond the material used to develop secondary education history courses on U. S. history because it is designed to help the student college level courses. The primary and secondary source assignments along with the testing of content from a standard, college World history textbook will provide the student with the needed skills and content knowledge to develop and to teach a World history survey. These skills include but are not limited to textbook selection, additional reading assignment selection, syllabus creation, lecture preparation, exam preparation and grading, and research and writing assignment development.

COURSE LEARNING OBJECTIVES:

By the end of the course students will be able to demonstrate

- knowledge of major social and cultural developments in World History from first peoples to the present
- knowledge of major economic and political developments in World History from first to the present
- reading comprehension of historical sources
- effective communication through writing
- effective critical thinking through analysis of historical sources

COURSE TIMELINE:

The course is divided into eight units, each unit lasting one week, and covering several chapters in the textbook per unit.

Unit 1: June 6-June 8 = chapters 1-2

Unit 2: June 12-June 15 = chapters 3-6

Unit 3: June 19-June 22 = chapters 7-9

Unit 4: June 26-June 29 = chapters 10-12

Unit 5: July 3-July 6 [NOTE: MIDTERM is JULY 3; NO CLASS JULY 4] = Chapters 13-15

Unit 6: July 10-July 13 = Chapters 16-19

Unit 7: July 17-July 20 = Chapters 20-21

Unit 8 July 24-July 25 = Chapters 22-23

JULY 26 = FINAL EXAM

TEXTBOOK:

Strayer & Nelson, *Ways of the World, 3rd edition*. Online through BlazeView, but students must sign-up through McMillan's web page to first sign up for the text.

Rampolla, Mary Lynn, *A Pocket Guide to Writing in History, 8th ed.*

Benjamin, Jules, R. *A Student's Guide to Studying History, 13th ed.*

COURSE FORMAT:

This course is a part of VSU's Graduate Program for the MA and for the college teaching certificate. This course is delivered entirely online. Students enrolled in this course will access all course materials through VSU's online platform, BlazeView. The graduate level History Content for Teaching the History Survey summer courses are on an 8-week schedule, so students must pay close attention to the due dates as the course moves at a quick pace.

COURSE ASSESSMENT:

Each student will be assessed based on two criteria

1. There are two (2) examinations in the course, one a midterm and the other a final exam. The examinations will consist of 100 objective multiple choice, true/false questions, and short answer essays that cover the content of the World History surveys. The midterm will center on the World History to 1865 survey and the final exam will center on World History Since 1500. Each student will have a maximum of 3 hours to take the examinations. The examinations will be available through BlazeView only on the days designated in the syllabus and will be available all day on that prescribed day from 12:01am to 11:59pm.

2. There are sixteen (16) accomplishments for the course due on the dates found in the calendar. In the beginning of the semester, each student must choose either the first half (World History to 1500) or the second half (World History Since 1500) survey as their primary concentration for the semester. All their assignments must relate to this concentration. For each unit of the course, students will produce a course syllabus. Each student will, over the course of the semester, produce six lectures. At least one of the lectures must be in outline format, at least one must be written out, and one must only use power point. Each student must find two documentaries, provide a reading assignment using either a primary or a secondary source for context for each documentary, provide an outline and questions to accompany each documentary, and create written assignments for each documentary. Each student must produce two written assignments based upon two primary (firsthand) source documents. Each student must produce two written assignments based on secondary scholarly articles. Finally, each student must create two Tests using multiple types of questions. Each assignment must have an

accompanying grade rubric. All assignments must be turned in to the Blazeview Dropbox created for that assignment.

- **Weight of Assignments:**

Examinations: 50% (each exam is worth 50%)

Accomplishments: 50% (an overall satisfactory evaluation is worth 50%, two unsatisfactory evaluations on assignments is worth 40%, four unsatisfactory evaluations on assignments is worth 30%, and six unsatisfactory evaluations on assignments is worth 20%, eight or more unsatisfactory evaluations on assignments is worth 0%)

COURSE CALENDAR:

(Remember, a calendar must also be submitted for each unit/week.)

June 7	First day of class introductions
June 8	Unit 1 Primary Source Assign. & Lecture due @ 11:59pm
June 15	Unit 2 Secondary Source Assign. & Lecture due @ 11:59pm
June 22	Unit 3 Test due @ 11:59pm
June 28	Unit 4 Documentary Assign. & Lecture due @ 11:59pm
June 30	Unit 1-4 Can take Midterm (BlazeView from 12:01am to 11:59pm)
July 3	MIDTERM (Last Day to Withdraw)
July 4	HOLIDAY - NO CLASS
July 5	LAST DAY TO WITHDRAW FROM THE COURSE
July 16	Unit 5 Primary Source Assign. & Lecture due @ 11:59pm
July 13	Unit 6 Secondary Source Assign. & Lecture due @ 11:59pm
July 20	Unit 7 Test due in BlazeView dropbox @ 11:59pm
July 25	Unit 8 Documentary Assign. & Lecture due @ 11:59pm
July 26	Unit 5-8 Can take Final (BlazeView from 12:01am to 11:59pm)

ASSIGNMENT INSTRUCTIONS:

- **EXAMS:**

Each student is required to take two (2) exams in this course, one exam per unit. Tests are both objective and subjective in nature and will consist of one hundred (100) multiple choice and true/false questions and three (3) essay questions. Tests will be available in BlazeView only from 12:01am to 11:59pm on the prescribed day. Students have a maximum of 3 hours to complete the test.

Grading rubric for exam essays:

- 90-100 (A): Definitively answers the questions asked
 Has a clear thesis statement and focused analytical argument
 Has strong evidence-based argument
 Has logical organization and few to no grammatical errors
- 80-89 (B): Definitively answers the questions asked
 Has thesis statement and focused argument with some analysis
 Has evidence-based argument

Has reasonable organization and only a few grammatical errors

- 70-79 (C): Mostly answers the questions asked, but goes off topic
Has weak thesis statement and unstructured argument
Offers little or weak evidence to support argument
Is primarily narrative and summary with little analysis
Has several grammatical errors
- 60-69 (D): Does not answer the questions asked
Has weak or no thesis statement and no sustained argument
Is entirely narrative and summary with no analysis
Has generalizations unsupported by evidence
Has major organizational issues & significant grammatical errors
- 00-59 (F): Has no thesis statement or sustained argument
Has no evidence to support argument
Does not answer the question asked and is completely off topic
Is entirely narrative and shows little to no understanding of the assignment
Has no or major organizational issue and significant grammatical problems

- **ACCOMPLISHMENTS:**

There are sixteen (16) accomplishments for the course due on the dates found in the calendar. In the beginning of the semester, each student must choose either the first half (U. S. History to 1865) or the second half (U. S. History Since 1865) survey as their primary concentration for the semester. All their assignments must relate to this concentration. For each unit of the course, students will produce a course calendar. At the end of the semester, the student must submit a complete syllabus. Each student will, over the course of the semester, produce six lectures. At least one of the lectures must be in outline format, at least one must be written out, and one must only use power point. Each student must find two documentaries, provide a reading assignment using either a primary or a secondary source for context for each documentary, provide an outline and questions to accompany each documentary, and create written assignments for each documentary. Each student must product two written assignments based upon two primary (firsthand) source documents. Each student must produce two written assignments based on secondary scholarly articles. Finally, each student must create two Tests using multiple types of questions. Each assignment must have an accompanying grade rubric. All assignments must be turned in to the Blazeview Dropbox created for that assignment.

Grading rubric for accomplishments:

Satisfactory (S): 1) Turned in on time; 2) addresses each element in a clear and concise fashion; 3) Assignment remains on point and is logical, and 4) Content is accurate.

Unsatisfactory (U): Failure to do 2 of the 4 requirements for Satisfactory

LATE WORK STATEMENT:

The professor does not accept late and will not reopen assignments so that a student may submit late work. The course calendar clearly indicates when assignments are due so there is no excuse to miss a deadline.

COURSE INTRODUCTIONS:

On the first day of classes students will sign in and introduce themselves. The sign-in week is to confirm attendance in the course. On the first day of sign-in students will state their name and briefly discuss why she or he is taking this course and what she or he hopes to get out of it. On the first day, students will respond to the discussion of at least five other students in the course.

EVALUATION OF STUDENTS:

Grades are not on a curve. The grade scale is:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Extra credit projects do not exist in this course.

TECHNOLOGY STATEMENT:

This course is delivered entirely online. To complete the course successfully, students must have access to a properly configured and reliable computer with internet access. Technological issues are not a valid excuse for not submitting work and completing assignments on time. The professor cannot assist students with technological issues. Any student who needs technological assistance can contact the VSU IT Help Desk at 229.245.4357.

WITHDRAWALS:

Withdrawing from the course is the student's responsibility, not the instructor's. Please keep in mind that this is an eight-week course. Students may withdraw from the course in the first week without academic penalty. After the first week and up to midterm, students who withdraw will receive a "W" for the course. Any student who discontinues classes without withdrawing will receive the grade of "F" for the course.

MIDTERM IS JULY 3, 2017. THE LAST DAY TO WITHDRAW FROM THE COURSE IS JULY 5, 2017.

ACADEMIC DISHONESTY STATEMENT:

Academic dishonesty, whether cheating, plagiarism, or the like will not be tolerated. All cases of student misconduct will result in a failing grade for the course and possible expulsion from the University.

ACCESS OFFICE:

Students with documented disabilities who need classroom accommodations or modifications should contact the Access Office, which is located in Farber Hall. The phone number is 229.245.2498

TITLE IX STATEMENT:

Valdosta State University is committed to creating a diverse and inclusive learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. VSU prohibits discrimination based on race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment, and sexual violence), sexual orientation, gender identity, religion, age disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX coordinator: Maggie Viveratte, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229.333.5463.

This course is divided into eight units.

UNIT-SPECIFIC LEARNING OBJECTIVES:**UNIT 1: CHAPTERS 1-2**

By the end of this unit, students will be able to

- Identify who the first peoples were, where they lived, how they survived
- Discuss the rise of agriculture and its significance to human history
- Recognize the emergence of civilizations and its consequences for human history
- Assess ancient civilizations in terms of agriculture, urbanization, hierarchy, and culture

All learning objectives for this unit will be assessed through written examinations, weekly syllabus entry, and class lectures.

UNIT 2: CHAPTERS 3-6

By the end of this unit students will be able to

- Recognize and compare the rise of states and empires
- Discuss cultural traditions and religious practices of ancient societies
- Explain the rise of slavery and the development of patriarchy
- Compare the major ancient civilizations of several continents
- Describe the alternatives to ancient civilizations and empires

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 3: CHAPTERS 7-9

By the end of this unit students will be able to

- Discuss the rise of continental and global commerce
- Assess the significance of international trade
- Explain the importance of China in Asia and of Asia to China
- Describe the rise of the Islamic World and assess its significance to World History

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 4: CHAPTERS 10-12

By the end of this unit students will be able to

- Explain the contraction of Christianity in Asia and Africa and its expansion across Europe
- Discuss Western Christianity and its role in the development of Western Culture
- Describe the world of pastoral peoples
- Articulate the rise of the Mongol Empire and its importance in World History
- Compare civilizations in China, Europe and the Islamic World
- Analyze the major civilizations in the Americas

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 5: Chapters 13-15

By the end of this unit students will be able to

- Discuss the rise of European Empires and the importance of the Colombian Exchange to World History
- Identify the major civilizations in the Americas
- Explain the rise and significance of the Russian and Asian Empires
- Recount European and Asian commerce in the Age of Empires
- Articulate the significance of the global slave trade to World History
- Describe the globalization of Christianity and its significance to World History
- Expound on persistence and change in Afro-Asian societies
- Illuminate as to how and why modern science developed in Europe when it did

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 6: Chapters 16-19

By the end of this unit students will be able to

- Explain the causes, consequences, and significance of the Atlantic Revolutions
- Describe the establishment of the Industrial Revolution in Europe
- Compare the Industrial Revolutions in Europe, the US, Russia, and Latin America
- Illustrate the relationship between industrialization and imperialism

- Compare the colonial economies of the European imperialistic nations
- Discuss the rise and fall of the Chinese, Ottoman, and Japanese empires

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 7: Chapters 20-21

By the end of this unit students will be able to

- Relate the causes, consequences, and significance of the First World War
- Describe the causes, consequences, and significance of the global depression of the 1930s
- Compare the authoritarian states of Italy, Germany, and Japan
- Discuss the causes, consequences, and significance of the Second World War
- Analyze the rise of socialism and communism and the role of revolution in bringing them to the fore
- Recount the causes, consequences, and significance of the Cold War in World History
- Explain why communism came to an end

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 8: Chapters 22-23

By the end of this unit students will be able to

- Describe the decline and fall of empires after the Second World War
- Discuss the various paths that people took to gain independence and freedom
- Assess the rise of the new political orders that resulted from the end of empire
- Analyze how the global political new order transformed world economies
- Recount the movements for liberation, including the global feminist movement
- Explain the development of fundamentalisms around the world and discuss the causes, consequences, and significance of that trend
- Expound on the global environmental movements and their goals

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/21/2017 (mm/dd/yyyy)

Department Initiating Request:

History

Faculty Member Requesting:

Mary Block and Dixie Ray Haggard

Proposed New Course Prefix & Number:

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

HIST 6700

Proposed New Course Title:

History Content for Teaching U. S. History Surveys

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Content Teach U. S. Hist

Semester/Year to be Effective:

Summer/2018

Estimated Frequency of Course Offering:

Each Summer

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A survey of the social, cultural, economic, and political development of the United States from pre-contact to the present and is designed specifically for graduate students who are pursuing either the MA or the teaching certificate.

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: This course will help to satisfy both the VSU history graduate program and SACS accreditation requirements for history content to teach the US history survey course.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>John Jure</i>	Date: <i>19/Sep/2014</i>
College/Division Exec. Comm.:	<i>M. Sitt</i>	Date: <i>9-19-17</i>
Dean/Director:	<i>M. Sitt</i>	Date: <i>9-19-17</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>10-3-17</i>
Graduate Dean: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>10-3-17</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Spring 2018
HIST 6700
History Content for
Teaching the U. S. History Surveys
Graduate Course Online

Dr. Block
Email: mblock@valdosta.edu
Virtual office hours: M-W, 1-4
Phone: 229.333.5947 (Hist. Dept.)

SEMESTER HOURS: 3

COURSE DESCRIPTION:

A graduate content survey of the social, cultural, economic, and political development of the United States from pre-contact to the present and is designed specifically for graduate students who are pursuing the MA or the college teaching certificate.

This course will help to satisfy both the VSU History graduate program and SACS accreditation requirements for history content to teach the U. S. history survey course. It will prepare the student in the best practices to teach lower division college history courses. Material in this course will go beyond the material used to develop secondary education history courses on U. S. history because it is designed to help the student college level courses. The primary and secondary source assignments along with the testing of content from a standard, college U. S. history textbook will provide the student with the needed skills and content to develop and to teach a U. S. history survey. These skills include but are not limited to textbook selection, additional reading assignment selection, syllabus creation, lecture preparation, exam preparation and grading, and research and writing assignment development.

COURSE LEARNING OBJECTIVES:

By the end of the course students will be able to demonstrate

- knowledge of major social and cultural developments in US History from pre-contact to the present
- knowledge of major economic and political developments in US History from pre-contact to the present
- reading comprehension of historical sources
- effective communication through writing
- effective critical thinking through analysis of historical sources

COURSE TIMELINE:

The course is divided into eight units, each unit lasting one week, and covering several chapters in the textbook per unit.

Unit 1: June 6-June 8 = chapters 1-2

Unit 2: June 12-June 15 = chapters 3-7

Unit 3: June 19-June 22 = chapters 8-11

Unit 4: June 26-June 29 = chapters 12-16

Unit 5: July 3-July 6 [NOTE: MIDTERM is JULY 3; NO CLASS JULY 4] = Chapters 17-20

Unit 6: July 10-July 13 = Chapters 21-25

Unit 7: July 17-July 20 = Chapters 26-29

Unit 8 July 24-July 25 = Chapters 30-31

JULY 26 = FINAL EXAM

TEXTBOOK:

Roark, et al, *The American Promise*, 7th ed. Online through BlazeView, but students must sign-up through McMillan's Launch Pad web page.

Rampolla, Mary Lynn, *A Pocket Guide to Writing in History*, 8th ed.

Benjamin, Jules, R. *A Student's Guide to Studying History*, 13th ed.

COURSE FORMAT:

This course a part of VSU's Graduate Program for the MA and for the college teaching certificate. This course is delivered entirely online. Students enrolled in this course will access all course materials through VSU's online platform, BlazeView. The graduate level Teaching the History Surveys summer courses are on an 8-week schedule, so students must pay close attention to the due dates as the course moves at a quick pace.

COURSE ASSESSMENT:

Each student will be assessed based on two criteria

1. There are two (2) examinations in the course, one a midterm and the other a final exam. The examinations will consist of 100 objective multiple choice, true/false questions, and short answer essays that cover the content of the U. S. History surveys. The midterm will center on the U. S. History to 1865 survey and the final exam will center on U. S. History Since 1865. Each student will have a maximum of 3 hours to take the examinations. The examinations will be available through BlazeView only on the days designated in the syllabus and will be available all day on that prescribed day from 12:01am to 11:59pm.
2. There are sixteen (16) accomplishments for the course due on the dates found in the calendar. In the beginning of the semester, each student must choose either the first half (U. S. History to 1865) or the second half (U. S. History Since 1865) survey as their primary concentration for the semester. All their assignments must relate to this concentration. For each unit of the course, students will produce a course calendar. At the end of the semester, the student must submit a complete syllabus. Each student will, over the course of the semester, produce six lectures. At least one of the lectures must be in outline format, at least one must be written out, and one must only use power point. Each student must find two documentaries, provide a reading assignment using either a primary or a secondary source for context for each documentary, provide an outline and questions to accompany each documentary, and create written assignments for each documentary. Each student must product two written assignments based upon two primary (firsthand) source documents. Each student must produce two written assignments based on secondary scholarly articles. Finally, each student must create two Tests using multiple types of questions. Each assignment must have an accompanying grade

rubric. All assignments must be turned in to the Blazeview Dropbox created for that assignment.

- **Weight of Assignments:**

Examinations: 50% (each exam is worth 50%)

Accomplishments: 50% (an overall satisfactory evaluation is worth 50%, two unsatisfactory evaluations on assignments is worth 40%, four unsatisfactory evaluations on assignments is worth 30%, and six unsatisfactory evaluations on assignments is worth 20%, eight or more unsatisfactory evaluations on assignments is worth 0%)

COURSE CALENDAR:

(Remember, a calendar must also be submitted for each unit/week. A completed syllabus must be submitted on July 25.)

June 7	First day of class introductions
June 8	Unit 1 Primary Source Assign. & Lecture due @ 11:59pm
June 15	Unit 2 Secondary Source Assign. & Lecture due @ 11:59pm
June 22	Unit 3 Test due @ 11:59pm
June 28	Unit 4 Documentary Assign. & Lecture due @ 11:59pm
June 30	Unit 1-4 Can take Midterm (BlazeView from 12:01am to 11:59pm)
July 3	MIDTERM (Last Day to Withdraw)
July 4	HOLIDAY - NO CLASS
July 5	LAST DAY TO WITHDRAW FROM THE COURSE
July 16	Unit 5 Primary Source Assign. & Lecture due @ 11:59pm
July 13	Unit 6 Secondary Source Assign. & Lecture due @ 11:59pm
July 20	Unit 7 Test due in BlazeView dropbox @ 11:59pm
July 25	Unit 8 Documentary Assign. & Lecture due @ 11:59pm
July 26	Unit 5-8 Can take Final (BlazeView from 12:01am to 11:59pm)

ASSIGNMENT INSTRUCTIONS:

- **EXAMS:**

Each student is required to take two (2) exams in this course, one midterm exam and one final exam. Tests are both objective and subjective in nature and will consist of one hundred (100) multiple choice and true/false questions and three (3) essay questions. Tests will be available in BlazeView only from 12:01am to 11:59pm on the prescribed day. Students have a maximum of 3 hours to complete the test.

Grading rubric for exam essays:

90-100 (A): Definitively answers the questions asked
Has a clear thesis statement and focused analytical argument
Has strong evidence-based argument
Has logical organization and few to no grammatical errors

80-89 (B): Definitively answers the questions asked
Has thesis statement and focused argument with some analysis

Has evidence-based argument
Has reasonable organization and only a few grammatical errors

- 70-79 (C): Mostly answers the questions asked, but goes off topic
Has weak thesis statement and unstructured argument
Offers little or weak evidence to support argument
Is primarily narrative and summary with little analysis
Has several grammatical errors
- 60-69 (D): Does not answer the questions asked
Has weak or no thesis statement and no sustained argument
Is entirely narrative and summary with no analysis
Has generalizations unsupported by evidence
Has major organizational issues & significant grammatical errors
- 00-59 (F): Has no thesis statement or sustained argument
Has no evidence to support argument
Does not answer the question asked and is completely off topic
Is entirely narrative and shows little to no understanding of the assignment
Has no or major organizational issue and significant grammatical problems

- **ACCOMPLISHMENTS:**

There are sixteen (16) accomplishments for the course due on the dates found in the calendar. In the beginning of the semester, each student must choose either the first half (U. S. History to 1865) or the second half (U. S. History Since 1865) survey as their primary concentration for the semester. All their assignments must relate to this concentration. For each unit of the course, students will produce a course calendar. At the end of the semester, the student must submit a complete syllabus. Each student will, over the course of the semester, produce six lectures. At least one of the lectures must be in outline format, at least one must be written out, and one must only use power point. Each student must find two documentaries, provide a reading assignment using either a primary or a secondary source for context for each documentary, provide an outline and questions to accompany each documentary, and create written assignments for each documentary. Each student must product two written assignments based upon two primary (firsthand) source documents. Each student must produce two written assignments based on secondary scholarly articles. Finally, each student must create two Tests using multiple types of questions. Each assignment must have an accompanying grade rubric. All assignments must be turned in to the Blazeview Dropbox created for that assignment.

Grading rubric for accomplishments:

Satisfactory (S): 1) Turned in on time; 2) addresses each element in a clear and concise fashion; 3) Assignment remains on point and is logical, and 4) Content is accurate.

Unsatisfactory (U): Failure to do 2 of the 4 requirements for Satisfactory

LATE WORK STATEMENT:

The professor does not accept late and will not reopen assignments so that a student may submit late work. The course calendar clearly indicates when assignments are due so there is no excuse to miss a deadline.

COURSE INTRODUCTIONS:

On the first day of classes students will sign in and introduce themselves. The sign-in week is to confirm attendance in the course. On the first day of sign-in students will state their name and briefly discuss why she or he is taking this course and what she or he hopes to get out of it. On the first day, students will respond to the discussion of at least five other students in the course.

EVALUATION OF STUDENTS:

Grades are not on a curve. The grade scale is:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Extra credit projects do not exist in this course.

TECHNOLOGY STATEMENT:

This course is delivered entirely online. To complete the course successfully, students must have access to a properly configured and reliable computer with internet access. Technological issues are not a valid excuse for not submitting work and completing assignments on time. The professor cannot assist students with technological issues. Any student who needs technological assistance can contact the VSU IT Help Desk at 229.245.4357 or Launch Pad helpline.

WITHDRAWALS:

Withdrawing from the course is the student's responsibility, not the instructor's. Please keep in mind that this is an eight-week course. Students may withdraw from the course in the first week without academic penalty. After the first week and up to midterm, students who withdraw will receive a "W" for the course. Any student who discontinues classes without withdrawing will receive the grade of "F" for the course.

MIDTERM IS JULY 3, 2017. THE LAST DAY TO WITHDRAW FROM THE COURSE IS JULY 5, 2017.

ACADEMIC DISHONESTY STATEMENT:

Academic dishonesty, whether cheating, plagiarism, or the like will not be tolerated. All cases of student misconduct will result in a failing grade for the course and possible expulsion from the University.

ACCESS OFFICE:

Students with documented disabilities who need classroom accommodations or modifications should contact the Access Office, located in Farber Hall. The phone number is 229.245.2498. **TTY#?**

TITLE IX STATEMENT:

Valdosta State University is committed to creating a diverse and inclusive learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. VSU prohibits discrimination based on race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment, and sexual violence), sexual orientation, gender identity, religion, age disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX coordinator: Maggie Viveratte, Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229.333.5463.

This course is divided into eight units.

UNIT-SPECIFIC LEARNING OBJECTIVES:**UNIT 1: CHAPTERS 1-2**

By the end of this unit, students will be able to

- Identify the major Native American cultures on the North American continent and their environments before the arrival of Europeans
- Recognize the fifteenth-century demographic shifts and technological innovations that allowed Europeans to explore regions apart from their own continent
- Trace the Columbian Exchange throughout the world and understand its global effects

All learning objectives for this unit will be assessed through written examinations, weekly syllabus entry, and class lectures.

UNIT 2: CHAPTERS 3-7

By the end of this unit students will be able to

- Explain the shift from indentured servitude to slave labor in the British colonies of North America
- Describe the differences and commonalities between the New England, Mid-Atlantic, and Southern colonies with regard to social, political, and economic systems in the seventeenth century

- Understand the relationship between colonial population growth, economic growth, the development of a market economy, and the weakening of Puritanism in the eighteenth-century New England colonies
- Explain how the influx of slaves into the southern colonies shaped that region's society, politics, and economy
- Describe how the French & Indian War resulted in the imperial crisis of the 1760s
- Identify the events that escalated tensions between the British government and its British Colonies of North America
- Explain the enumerated complaints in the Declaration of Independence that ultimately led the colonists to declare independence from the British Empire

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 3: CHAPTERS 8-11

By the end of this unit students will be able to

- Articulate the weaknesses of the Articles of Confederation
- Understand the major debates and compromises in drafting the US Constitution
- Distinguish between the arguments of Federalists and the Anti-federalists and understand the competing visions for the federal and state governments
- Follow the processes by which the US Constitution was ratified
- Identify the sources of stability and change in the New Nation
- Articulate the significance and consequences of Alexander Hamilton's economic program
- Understand the foreign and domestic conflicts that the national government dealt with
- Recognize the rise of the first Two-Party political system and the polarizing effect it had on the US particularly with regard to the 1796 election, the XYZ affair, and the Alien and Sedition Acts
- Understand the significance of the "Revolution of 1800" and Thomas Jefferson's vision for the US
- Explicate the causes and consequences of the War of 1812
- Define the Missouri Compromise and its implications
- Identify the factors that gave rise to the market economy
- Define the political changes that resulted in the establishment of the second Two-Party system
- Describe the controversies surrounding Indian Removal, the Nullification Crisis, and the Bank War
- Explain white women's status, the rise of republican motherhood, and changes in the family
- Discuss the Second Great Awakening and the major reform movements that resulted from it
- Explain the politics of slavery that came to the forefront in the mid to late 1830s

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 4: CHAPTERS 12-16

By the end of this unit students will be able to

- Explain American expansion into the West and define the concept of “Manifest Destiny”
- Discuss the debate surrounding the annexation of Texas and the Oregon Country
- Analyze how and why the US provoked Mexico into war and the significance of that war
- Describe the evangelical reforms and explain how the woman’s rights movement evolved from a variety of other reform efforts
- Understand how slavery distinguished the South from other regions of the US
- Describe the lives of slaves, plantation masters & mistresses, plain folk, and poor whites and discuss how they were intertwined in Southern society
- Explain how free blacks posed a dilemma for white Southerners and why the existence of free blacks in the slave South was problematic
- Analyze how the issue of the expansion of slavery into federal territories became a constitutional question
- Recognize the importance of the question of the expansion of slavery affected the election of 1848 and led to the Compromise of 1850
- Explain the settlement of “Bleeding Kansas,” beginning with the Kansas-Nebraska Act, 1854
- Analyze the *Dred Scott* decision and its significance to the rise of sectionalism
- Discuss the causes of the Civil War and identify the real reasons why each side fought
- Explain how the Civil War transformed from a war to preserve the Union to a war to end slavery
- Discuss the affect of the war on the US and the CSA and the role that women and African Americans played in the war effort
- Explain the process of emancipation from the Emancipation Proclamation to the ratification of the 13th Amendment
- Understand Presidential Reconstruction and Congressional Reconstruction
- Explain white and black reaction to Reconstruction and why Reconstruction ultimately failed

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 5: Chapters 17-20

By the end of this unit students will be able to

- Explain how the West was lost from the Native American point of view and how the West was won from the Anglo-American perspective
- Describe the diversity of peoples that inhabited the American West

- Recount life in the West with particular emphasis on daily life on the Reservation, on the Homestead, in the mining camps
- Identify the peoples of the West, including sharecroppers, tenant farmers, migrant workers, & cowboys
- Illustrate the ways in which farming became increasingly commercialized and ranching became increasingly industrialized
- Discuss the variety of ways that business was transformed in the Gilded Age
- Explain the transformations in political and economic systems during the Gilded Age
- Analyze the relationship between urbanization, industrialization, immigration
- Describe the diversity of American labor, including the role of women and children in the workforce
- Understand why workers organized and the struggles they encountered in their efforts to do so
- Explain how popular notions of work and leisure reflected class differences
- Examine the nature of urban government and the boss system of politics
- Identify the economic and social woes of the American farmers and laborers at the turn of the twentieth century and explain why they gave rise to farmers' and labor movements
- Explain the political, social, and economic significance of Farmers' Alliance and the Populist Movements
- Characterize the political and economic activism of women in the last half of the 19th century
- Describe the causes and consequences of the Panic of 1893 and the election of 1896
- Discuss American Imperialism at the end of the 19th century and explain the debates that surround the expansionist impulse

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 6: Chapters 21-25

By the end of this unit students will be able to

- Define Progressivism and explain how and why it arose at the start of the 20th century and what its ideological influences were
- Describe in what ways Theodore Roosevelt was a Progressive and how his Progressivism differed from Woodrow Wilson's
- Articulate the causes and significance of the Progressive campaign in the election of 1912 and delineate which factors resulted in Wilson's victory
- Identify and explain the limits of Progressivism, include the issues of gender, race, and class
- Ascertain the origins of World War I and explain why Woodrow Wilson advocated initially for neutrality, but then after his re-election in 1916 decided to involve the US directly in the war

- Describe how Americans geared up for entry into the war, including the responses of women and African Americans
- Analyze threats that American democracy faced on the home front from so-called radical groups to the US government
- Recognize Wilson's vision for a post-war world and understand why it faced so much opposition
- Determine the ways in which business and government contributed to the growth of the economy after World War I
- Recognize how prohibition and the rise of the "new woman" and "new Negro" challenged traditional norms and the effect that challenge had on mass culture and society
- Recognize which groups opposed modernization as well as why and how they opposed change
- Identify the various causes of the Great Depression and the government's initial response to it
- Describe the human toll and response to the economic downturn in the 1930s
- Discuss the issues in the presidential campaign of 1932 and determine the why and the significance of FDR's victory
- Identify the various New Deal Programs and the challenges to them
- Analyze the achievements, failures, and limitations of the New Deal
- Recognize the European and Asian events that led the US to declare neutrality and then to enter World War II
- Outline the crucial military and diplomatic events that promoted US victory in Europe and Asia
- Assess the affect the war had on the home front with regard to women and families, African Americans, Mexicans, and Asians

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 7: Chapters 26-29

By the end of this unit students will be able to

- Recognize the various origins of the Cold War and define and know the significance of the Marshall Plan, Truman Doctrine, the policy of containment, the domino theory, and NSC-68
- Discuss Truman's domestic agenda with regard to its successes and failures
- Recognize McCarthyism and its affect on American politics and society
- Explain why the US got involved in Korea what the costs and consequences were of that involvement
- Assess the successes and failures of Eisenhower's foreign and domestic agenda
- Analyze the economy of abundance and its influence on American politics, society, and culture, including the affects on gender roles and the media

- Identify the origins of the modern civil rights movement and explain the strategies activists deployed to end racial segregation
- Discuss Kennedy's New Frontier and Johnson's Great Society programs and assess their successes and failures
- Identify civil rights activists and their strategies, including the rise of the Black Power Movement and white society's reaction to it
- Recognize the various ways the civil rights movement influenced the various social protests movements that followed, including the movements of students, Native Americans, Chicanos, and gays and lesbians
- Analyze the origins of the Feminist Movement along with its various strategies and discuss the criticisms women had of American society as well as the backlash the movement provoked
- Explain how and why liberalism continued on in the Nixon Administration
- Discuss the origins of American involvement in Vietnam, including the process of escalation
- Describe LBJ's war against communism in Cuba and Vietnam
- Assess the ways in which Vietnam polarized Americans
- Identify how Nixon's anticommunism and approach to Vietnam differed from LBJs
- Analyze how Nixon brought the Vietnam war to an end

All learning objectives for this unit will be assessed through written examinations, class discussions, and written essays.

UNIT 8: Chapters 30-31

By the end of this unit students will be able to

- Describe the constitutional crisis known as Watergate and its significance to American politics
- Compare the presidencies of Jimmy Carter and Ronald Reagan with regard to their social and economic policies, including the environment and human rights
- Assess America's movement to the right of the political spectrum
- Explain the effect Reagan's policies had on women, working people, racial and ethnic minorities, the elderly, and gays and lesbians
- Analyze Reagan's foreign policies in the Middle East, Latin American, and Asia and assess their effectiveness
- Discuss the end of the Cold War and the significance for the world
- Assess the Clinton Administration's domestic and foreign policies
- Discuss the increasing involvement of the US in global politics in the Post-Cold War world and explain the limitations and accomplishments of that involvement
- Explain the election of Obama in 2008 and discuss how his domestic and foreign policies fared

RECEIVED

OCT 06 2017

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 09/26/2017 (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)
CHPE 2000

Proposed New Course Title:
Fundamentals of Recreation and Leisure
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Fund in Rec & Leisure

Semester/Year to be Effective:
fall 2018

Estimated Frequency of Course Offering:
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 expose students to the conceptual foundations, constellation of services, and management issues associated with recreation and leisure activities.

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

Improving student learning outcomes:

Adopting current best practice(s) in field: A variety of organizations and individuals are needed to conduct leisure activities and provide for recreational programming. Leisure opportunities are sought through sources such as government agencies (local, state, or federal), non-profit organizations such as the YMCA /YWCA and scouting, recreation businesses varying from amusement parks and fitness clubs to fishing charters, private clubs such as golf and aquatic clubs; and unique outdoor sites. In addition to the above opportunities, Moody Air force Base is always looking for individuals to assist with their recreational endeavors.

There are nearly 300 million Americans today who work, go to school, do tasks to maintain the family (shopping, fixing meals, maintain homes, etc.) and participate in some form of play. On average, Americans spend approximately 4.5 to 5 hours at play or in recreation / leisure activities (those activities that are not required for our survival or subsistence) each day. In the future, Americans are likely to demand more from their free time, and demand more from the government offices, businesses, and agencies that provide opportunities for recreation and leisure. Americans have a variety of needs, and pursue a variety of leisure activities to satisfy their needs. Americans participate in leisure activities that include fitness, travel, athletic activities, sporting and musical events, performing and visual arts, volunteer community

projects, educational classes, museum visits, socializing with friends, and purely appreciating the natural environment.

Career opportunities

Opportunities in recreation and leisure services are varied and numerous. The federal government provides career opportunities in national parks, forests, and other recreation areas. The military hires professionals to lead recreation activities for all of its personnel and families at bases around the world. All fifty states have parks / forest and open space systems. As a result, they seek positions of recreation leaders and specialists, resource managers, and law enforcement officials. Local community recreation and park departments hire recreation professionals with a variety of expertise including sports, aquatics, youth services, senior services, and the arts. Many "not for profit" organizations such as the Y's (challenger league), Girl and Boy Scouts, Girls and Boys Clubs, Special Olympics, Miracle League, Night to Shine, and police athletic leagues offer leadership opportunities in recreation programs, particularly for youth or senior members. There are a variety of private and semi-private clubs that hire managers to operate golf, tennis, or aquatic facilities. If you are interested in outdoor adventure activities like backpacking and canoeing, summer camp employment may also be an avenue to pursue.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Valdosta State University students who participate in intramurals or workout at the Student Recreation Center were polled whether they would be interested in a Recreation and Leisure minor or taking courses that would lead to a Recreation and Leisure minor. Fifty-nine percent favored taking courses or completing the minor. Students who have declared Interdisciplinary Studies as their major can use the Recreation and Leisure minor as one of their areas of concentration. The courses within this minor will give students across the university opportunities to experience the fundamentals of recreation and leisure activity planning, participation, and development. No other Georgia BOR University offers a Recreation and Leisure minor providing more reasons to offer this service program.

(http://bulletin.uga.edu/HTMLFiles/m_minors_Listing.html)

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. see syllabus

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: 10-2-17
College/Division Exec. Comm.: <i>Lynn C. Minn</i>	Date: 10-4-17
Dean/Director: <i>Lynn C. Minn</i>	Date: 10-4-17
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 2000
Fundamentals of Recreation and Leisure
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 expose students to the conceptual foundations, constellation of services, and management issues associated with recreation and leisure activities.

Course Scope

Primary focal points for this course include: a) historical and philosophical foundations of the parks and recreation field, b) the demand for resources and services, c) the types of resources and services and how they are managed, and d) career and professional opportunities. Students will evaluate recreation and leisure in different settings including but not limited to the University setting, city Parks and Recreation, YMCA, and the Boys and Girls Club.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Human Kinetics. (2013). *Introduction to Recreation and Leisure*. (2nd ed.). Human Kinetics, Champaign, IL.
ISBN-13: 9781450432290

COURSE OBJECTIVES (CO)

At the conclusion of this course, students should be able to

1. Explore the rudiments of historical and current views of recreation, leisure, play and work.
2. Compare and contrast varying definitions of leisure, recreation and play.

3. Examine the spectrum of the recreation resource and delivery systems in the public and private sectors.
4. Analyze the historical, philosophical and social aspects of the industry.
5. Investigate the various aspects of the field including tourism and commercial recreation, natural resource management, visitor information services, programming, planning, research, and therapeutic recreation.
6. Demonstrate how different generational groups view leisure versus work differently.
7. Identify how changing demographics, the economy and the changing attitudes will affect the Leisure industry.
8. Develop a personal philosophical and ethical understanding of leisure, recreation and tourism.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Paper and Presentation
2. 3 Tests
3. Quizzes and Classroom Participation
4. Final Exam

COURSE EVALUATION

Paper and Presentation	250 pts
3 Tests at 150 each	450 pts
Classroom participation/Quizzes	200 pts
Final Exam	<u>200 pts</u>
	Total ~1100pts

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 choose to engage in texting. NO hats, do rags, bandana's, skull caps, ear buds, headphones, or sunglasses are to be worn anywhere on the body during class time. 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

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

STUDENT OPINION OF INSTRUCTION

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

CHPE 3030

SYLLABUS AGREEMENT FORM

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

SIGNED _____

DATE _____

PLAGIARISM POLICY

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

It is against school policy to plagiarize.

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

SIGNED _____

DATE _____

Week One	Overview- syllabus, schedule, outcomes
	Chapter 1
Week two	Chapter 2 and 3
Week Three	Chapter 4 and 5
Week Four	Review and Test 1
Week Five	Chapter 6 and 7
Week Six	Chapter 8 and 9
Week Seven	Chapter 10
Week Eight	Review and Test 2
Week Nine	Chapter 11
Week Ten	Chapter 11
Week Eleven	Chapter 12 and 13
Week Twelve	Chapter 14 and 15
Week thirteen	Review and Test 3
Week Fourteen	Chapter 16, 17 ,18 ,and 19
Week Fifteen	Review/ Presentations
Week Sixteen	Review/ Presentations
Final Week	Final

OCT 06 2017

<p>REQUEST FOR A NEW COURSE Valdosta State University</p>		
<p>Date of Submission: 09/26/2017 (mm/dd/yyyy)</p>		
<p>Department Initiating Request: KSPE</p>	<p>Faculty Member Requesting: Dr. Sonya Sanderson</p>	
<p>Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) CHPE 3050</p>	<p>Proposed New Course Title: Recreation and Leisure Program Planning</p> <p>Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Rec & Leisure Prog Plan</p>	
<p>Semester/Year to be Effective: spring 2018</p>	<p>Estimated Frequency of Course Offering: spring</p>	
<p>Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective</p>		
<p>Lecture Hours: 3</p>	<p>Lab Hours: 0</p>	<p>Credit Hours: 3</p>
<p>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.) Explores Recreation and Leisure programing with real world applications. Traditional design, programming, and evaluation of programs in areas such as but not limited to aquatics, complete sports, fitness, wellness, outdoor adventures and special events are addressed.</p>		
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: A variety of organizations and individuals are needed to conduct leisure activities and provide for recreational programming. Leisure opportunities are sought through sources such as government agencies (local, state, or federal), non-profit organizations such as the YMCA /YWCA and scouting, recreation businesses varying from amusement parks and fitness clubs to fishing charters, private clubs such as golf and aquatic clubs; and unique outdoor sites. In addition to the above opportunities, Moody Air force Base is always looking for individuals to assist with their recreational endeavors.</p> <p>There are nearly 300 million Americans today who work, go to school, do tasks to maintain the family (shopping, fixing meals, maintain homes, etc.) and participate in some form of play. On average, Americans spend approximately 4.5 to 5 hours at play or in recreation / leisure activities (those activities that are not required for our survival or subsistence) each day. In the future, Americans are likely to demand more from their free time, and demand more from the government offices, businesses, and agencies that provide opportunities for recreation and leisure. Americans have a variety of needs, and pursue a variety of leisure activities to satisfy their needs. Americans participate in leisure activities that include fitness, travel, athletic activities, sporting and musical events, performing and visual arts, volunteer community</p>		

projects, educational classes, museum visits, socializing with friends, and purely appreciating the natural environment.

Career opportunities

Opportunities in recreation and leisure services are varied and numerous. The federal government provides career opportunities in national parks, forests, and other recreation areas. The military hires professionals to lead recreation activities for all of its personnel and families at bases around the world. All fifty states have parks / forest and open space systems. As a result, they seek positions of recreation leaders and specialists, resource managers, and law enforcement officials. Local community recreation and park departments hire recreation professionals with a variety of expertise including sports, aquatics, youth services, senior services, and the arts. Many "not for profit" organizations such as the Y's (challenger league), Girl and Boy Scouts, Girls and Boys Clubs, Special Olympics, Miracle League, Night to Shine, and police athletic leagues offer leadership opportunities in recreation programs, particularly for youth or senior members. There are a variety of private and semi-private clubs that hire managers to operate golf, tennis, or aquatic facilities. If you are interested in outdoor adventure activities like backpacking and canoeing, summer camp employment may also be an avenue to pursue.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Valdosta State University students who participate in intramurals or workout at the Student Recreation Center were polled whether they would be interested in a Recreation and Leisure minor or taking courses that would lead to a Recreation and Leisure minor. Fifty-nine percent favored taking courses or completing the minor. Students who have declared Interdisciplinary Studies as their major can use the Recreation and Leisure minor as one of their areas of concentration. The courses within this minor will give students across the university opportunities to experience the fundamentals of recreation and leisure activity planning, participation, and development. No other Georgia BOR University offers a Recreation and Leisure minor providing more reasons to offer this service program.

(http://bulletin.uga.edu/HTMLFiles/m_minors_Listing.html)

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. see syllabus

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>Smey Sanderson</i>	Date: 10-2-17
College/Division Exec. Comm.: <i>Lynn C. Minin</i>	Date: 10-4-17
Dean/Director: <i>Lynn C. Minin</i>	Date: 10-4-17
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 3050
Recreation and Leisure Program Planning
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

Explores Recreation and Leisure programing with real world applications. Traditional design, programming, and evaluation of programs in areas such as but not limited to aquatics, completeive sports, fitness, wellness, outdoor adventures and special events are addressed.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Rossmann, J. R. & Schlatter, B. E. (2015). *Recreation Programing* (7th ed.). Sagamore Publishing. Urbana, IL.
ISBN 978-1-57167-740-2

Additional Resources

Russell, R. V. & Jamieson, L. (2008). *Leisure Program Planning and Delivery*. Human Kinetics, Champaign, IL.
ISBN-13 978-0-7360-5733-2, ISBN-10: 0736057331.

COURSE OBJECTIVES (CO)

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

1. Develop a program for multiple types of events.
2. Develop a marketing and sponsorship plan for multiple types of events.

3. Develop leisure products in the experience economy.
4. Analyze programming effectiveness.
5. Create a budget(s) for a program or special event.
6. Create program outcomes and design statements.
7. Develop a staffing and supervising operational guide.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Attend two Recreation or Programs
2. Paper and Presentations
3. 3 Tests
4. Quizzes and Classroom Participation
5. Final Exam

COURSE EVALUATION

Attending Recreational Programs (50pts each)	100 pts
Paper and Presentation	250 pts
3 Tests at 150 each	450 pts
Classroom participation/Quizzes	200 pts
Final Exam	<u>200 pts</u>
	Total ~1200pts

GRADING SCALE

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- B = (80%-89.9%)
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CHPE 3050

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 _____

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SIGNED _____

DATE _____

Week One	Overview- syllabus, schedule, outcomes
	Over view of Programing
Week two	Programing Design
Week Three	Program Marketing and Sponsorship
Week Four	Program Evaluation and Assessment
Week Five	Review and Test 1
Week Six	Aquatics and Competitive Sports Programing
Week Seven	Aquatics and Competitive Sports Programing
Week Eight	Fitness and Wellness Programing
Week Nine	Review and Test 2
Week Ten	Outdoor Adventures and Special Events Programing
Week Eleven	Outdoor Adventures and Special Events Programing
Week Twelve	Review and Test 3
Week thirteen	Presentations/TBA
Week Fourteen	Presentations
Week Fifteen	Presentations
Week Sixteen	Review
Finals week	Final

OFFICE OF THE REGISTRAR

VALDOSTA STATE UNIVERSITY
REQUEST FOR A NEW COURSE
 Valdosta State University

Date of Submission: 09/26/2017 (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) CHPE 4000	Proposed New Course Title: Inclusive Recreation and Leisure Activities Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Inclusive Rec & Leisure	
Semester/Year to be Effective: spring 2018	Estimated Frequency of Course Offering: spring	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) Provides students with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities; examine personal, societal, and global attitudes toward individuals with disabilities; advocate positive attitudes toward individuals with disabilities; enhance knowledge of accessibility issues in the United States and internationally; and understand how leisure and disability transcend culture and geography.		
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: A variety of organizations and individuals are needed to conduct leisure activities and provide for recreational programming. Leisure opportunities are sought through sources such as government agencies (local, state, or federal), non-profit organizations such as the YMCA /YWCA and scouting, recreation businesses varying from amusement parks and fitness clubs to fishing charters, private clubs such as golf and aquatic clubs; and unique outdoor sites. In addition to the above opportunities, Moody Air force Base is always looking for individuals to assist with their recreational endeavors.</p> <p>There are nearly 300 million Americans today who work, go to school, do tasks to maintain the family (shopping, fixing meals, maintain homes, etc.) and participate in some form of play. On average, Americans spend approximately 4.5 to 5 hours at play or in recreation / leisure activities (those activities that are not required for our survival or subsistence) each day. In the future, Americans are likely to demand more from their free time, and demand more from the government offices, businesses, and agencies that provide opportunities for recreation and</p>		

leisure. Americans have a variety of needs, and pursue a variety of leisure activities to satisfy their needs. Americans participate in leisure activities that include fitness, travel, athletic activities, sporting and musical events, performing and visual arts, volunteer community projects, educational classes, museum visits, socializing with friends, and purely appreciating the natural environment.

Career opportunities

Opportunities in recreation and leisure services are varied and numerous. The federal government provides career opportunities in national parks, forests, and other recreation areas. The military hires professionals to lead recreation activities for all of its personnel and families at bases around the world. All fifty states have parks / forest and open space systems. As a result, they seek positions of recreation leaders and specialists, resource managers, and law enforcement officials. Local community recreation and park departments hire recreation professionals with a variety of expertise including sports, aquatics, youth services, senior services, and the arts. Many "not for profit" organizations such as the Y's (challenger league), Girl and Boy Scouts, Girls and Boys Clubs, Special Olympics, Miracle League, Night to Shine, and police athletic leagues offer leadership opportunities in recreation programs, particularly for youth or senior members. There are a variety of private and semi-private clubs that hire managers to operate golf, tennis, or aquatic facilities. If you are interested in outdoor adventure activities like backpacking and canoeing, summer camp employment may also be an avenue to pursue.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Valdosta State University students who participate in intramurals or workout at the Student Recreation Center were polled whether they would be interested in a Recreation and Leisure minor or taking courses that would lead to a Recreation and Leisure minor. Fifty-nine percent favored taking courses or completing the minor. Students who have declared Interdisciplinary Studies as their major can use the Recreation and Leisure minor as one of their areas of concentration. The courses within this minor will give students across the univeristy opportunities to experinece the fundamentals of recreation and leisure activity planning, participation, and development. No other Georgia BOR University offers a Recreation and Leisure minor providing more reasons to offer this service program.

(http://bulletin.uga.edu/HTMLFiles/m_minors_Listing.html)

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. see syllabus
- 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>Louise Anderson</i>	Date: 10-2-17
College/Division Exec. Comm.: <i>Lynn C. Merri</i>	Date: 10-4-17
Dean/Director: <i>Lynn C. Merri</i>	Date: 10-4-17
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 4000

**Inclusive Recreation and Leisure Activities
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

Provides students with an opportunity to enhance knowledge of the characteristics and leisure needs of individuals with disabilities; examine personal, societal, and global attitudes toward individuals with disabilities; advocate positive attitudes toward individuals with disabilities; enhance knowledge of accessibility issues in the United States and internationally; and understand how leisure and disability transcend culture and geography.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Human Kinetics. (2010). *Inclusive Recreation: Programs and Services for Diverse Populations*. Human Kinetics, Champaign, IL. ISBN-13: 978-0736081771 ISBN-10: 0736081771

Additional Resources

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

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

<https://www.nchpad.org/discoverleisure/index.html>

<http://www.ncaonline.org/>

<http://www.nrpa.org/>

COURSE OBJECTIVES (CO)

The student should be able to:

1. Understand how the passage of federal laws and other litigation affect the teaching of recreational and leisure activities to diverse populations.
2. Gain a better understanding of developing, implementing, and monitoring a carefully designed recreational and leisure programs for a learner with a disability.
3. Plan and deliver instruction in an environment which respects and incorporates the learner's family, culture, and community experiences.
4. Understands and is sensitive to the learner's cultural values, community, and family as they relate to physical activity
5. Understand how to demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences
6. Plan a variety of formal and informal assessments that align with instructional strategies and measure student's mastery of learning objectives.
7. Understands the frustrations experienced in an inaccessible environment.
8. Describe physical barriers to accessibility and how they can be eliminated.
9. Identifies resources available on the design of barrier-free recreational environments
10. Recognize the importance of considering individual needs and interests during program leadership.
11. Define principles of instruction useful for executing recreation activities for special populations.
12. Describe how to facilitate integrated recreational groups (create an atmosphere conducive to mainstreaming).
13. Demonstrate an increased awareness of inclusive recreation experiences.
14. Express an understanding of Public Policy in relation to individuals with disabilities.
15. Identify the barriers that individuals with disabilities may confront when engaging in leisure activity.
16. Facilitate abilities of individuals with disabilities to overcome barriers to leisure involvement.
17. Develop, implement, and evaluate an inclusive recreation program for an individual with disabilities
18. Demonstrate understanding of the concept of disability.
19. Demonstrate understanding of the meaning of recreation and leisure for all people, including individuals with disabilities.
20. Describe personal and societal attitudes toward individuals with disabilities.
21. Demonstrate understanding of the value of diversity and the benefits for everyone when individuals with disabilities are integrated into community leisure services.
22. Demonstrate the ability to apply methods to facilitate the development and continued expression of a personal leisure lifestyle for all individuals.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests:** Students will complete four tests covering text readings and PowerPoints.
2. **Disability Fact Sheet.** See handout for requirements.
3. **Night to Shine...** students must volunteer at least 1 time for the Night to Shine

4. **Miracle League...**students must volunteer at least 1 time for the Miracle League.
5. **Special Olympics...**student must volunteer at the Spring Games at Freedom Park.
6. **Challenger League...** students must volunteer at least 1 time for the Challenger League.
7. In a **discussion group**, list reasons why communities fail to offer leisure services to people with disabilities. Which reason or reasons do most of the group members consider most prominent?
8. **Interview** a parks and recreation administrator in your hometown on the subject of community recreation for people with disabilities. Ask why the community offers (or fails to offer) leisure services for people with disabilities. Prepare a **three-page report** on your interview.
9. **Accessibility Assignment:** Students complete a physical and programmatic accessibility survey of a recreation, leisure or sport based facility. Students report a summary of findings, recommendations for compliance, and an analysis of the spirit of the ADA in a paper. The paper will also include an analysis of how the ADA and accessibility in the US compares to other legislation/regulations/accessibility surveys of the rights of people with disabilities in other countries. Students **produce a letter** synthesizing the findings addressed to the facility manager.
10. **Accessibility Assignment:** Students will analyze how the ADA and accessibility in the US compares to other legislation/regulations/accessibility surveys of the rights of people with disabilities in other countries.
11. **Empathy Activities:** Students utilize a recreational, leisure, or sport facility while using a wheelchair. Students produce a 10-minute video documentary and blog reflecting on the differences between abled and disabled experiences of the facility, their own attitudes, and others' behaviors during the simulation.

COURSE EVALUATION

Tests (4)	400 pts
Accessibility Assignment (1)	100 pts
Accessibility Assignment (2)	100 pts
Disability Fact Sheet	100 pts
Interview/Paper	100 pts
Classroom participation (attendance/group work/games/activities)	100 pts
Volunteer (25pts X 4)	100 pts
Empathy Exercise Participation/Video	<u>100 pts</u>
	Total pts 1100

GRADING SCALE

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

ATTENDANCE POLICY

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

excuses will only be accepted upon the next class meeting following an absence. Excessive absences may result in a professional improvement plan being written.

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

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

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

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

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

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

CHPE 4000

SYLLABUS AGREEMENT FORM

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

SIGNED _____

DATE _____

PLAGIARISM POLICY

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

It is against school policy to plagiarize.

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

SIGNED _____

DATE _____

OCT 06 2017

REQUEST FOR A NEW COURSE Valdosta State University <small>OFFICE OF THE REGISTRAR VALDOSTA STATE UNIVERSITY</small>		
Date of Submission: 09/26/2017 (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) CHPE 4010	Proposed New Course Title: Risk Management for Recreation and Leisure Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Risk Mgmt for Rec & Leisure	
Semester/Year to be Effective: fall 2018	Estimated Frequency of Course Offering: fall	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> 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.) Provides a proactive approach to managing risks associated with conducting recreation and leisure programs. Examines legal implications of recreation and leisure programming including, but not limited to the study of tort liability, risk evaluation, relevant case law, legal management strategies, and the use of waivers and releases.		
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. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: A variety of organizations and individuals are needed to conduct leisure activities and provide for recreational programming. Leisure opportunities are sought through sources such as government agencies (local, state, or federal), non-profit organizations such as the YMCA /YWCA and scouting, recreation businesses varying from amusement parks and fitness clubs to fishing charters, private clubs such as golf and aquatic clubs; and unique outdoor sites. In addition to the above opportunities, Moody Air force Base is always looking for individuals to assist with their recreational endeavors. There are nearly 300 million Americans today who work, go to school, do tasks to maintain the family (shopping, fixing meals, maintain homes, etc.) and participate in some form of play. On average, Americans spend approximately 4.5 to 5 hours at play or in recreation / leisure activities (those activities that are not required for our survival or subsistence) each day. In the future, Americans are likely to demand more from their free time, and demand more from the government offices, businesses, and agencies that provide opportunities for recreation and leisure. Americans have a variety of needs, and pursue a variety of leisure activities to satisfy their needs. Americans participate in leisure activities that include fitness, travel, athletic		

activities, sporting and musical events, performing and visual arts, volunteer community projects, educational classes, museum visits, socializing with friends, and purely appreciating the natural environment.

Career opportunities

Opportunities in recreation and leisure services are varied and numerous. The federal government provides career opportunities in national parks, forests, and other recreation areas. The military hires professionals to lead recreation activities for all of its personnel and families at bases around the world. All fifty states have parks / forest and open space systems. As a result, they seek positions of recreation leaders and specialists, resource managers, and law enforcement officials. Local community recreation and park departments hire recreation professionals with a variety of expertise including sports, aquatics, youth services, senior services, and the arts. Many "not for profit" organizations such as the Y's (challenger league), Girl and Boy Scouts, Girls and Boys Clubs, Special Olympics, Miracle League, Night to Shine, and police athletic leagues offer leadership opportunities in recreation programs, particularly for youth or senior members. There are a variety of private and semi-private clubs that hire managers to operate golf, tennis, or aquatic facilities. If you are interested in outdoor adventure activities like backpacking and canoeing, summer camp employment may also be an avenue to pursue.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Valdosta State University students who participate in intramurals or workout at the Student Recreation Center were polled whether they would be interested in a Recreation and Leisure minor or taking courses that would lead to a Recreation and Leisure minor. Fifty-nine percent favored taking courses or completing the minor. Students who have declared Interdisciplinary Studies as their major can use the Recreation and Leisure minor as one of their areas of concentration. The courses within this minor will give students across the university opportunities to experience the fundamentals of recreation and leisure activity planning, participation, and development. No other Georgia BOR University offers a Recreation and Leisure minor providing more reasons to offer this service program.

(http://bulletin.uga.edu/HTMLFiles/m_minors_Listing.html)

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. see syllabus
- 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>Sony Sander</i>	Date: 9-29-17
College/Division Exec. Comm.: <i>Lynn C. Meini</i>	Date: 10-4-17
Dean/Director: <i>Lynn C. Meini</i>	Date: 10-4-17
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 4010
Risk Management for Recreational and Leisure
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

Provides a proactive approach to managing risks associated with conducting recreation and leisure programs. Examines legal implications of recreation and leisure programming including, but not limited to the study of tort liability, risk evaluation, relevant case law, legal management strategies, and the use of waivers and releases.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Kauffman, R. & Moiseichik, M. L. (2013). *Integrated Risk Management for Leisure Services*. Human Kinetics Champaign, IL. ISBN -13:9780736095655

COURSE OBJECTIVES (CO)

At the conclusion of this courses, students should be able to:

1. Create a basic emergency action plan (EAP) that can be used for recreation and leisure activities.
2. Explain legal concepts such as liability, torts, and negligence.

3. Evaluate, assess and reduce risk factors for recreation and leisure activities.
4. Implement methods for identifying and assessing risks in facilities and programs.
5. Critique a risk management plan and provide suggestions for areas where improvement is needed.
6. Discuss liability issues that may arise during recreation and leisure activities.
7. Explain the process to follow after an accident occurs while participating in recreation and leisure activities.
8. Design an integrate risk management plan for recreation and leisure activities.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Creation of a EAP
2. Paper and Presentation
3. 3 Tests
4. Quizzes and Classroom Participation
5. Final Exam

COURSE EVALUATION

EAP Project	200 pts
Paper	250 pts
3 Tests at 150 each	450 pts
Classroom participation/Quizzes	200 pts
Final Exam	<u>200 pts</u>
	Total ~1300pts

GRADING SCALE

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

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SYLLABUS AGREEMENT FORM

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SIGNED _____

DATE _____

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It is against school policy to plagiarize.

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

SIGNED _____

DATE _____

Week One	Overview- syllabus, schedule, outcomes
	Chapter 1 Negligence
Week two	Chapter 2 Standard of Care
Week Three	Chapter 3 Defenses Against Negligence
Week Four	Review and Test 1
Week Five	Chapter 4 Accident Causation and Safety Management
Week Six	Chapter 5 Analytical Tree
Week Seven	Chapter 6 Metaphorical and Outdoor Adventure Models
Week Eight	Chapter 7 Programing for Risk
Week Nine	Review and Test 2
Week Ten	Chapter 8 Risk Management Plans
Week Eleven	Chapter 9 Emergency Action Plans
Week Twelve	Review and Test 3
	Chapter 10 Managing the Incident
Week thirteen	Chapter 11 Crisis Management
Week Fourteen	Chapter 12 Supporting the Victim and Family
Week Fifteen	Chapter 13 The Ripple Effect
Week Sixteen	Chapter 14 Conducting an Investigation
Final week	Final

OCT 06 2017

REQUEST FOR A CURRICULUM CHANGE

OFFICE OF THE DEAN
VALDOSTA STATE UNIVERSITY
Valdosta State University

Select Area of

Change:

Core Curriculum

Curriculum

Specify: Area

A,B,C,D,F

Senior Curriculum

Graduate Curriculum

Other Curriculum

Current Catalog Page Number:
NA

Proposed Effective Date for Curriculum Change:
(Month/Year): Summer 2018

Degree & Program Name: (e.g., BFA, Art): Recreation and Leisure Minor

Present Requirements: NA

Proposed Requirements (Underline changes after printing this form:

Requirements: 16 hours of required courses
2.0 GPA requirement

Required Courses:

KSPE 2150 (2 hours)

CHPE 4000 Inclusive Recreation and Leisure (3 hours)
CHPE 3050 Recreation and Leisure Program Planning (3 hours)

CHPE 4010 Risk Management in Recreation and Leisure (3 hours)
CHPE 2000 Fundamentals of Recreation and Leisure (3 hours)

Electives (choose one of the following courses):

CHPE 3001 Recreational Sport Officiating (2 hours)
CHPE 3000 Outdoor Leadership for Recreation and Leisure Activities (2 hours)

Justification:

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

Improve student learning outcomes:

Adopting current best practice(s) in field: A variety of organizations and individuals are needed to conduct leisure activities and provide for recreational programming. Leisure opportunities are sought through sources such as government agencies (local, state, or federal), non-profit organizations such as the YMCA /YWCA and scouting, recreation businesses varying from amusement parks and fitness clubs to fishing charters, private clubs such as golf and aquatic clubs; and unique outdoor sites. In addition to the above opportunities, Moody Air force Base is always looking for individuals to assist with their recreational endeavors.

There are nearly 300 million Americans today who work, go to school, do tasks to maintain the family (shopping, fixing meals, maintain homes, etc.) and participate in some form of play. On average, Americans spend approximately 4.5 to 5 hours at play or in recreation / leisure activities (those activities

that are not required for our survival or subsistence) each day. In the future, Americans are likely to demand more from their free time, and demand more from the government offices, businesses, and agencies that provide opportunities for recreation and leisure. Americans have a variety of needs, and pursue a variety of leisure activities to satisfy their needs. Americans participate in leisure activities that include fitness, travel, athletic activities, sporting and musical events, performing and visual arts, volunteer community projects, educational classes, museum visits, socializing with friends, and purely appreciating the natural environment.

Career opportunities

Opportunities in recreation and leisure services are varied and numerous. The federal government provides career opportunities in national parks, forests, and other recreation areas. The military hires professionals to lead recreation activities for all of its personnel and families at bases around the world. All fifty states have parks / forest and open space systems. As a result, they seek positions of recreation leaders and specialists, resource managers, and law enforcement officials. Local community recreation and park departments hire recreation professionals with a variety of expertise including sports, aquatics, youth services, senior services, and the arts. Many "not for profit" organizations such as the Y's (challenger league), Girl and Boy Scouts, Girls and Boys Clubs, Special Olympics, Miracle League, Night to Shine, and police athletic leagues offer leadership opportunities in recreation programs, particularly for youth or senior members. There are a variety of private and semi-private clubs that hire managers to operate golf, tennis, or aquatic facilities. If you are interested in outdoor adventure activities like backpacking and canoeing, summer camp employment may also be an avenue to pursue.

- Meeting mandates of state/federal/outside accrediting agencies:
- Other:

Source of Data to Support Suggested Change:

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

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

Approvals:

Department Head:

Sonya Sanderson

Date: 10-2-17

College/Division Exec. Committee	<i>Lynn C. Munro</i>	Date: 10-4-17
Dean(s)/Director(s):	<i>Lynn C. Munro</i>	Date: 10-4-17
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

RECEIVED

SEP 13 2017

Select Area of Change:

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

Senior Curriculum

Graduate Curriculum

**VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL**

Current Catalog Page Number:
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/curriculum-leadership-technology/med-instructional-technology/>

Proposed Effective Date for Curriculum Change:
(Month/Year): January 2018

Degree & Program Name: (e.g., BFA, Art): M.Ed. Degree with a Major in Instructional Technology Library Media Concentration

Present Requirements: Currently is listed as a co-requisite on the program of study but there is not a course offered through the program at this time that addresses this requirement

ITED 7200. Information Sources and Uses. 3 Hours.
Retrieval, evaluation, and integration of information and digital resources to support higher-order thinking skills in digital learning environments. Topics include legal issues, accessibility, and diversity in learner characteristics.

ITED 7201. Information Resources and Services. 3 Hours.
Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluation resources in various formats, building media center collections, delivering traditional and electronic services.

ITED 7202. Bibliographic Organization. 3 Hours.
Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, database maintenance and evaluation.

ITED 7203. Administering School Media Centers. 3 Hours.
Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating, supervising, budgeting, and evaluating media center personnel, services and programs.

Proposed Requirements (Underline changes after printing this form:

adding the course will provide a program specific course that will be available on a regular schedule for Library Media students

ITED 7201. Information Resources and Services. 3 Hours.
Development and application of knowledge and skills necessary to provide information resources and services in P-12 school media centers. The course includes strategies for integrating information access skills into the curriculum, selecting and evaluation resources in various formats, building media center collections, delivering traditional and electronic services.

ITED 7202. Bibliographic Organization. 3 Hours.
Introduction to basic cataloging and classification tools and processes as applied to integrated electronic systems. This course includes bibliographic networks, resource sharing, database maintenance and evaluation.

ITED 7203. Administering School Media Centers. 3 Hours.
Study of school library media professionalism and the organization, functions, facilities, and management of P-12 school media centers. This course includes planning, coordinating,

	<p>supervising, budgeting, and evaluating media center personnel, services and programs.</p> <p><u>ITED 7204 Literature for the P-12 Librarian. 3 Hours.</u> <u>Study of children's and young adult literature in the context of the school library. This course includes promotion and encouragement of literature for pleasure, information, and lifelong learning; addresses integration with curriculum needs through collaboration; diversity through collection development; support for classroom reading instruction, and awareness of current trends in literature for children and youth.</u></p>
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Justification:

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

- Improve student learning outcomes: to prepare candidates for the new GACE content assessment for Media Specialists which includes literacy and literature
- Adopting current best practice(s) in field: Addresses AASL Standard 2: Literacy and Reading
- Meeting mandates of state/federal/outside accrediting agencies: a P-12 Literature course is required by GaPSC for certification in school library media
- Other:

Source of Data to Support Suggested Change:

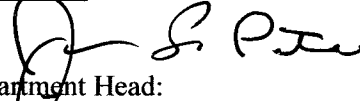
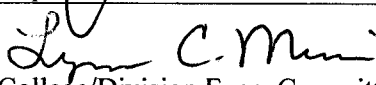
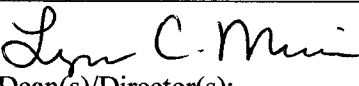
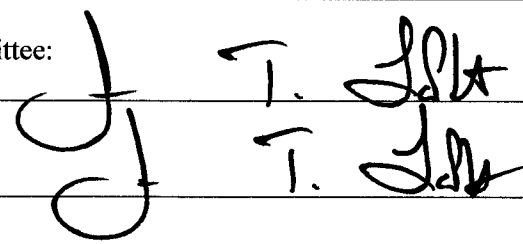
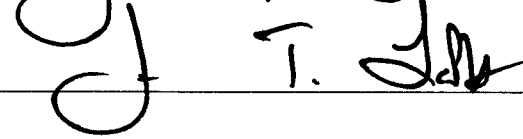
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Originally a course in a different department was used but the proposed course would specifically address the P-12 population and the current AASL Standards for school librarians. Having the course offered each spring would expedite students' progress through the required program of study.
- 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. SOI data would be used to improve the course content, delivery, and organization; peer teacher reviews would also be used to assess effectiveness of content/delivery/organization
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course Assignments, Field work log, GACE scores

Approvals:

 Department Head:	8/24/17 Date:
 College/Division Exec. Committee:	8/24/17 Date:
 Dean(s)/Director(s):	8/24/17 Date:
Grad. Exec. Committee: (for graduate course)	 Date: 10-3-17
Graduate Dean: (for graduate course)	 Date: 10-3-17
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/05/2017 (mm/dd/yyyy)

Department Initiating Request:
Curriculum, Leadership, and Technology

Faculty Member Requesting:
Dianne Dees

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ITED 7204

Proposed New Course Title:
Literature for the P-12 School Librarian

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Literature for the P-12 School Librarian

Semester/Year to be Effective:
Spring 18

Estimated Frequency of Course Offering:
each spring semester

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.) A study of children's and young adult literature in the context of the school library media center. This course includes promotion and encouragement of reading for pleasure, information, and lifelong learning; addresses curriculum integration and collaboration; promotes diversity through collection development; and supports classroom reading instruction and awareness of current trends in literature for children and youth.

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: to prepare candidates for the new GACE content assessment for Media Specialists which includes sections on literacy and literature

Adopting current best practice(s) in field: Addresses AASL Standard 2: Literacy and Reading

Meeting Mandates of State/Federal/Outside Accrediting Agencies: A p-12 Literature course is required by GaPSC for certification as a school library media specialist.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Originally a course in a different department was used but the proposed course would specifically address the P-12 population and the current AASL Standards for School Librarians. Having the course offered each spring would expedite students' progress through the required program of study.

- 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. SOI data would be used to improve course content, delivery, and organization; peer teacher reviews would also be used to assess the effectiveness of content/delivery/organization.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course assignments, field work log, GACE scores
- Other:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 4/12/17
College/Division Exec. Comm.:	<i>Lyn C. Min</i>	Date: 8/24/17
Dean/Director:	<i>Lyn C. Min</i>	Date: 8/24/17
Graduate Exec. Comm.: (for graduate course):	<i>J. T. [Signature]</i>	Date: 10-3-17
Graduate Dean: (for graduate course):	<i>J. T. [Signature]</i>	Date: 10-3-17
Academic Committee:		Date:

Form last updated: January 6, 2010.

Dewar College of Education and Human Services

Valdosta State University

Department of Curriculum, Leadership, and Technology

ITED 7204

Literature for the P12 School Librarian

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.

COURSE DESCRIPTION

Study of children's and young adult literature in the context of the school library. This course includes promotion and encouragement of literature for pleasure, information, and lifelong learning; addresses integration with curriculum needs through collaboration; diversity through collection development; support for classroom reading instruction, and awareness of current trends in literature for children and youth.

INSTRUCTOR

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

40
160

REQUIRED TEXTBOOKS

Chance, R. (2014). *Young Adult Literature in Action*. Libraries Unlimited.
ISBN 978 1 61069 244 1

Vardell, S. M. (2014). *Children's literature in Action*, 2nd ed. Libraries Unlimited.
ISBN 978 1 61069 562 6

Additional instructor assigned readings and resources provided in course learning module Student identified readings and resources

Department of Curriculum and Instructional Technology Program Standards

The Department of Curriculum, Leadership and Technology serves some students who are teachers, but many students who are media specialists, technology supervisors and general trainers. Only a small proportion of our students seek certification and those students do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) or GA PSC Standards for Instructional Technology Candidates in the program who seek certification in instructional technology and those who seek an advanced degree in instructional technology follow program requirements that are aligned with standards that were published by the Georgia Professional Standards Commission (GA PSC) in 2011 for the field of Instructional Technology. This syllabus includes the 2010 AASL Standards, upon which the M.Ed. Instructional Technology – Library Media Concentration is based.

American Association of School Librarians (AASL) Standards (2010)

Standard 1: Teaching for Learning

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning; assess learner needs and design instruction that reflects educational best practice; support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs; base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning; make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom

teachers and other educators; can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators; acknowledge the importance of participating in curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

1.4 Integration of twenty-first century skills and learning standards

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community; demonstrate how to collaborate with other teachers to plan and implement instruction of the *AASL Standards for the 21st-Century Learner* and state student curriculum standards; employ strategies to integrate multiple literacies with content curriculum; integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

2.1 Literature

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

2.2 Reading promotion

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

2.3 Respect for diversity

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

2.4 Literacy strategies

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs; model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes; collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

Candidates support flexible, open access for library services; demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services; facilitate access to information in print, non-print, and digital formats; model and communicate the legal and ethical codes of the profession.

3.3 Information technology

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources; model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation

Candidates use evidence-based, action research to collect data; interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

4.1 Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information

4.2 Professional development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources; plan for ongoing professional growth.

4.3 Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program; develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

5.1 Collections

Candidates evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning

5.2 Professional Ethics

Candidates base professional and program decisions on current standards and the ethical codes and principles of education and information professions

5.3 Personnel, Funding, and Facilities

Candidates develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services

5.4 Strategic Planning and Assessment

Candidates use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities

American Library Association [ALA] & American Association of School Librarians [AASL]. (2010). *ALA/AASL Standards for initial preparation of school librarians*. Retrieved from http://www.ala.org/aasl/sites/ala.org/aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf

COURSE OBJECTIVES (CO): The student will:

- 1) promote reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. (AASL 2010: 1.1, 2.1, 2.2, 2.3, 2.4, 5.1; Themes: [Instructional Resource List] O-CPL 1.1)
- 2) apply a variety of strategies to promote reading and integration of literature for pleasure, information gathering, and lifelong learning. (AASL 2010: 1.4, 2.2, 3.2, 3.3, 5.4; Themes: [Reading Promotion Project] O-TL1.1, O-CPL 1.1)
- 3) promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (AASL 2010: 1.4, 3.1, 3.3, 5.2; Themes: [Reading Promotion Project] O-TL1.1, O-EDL 1.1)
- 4) model and promote collaborative planning with classroom teachers in order to integrate literature and informational text to address curriculum needs. (AASL 2010: 1.3, 1.4, 2.4, 5.4; Themes: [Instructional Resource List, Reading Promotion Project] O-TL1.1, O-CPL 1.1)
- 5) develop a variety of strategies including collection development that addresses the diverse needs of the school community. AASL 2010: 1.1, 1.3, 2.3, 3.4, 5.1; Themes: [Collection Development/Collaboration Project] O-CPL 1.1, O-EDL 1.1)
- 6) demonstrate knowledge of current trends in children's and young adult literature (AASL 2010: 2.1, 4.2, 5.1; Themes: [Reading Journal, Multicultural Review] O-CPL 1.1)
- 7) demonstrate knowledge of children's and young adult literature including awards, authors, and genres. (AASL 2010: 1.1, 2.1, 2.3, 5.1; Themes: [Reading Promotion Project, Reading Journal] O-TL1.1, O-CPL 1.1)
- 8) demonstrate knowledge of relevant curriculum standards related to literature and informational texts . (AASL 2010: 1.3, 2.1, 4.2; Themes: [Instructional Resource List] O-CPL 1.1)
- 9) promote collaboration with teachers to develop methods to help P12 learners effectively utilize informational texts in a variety of formats. (AASL 2010 1.1. 1.3, 2.4, 3.3, 5.1, 5.4; Themes: [Instructional Resource List] O-TL1.1, O-CPL 1.1)
- 10) Administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration. (AASL 2010: 1.4, 3.4, 4.4, 5.1, 5.2, 5.3, 5.4; Themes: [Collection Development, Instructional Resource List] O-TL1.1, O-CPL 1.1, O-EDL 1.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below. These activities include: Reflective writing (Course objectives); Technical writing (Course objectives); Reading and discussion (Course objectives); Technology use and facilitation (Course objectives).

COURSE EVALUATION/ACTIVITIES

- A. Reading children's and young adult selections from a variety of award and recommended lists
- B. Field Work Activities
- C. Collection Development to address diverse needs/interests of teachers and students
- D. Discussions
- E. Module assignments

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve. General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

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

<http://www.valdosta.edu/academics/academic-affairs/vp-office/safeassign-for-students.php>

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.

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