

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
December 3, 2012**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
December 3, 2012

1. Minutes of the November 12, 2012 meeting. (pages 1-5) were approved by email November 20, 2012.
2. **COLLEGE OF THE ARTS**
 - a. Revised catalogue copy – Department of Music narrative (pages 6-8)
3. **LIBRARY SCIENCE**
 - a. Revised curriculum for the MLIS (pages 9-10)
4. **COLLEGE OF NURSING**
 - a. Revised catalogue copy for the BSN – Pre-Licensure Program (pages 11-14)
 - b. Revised course NURS 7220 (pages 15-20)
5. **COLLEGE OF EDUCATION**
 - a. Revised curriculum for the MED in Educational Leadership – Option – Higher Education Leadership (pages 21-23)
 - b. Revised course prefix and title for SAHE 7860 (pages 24-26). Deactivation PSYC 7860.
 - c. Revised course prefix and description for SAHE 7870 (pages 27-29). Deactivation PSYC 7870.
 - d. Revised course prefix for SAHE 7880 (pages 30-32). Deactivation LEAD 7880.
 - e. Revised course prefix for SAHE 7890 (pages 33-35). Deactivation LEAD 7890.
 - f. Revised catalogue copy for the BSAT (pages 36-43)
 - g. Revised Area F and senior college curriculum for the BSAT (pages 44-46)
 - h. Revised credit hours KSPE 2050 (pages 47-49)
 - i. New course KSPE 3500 (pages 50-56)
 - j. New course KSPE 4442 (pages 57-67)
 - k. New course KSPE 4443 (pages 68-78)
 - l. Revised credit hours KSPE 4700 (pages 79-81)
 - m. Reactivation of KSPE 7110, 7120, 7130, and 7150 (page 82) – Information item see items 5Q-5T
 - n. Revised curriculum for the MED in Health and Physical Education (pages 83-84)
 - o. Revised catalogue copy for the Department of Kinesiology and Physical Education (pages 85-90)
 - p. Revised catalogue copy (web) for the Department of Kinesiology and Physical Education (pages 91-98)
 - q. Reactivation and revised course title and description for KSPE 7110 (pages 99-101)
 - r. Reactivation and revised course description for KSPE 7120 (pages 102-104)
 - s. Reactivation and revised course description for KSPE 7130 (pages 105-107)
 - t. Reactivation and revised course title and description for KSPE 7150 (pages 108-110)
 - u. New course KSPE 7140 (pages 111-121)
 - v. New course KSPE 7170 (pages 122-131)
 - w. New course KSPE 7180 (pages 132-145)
 - x. Revised credit hours KSPE 7260 (pages 146-148)
 - y. Revised curriculum for the EDS in Coaching Pedagogy in Physical Education (pages 149-150)
 - z. Revised catalogue copy for the EDS in Coaching Pedagogy in Physical Education (pages 151-155)
 - aa. Revised catalogue copy (web) for the EDS in Coaching Pedagogy in Physical Education (pages 156-162)
 - bb. Revised credit hours KSPE 8100 (pages 163-165)
 - cc. New course KSPE 8110 (pages 166-177)
 - dd. New course KSPE 8410 (pages 178-189)
 - ee. Revised credit hours KSPE 8200 (pages 190-192)
 - ff. Revised credit hours and description KSPE 8300 (pages 193-195)
 - gg. Revised credit hours KSPE 8500 (pages 196-198)
 - hh. Revised credit hours KSPE 8600 (pages 199-201)
 - ii. Revised credit hours KSPE 8700 (pages 202-204)
 - jj. Revised credit hours, title, and description KSPE 8900 (pages 205-207)
6. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)
 - d. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - e. Prospectus – BBA in Healthcare Administration – BOR approval (SEP12 AC)
 - f. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - g. Minor – Entrepreneurship – BOR notification (SEP12 AC)
 - h. Certificate – Public Administration – Public Management, Human Resources Management, and Non-Profit Management – BOR notification (SEP12 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 12, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, November 12, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton, Dr. Michelle Dykes (Proxy for Dr. Michael Sanger), Dr. Vivianne Foyou, Dr. Nathan Moates, Dr. Dawn Lambeth, Ms. Catherine Schaeffer, Dr. Jimmy Bickerstaff, Dr. Frank Barnas, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Aubrey Fowler, Dr. Nicole Gibson, Dr. Gidget Ryskamp, Dr. Michelle Dykes, Dr. Frank Flaherty (Proxy for Dr. Selen Lauterbach), Dr. Kathe Lowney (Proxy for Dr. Carol Rossiter), and Dr. Colette Drouillard.

Members Absent: Dr. Michael Sanger, Dr. Selen Lauterbach, and Dr. Carol Rossiter.

Visitors Present: Dr. Mike Griffin, Mr. Chuck Conner, Dr. Jackie Wheeler, Dr. Barbara Radcliff, Dr. Rey Martinez, Dr. Paul Riggs, and Dr. Jane Kinney.

The Minutes of the October 1, 2012 meeting were approved by email on October 5. (pages 1-4).

A. College of Arts and Sciences

1. Revised prerequisites, Computer Science (CS) 2620, "Discrete Structures", (DISCRETE STRUCTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 5-7).
2. Revised prerequisites, Computer Science (CS) 3410, "Data Structures", (DATA STRUCTURES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 8-10).
3. Revised prerequisites, Computer Science (CS) 4340, "Systems Programming", (SYSTEMS PROGRAMMING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 11-13).
4. Revised prerequisites, Computer Science (CS) 4500, "Formal Languages and Automata Theory", (FORMAL LANG & AUTOMATA THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 14-16).
5. Revised prerequisites, Computer Science (CS) 4820, "Artificial Intelligence", (ARTIFICIAL INTELLIGENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 17-19).
6. New course, History (HIST) 3220, "Medieval Civilization", (MEDIEVAL CIVILIZATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 20-28).
7. New course, History (HIST) 5220, "Medieval Civilization", (MEDIEVAL CIVILIZATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 28A-36).
8. New course, History (HIST) 3230, "Byzantine Empire and Society", (BYZANTINE EMPIRE AND SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 37-47).
9. New course, History (HIST) 5230, "Byzantine Empire and Society", (BYZANTINE EMPIRE AND SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 48-58).
10. New course, History (HIST) 3240, "The Crusades", (THE CRUSADES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 59-68).
11. New course, History (HIST) 5240, "The Crusades", (THE CRUSADES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 69-78).
12. New course VSU 1101L – (pages 79-91) - WITHDRAWN

B. Division of Library Science

1. Revised graduation requirements for the MLIS was approved effective Fall Semester 2013. (pages 92-94).
2. Revised degree requirements for the MLIS was approved effective Fall Semester 2013. (pages 95-96).
3. Revised degree requirements for the MLIS – Optional Track – Cataloging and Classification were approved effective Fall Semester 2013 with the asterisks removed and the footnote was changed to a comment. (pages 97-98).
4. Revised degree requirements for the MLIS – Optional Track – Technology were approved effective Fall Semester 2013 with the asterisks removed and the footnote changed a comment. (pages 99-101).
5. New course, Library Science (MLIS) 7310, “Introduction to Descriptive Cataloging”, (INTRO DESCRIPTIVE CAT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to readcataloging, including the application... . (pages 102-109).
6. Revised course prerequisites, Library Science (MLIS) 7110, “Online Searching”, (ONLINE SEARCHING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 110-112).
7. Revised course prerequisites, Library Science (MLIS) 7111, “Information Retrieval in Science, Technology, and Medicine”, (INF RETRIEVL SCI, TECH, MEDCNE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 113-115).
8. Revised course title and description, Library Science (MLIS) 7300, “Organization of Information”, (ORGANIZATION OF INFORMATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...information, including organizational... . (pages 116-123).
9. Revised course title, prerequisites, and description, Library Science (MLIS) 7330, “Metadata and Advanced Cataloging”, (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 124-131).
10. Revised course title, and description, Library Science (MLIS) 7355, “Subject Cataloging and Classification”, (SUBJECT CATALOGING & CLASSFCTN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 132-139).
11. Revised course title, and description, Library Science (MLIS) 7360, “Indexing, Abstracting, and Thesaurus Construction”, (INDXNG ABSTRCTNG THESURUS CON – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 140-147).
With the description changed to read:
A study of the principles of creating indexes, abstracts, thesauri of information, and other knowledge resources. The course includes evaluation of software aids and overview of professional opportunities.
12. Revised course number, Library Science (MLIS) 7570, “Information Architecture”, (INFORMATION ARCHITECTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 148-150). Deactivation of MLIS 7370.
13. Revised course prerequisites, Library Science (MLIS) 7440, “Electronic Resources in Libraries”, (ELECTRONIC RESORUCES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 151-153).
14. Deactivation of MLIS 7350 was approved effective Fall Semester 2013. (pages 154-155).

C. College of the Arts

1. Revised Grade Point Average requirement for the BFA in Speech Communication and Mass Media was approved effective Fall Semester 2013. (pages 156-158).
2. Revised course title, Mass Media (MDIA) 4350, “Media and Culture”, (MEDIA AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 159-161).
3. Revised Area F and Senior College curriculum for the BFA in Speech Communication was approved effective Fall

Semester 2013. (pages 162-163).

4. Revised course prerequisite, Communication Arts (COMM) 3800, "Quantitative Communication Research Methods", (QUANTITATIVE COMM RSCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 164-166).
5. Revised course prerequisite, Communication Arts (COMM) 4400, "Organizational Presentations", (ORGANIZATIONAL PRESENTATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 167-169).
6. Revised course prerequisite, Communication Arts (COMM) 4440, "Intercultural Training", (INTERCULTURAL TRAINING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 170-172).
7. Revised senior college curriculum for the BFA in Dance was approved effective Fall Semester 2013 with the asterisk removed from the course listing. (pages 173-174).
8. Deactivation of DANC 3400 and 4000 effective Spring Semester 2013. (pages 175-176).
9. Revised senior college curriculum for the BFA in Theatre Arts was approved effective Fall Semester 2013. (pages 177-178).
10. Revised requirements for the BFA in Theatre Arts – Musical Theatre Track was approved effective Fall Semester 2013. (pages 179-180).
11. Revised requirements for the BFA in Theatre Arts – Performance Track was approved effective Fall Semester 2013. (pages 181-182).
12. Revised requirements for the BFA in Theatre Arts – Production Track was approved effective Fall Semester 2013. (pages 183-184).
13. New course, Theatre Arts (THEA) 1120, "Introduction to Theatrical Design", (INTRO THEA DESIGN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014 with the description changed to read ...rendering, and collaboration... (pages 185-189).
14. New course, Theatre Arts (THEA) 2850, "Acting for the Non-Theatre Major", (ACTING FOR NON-MAJORS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2014. (pages 190-196).
With the description changed to read:
An introduction for the non-theatre major to the fundamental principles of acting. Role playing, effective physical, and vocal presentation, and the ability to interact and problem solve with others are emphasized.
15. New course, Theatre Arts (THEA) 3745, "Front of House Management", (FRONT OF HOUSE MANAGEMENT – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2013 with the description changed to read ...rendering, and collaboration... (pages 197-201A).
With the description changed to read:
A study of approaches to and procedures in box office management and house management, including performance settlements, cash handling procedures, and contracts.
16. Revised course prerequisites, Theatre Arts (THEA) 3800, "Scene Study", (SCENE STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 202-204).
17. Revised course prerequisites, Theatre Arts (THEA) 3880, "Theatre History I", (THEATRE HISTORY I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 205-207).
18. Revised course prerequisites, Theatre Arts (THEA) 3890, "Theatre History II", (THEATRE HISTORY II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 208-210).
19. Revised course prerequisites, Theatre Arts (THEA) 4790, "Portfolio and Resume Presentation", (PORTFOLIO/RESUME PRESENTATION – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 211-213).

20. Revised course prerequisites, Theatre Arts (THEA) 4810, "Musical Theatre Technique", (MUSICAL THEATRE TECHNIQUE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013. (pages 214-216).

D. College of Education

1. Revised Area F for the BS in Office Administration and Technology was approved effective Fall Semester 2013. (pages 217-219).
2. Revised Area F for the BSED in Workforce Education and Development – Workforce Training and Development Option was approved effective Fall Semester 2013. (pages 220-222).
3. Revised admission requirements for the EDD in Adult and Career Education was approved effective Fall Semester 2013 with "Analytical" changed to "Analytical Writing". (pages 223-225).
4. Revised graduation requirements for the MED in Adult and Career Education was approved effective Fall Semester 2013. Pages 226-228).
5. Revised course description and grading mode, Adult and Career Education (ACED) 7950, "Directed Study in Adult and Career Education", (DIRECTED STUDY ADULT/CAREER ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2013 with "Graded "Satisfactory" or "Unsatisfactory"." added to the beginning of the course description . (pages 229-231).
6. Revised degree requirements for the EDS in Curriculum and Instruction – Teaching and Learning Exemplary Teaching Track was approved effective Fall Semester 2013. (pages 232-234).
7. Revised admission requirements for the EDS in Curriculum and Instruction – Teaching and Learning Exemplary Teaching Track was approved effective Fall Semester 2013. (pages 235-238).
8. New course, Education Exemplary Teacher (EDET) 8001, "Teacher Leadership Residency I", (TEACHER LEADER RESIDENCY I – 1 credit hour, 0 lecture hours, 1 lab hour, and 1 contact hour), was approved effective Summer Semester 2013. (pages 239-250).
9. New course, Education Exemplary Teacher (EDET) 8002, "Teacher Leadership Residency II", (TEACHER LEADER RESIDENCY II – 1 credit hour, 0 lecture hours, 1 lab hour, and 1 contact hour), was approved effective Summer Semester 2013. (pages 251-262).
10. New course, Education Exemplary Teacher (EDET) 8003, "Teacher Leadership Residency III", (TEACHER LEADER RESIDENCY III – 1 credit hour, 0 lecture hours, 1 lab hour, and 1 contact hour), was approved effective Summer Semester 2013. (pages 263-274).
11. Revised Area F for the Bachelor of Science in Exercise Physiology was approved effective Fall Semester 2013. (pages 275-276).
12. Revised Area F for the BS in Athletic Training was approved effective Fall Semester 2013. (pages 277-278).
13. Revised senior college curriculum for the BS in Athletic Training (pages 279-280). TABLED
14. New course KSPE 3500 (pages 281-287). TABLED
15. New course KSPE 4442 (pages 288-298). TABLED
16. New course KSPE 4443 (pages 299-309). TABLED
17. Revised degree requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2013. (pages 310-311).
18. Revised credit hours, Kinesiology/Physical Education (KSPE) 8400, "Workplace Coaching Analysis and Evaluation", (WORKPLACE COACH ANAL & EVAL – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 312-314).

19. Revised credit hours, Kinesiology/Physical Education (KSPE) 8900, "Professional Seminar in Coaching Pedagogy", (PROF SEM COACHING PED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (pages 315-317).
20. Reactivation of course, Psychology (PSYC) 8020, "Advanced Educational Psychology", (ADV EDUCATIONAL PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2013. (page 318).

E. College of Nursing

1. Revised prerequisites, Nursing (NURS) 3214, "Health and Well-Being of Older Adults", (HEALTH IN OLDER ADUTLS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2013. (pages 319-324).

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: 268-269

Proposed Effective Date for Revised Catalogue Copy: (new or revised) August 2013

Degree and Program Name: BA, Music

Present Requirements:

Concert Band (MUSC 3850) or Wind Ensemble (MUSC 4850) by audition. Principal ensemble in the spring semester for wind and percussion principals in all undergraduate degree programs except for those music performance majors whose degree option is jazz performance.

Marching Band (MUSC 3880). Principal ensemble in fall semester for wind and percussion principals in the Bachelor of Music Education and Bachelor of Arts degree programs.

Jazz Ensemble (MUSC 3870). Principal ensemble in fall and spring semesters for music performance majors whose degree option is jazz performance.

Proposed Requirements: (highlight changes after printing)

Concert Band (MUSC 3850) or Wind Ensemble (MUSC 4850) by audition. Principal ensemble in the spring semester for wind and percussion principals in all undergraduate degree programs except for those music performance and Bachelor of Arts majors whose degree option is jazz.

Marching Band (MUSC 3880). Principal ensemble in fall semester for wind and percussion principals in the Bachelor of Music Education and Bachelor of Arts degree programs, except for those Bachelor of Arts majors whose degree option is jazz.

Jazz Ensemble (MUSC 3870). Principal ensemble in fall and spring semesters for music performance and Bachelor of Arts majors whose degree option is jazz.

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

NASM standards allow for the B.A. degree to have an area of emphasis and jazz is used by other NASM member institutions: NASM Guidebook, Section VII.B.1.b

The degree focus is breadth of general studies combined with studies in musicianship and an area of emphasis in music such as performance, theory, music history and literature, music industry, and so forth.

Other These changes will allow qualified B.A. Music majors to focus on jazz performance skills in ensembles, applied lessons, juries and recitals.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. **Recommendation of the Jazz Area Faculty and the Music Department Undergraduate committee.**

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. **Student and alumni surveys.**

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

Approvals:	
Department Head: <i>[Signature]</i>	Date: <i>11/2/12</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>11/26/12</i>
Dean(s)/Director(s): <i>[Signature]</i>	Date: <i>11/26/12</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

NOV 27 2012

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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:
168

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2013

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

Present Requirements:

n/a - this is the addition to the Graduate Catalog of an existing Dual Program of Study for Master of Library and Information Science and Concurrent Media Specialist Certification (State of Georgia Rule 505-2-.201)

Proposed Requirements (Underline changes after printing this form:

Dual Program of Study for Master of Library and Information Science and Concurrent Media Specialist Certification (State of Georgia) ..51 hours

MLIS required courses (7).....21 hours

MLIS electives required to fulfill dual MLIS degree and GA Media Specialist certification:

MLIS 7550, 7422, 7220.....9 hours

MLIS 7420 or 7421.....3 hours

College of Education electives required to fulfill dual MLIS degree and GA Media Specialist certification:

CIED 7060, ITED 7300, 7201*, 7203*, 7299*, SPEC 3000*, EDUC 5999.....18 hours

This program of study must be discussed and approved by your MLIS Program advisor prior to application to the Instructional Technology Program as a non-degree seeking student.

* Acceptance to the Instructional Technology Program in the College of Education's Department of Curriculum, Leadership and Technology as a NON-DEGREE student is REQUIRED before MLIS students can register for these courses. Enrollment in EDUC 5999 is based on admission to the CLT program.

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: Dual program has been available in collaboration with the

College of Education since Spring 2008 but was not previously included in the MLIS pages of the VSU Graduate Catalog.

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

Approvals:

Department Head:



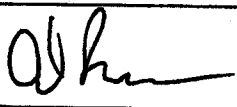
Date:

10/16/12

College/Division Exec. Committee:

Date:

Dean(s)/Director(s):



Date:

11/15/12

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 282-283

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: Bachelor of Science in Nursing Pre-Licensure Program

Present Requirements:

1. Deadlines for completed applications for the College of Nursing are listed on the website:
<<http://www.valdosta.edu/nursing/>>
2. Minimum cumulative GPA of 2.8 in the 60 semester hours of Core Curriculum courses required for the nursing major. (ONLY required core courses will be used to calculate the GPA.)
3. Minimum of "C" in each science course (each science course may be repeated one time only)
4. Students who drop a nursing course or attain a final grade of less than a "C" in a nursing course and who wish to continue in the program must contact the undergraduate coordinator with documentation of request to continue in the program. Requests must be received in the College of Nursing one week prior to the first day of class of the planned re-entry term. A limited number of students can be accommodated in the clinical area; hence, readmission will be partially dependent on the number of enrolled students progressing to the desired courses.

Proposed Requirements: (highlight changes after printing)

1. Deadlines for completed applications for the College of Nursing are listed on the website:
<<http://www.valdosta.edu/nursing/>>
2. Minimum cumulative overall GPA of 2.8 based on all attempted coursework and a minimum nursing GPA of 2.8 based on prerequisite courses required for the nursing major. Nursing GPA is calculated based on courses listed on the core curriculum worksheet. If a course is repeated, only the most current grade will be calculated, whether the grade is better or worse than the first. See special requirements for areas DIIB and F below.
3. Students must complete 7 of the following 10 prerequisite courses prior to application to the nursing program, 5 of which must be from the math and science requirements* in areas DIIB and F. All requirements must be completed prior to entering the nursing program.
 - ENGL 1101 (3 hours)
 - ENGL 1102 (3 hours)
 - BIOL 2651* (4 hours)
 - BIOL 2652* (4 hours)
 - BIOL 2900* (4 hours)
 - MATH 2620* (3 hours)
 - NURS 2700* (3 hours)One science sequence in area DIIB. Choose one of the following sequences:
 - CHEM 1151 & 1152 (8 hours)
 - CHEM 1211/1211L & 1212/1212L (8 hours)
 - BIOL 1010/1020L & 1030/1040L (8 hours)
 - PHYS 1111K & 1112K (8 hours)
4. Minimum of "C" in each math and science course in areas DIIB and F. Math and science courses in areas DIIB and F may not be repeated

more than one time. Courses in area F older than 10 years at time of program application deadline must be retaken for consideration into the program.

5. Successful completion of the required standardized entrance examination. The entrance exam may be repeated only once during any admission cycle (from application deadline to application deadline). Scores submitted for the entrance exam must reflect a test date no more than 24 months prior to application to the nursing program. Students taking the exam at another institution are responsible for contacting the testing agency to have the results submitted directly to the VSU College of Nursing.

6. Students who drop a nursing course or attain a final grade of less than a "C" in a nursing course and who wish to continue in the program must contact the undergraduate coordinator with documentation of request to continue in the program. Requests must be received in the College of Nursing one week prior to the first day of class of the planned re-entry term. A limited number of students can be accommodated in the clinical area; hence, readmission will be partially dependent on the number of enrolled students progressing to the desired courses.

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 Current research and evidence to improve student program completion and board pass rates.

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.) **Evaluation of indicators of student success in program completion and NCLEX pass rate. Admission criteria of other USG schools with high student success and NCLEX pass rates considered. Literature of current evidence based best practices in nursing student admission reviewed.**

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.) Student program completion data and success on NCLEX will be collected to determine effects of admission criteria.

Approvals:	
Department Head: <i>Steph Skelchuk</i>	Date: 11/20/12
College/Division Exec. Committee: <i>Melissa Benton</i>	Date: 11/20/12
Dean(s)/Director(s): <i>Quita G. Skufft</i>	Date: 11/20/12
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 9/28/12 (mm/dd/yyyy)

Department Initiating Revision:
Nursing

Faculty Member Requesting Revision:
Melissa J Benton

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 7220 Advanced Evidence-Based Practice

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Course Objectives:

1. apply research-based knowledge from nursing and the sciences as the foundations for evidence-based practice;
2. use evidence as a foundation for practice and practice change;
3. synthesize literature and research findings to design interventions for select problems;
4. interpret and use quantitative and qualitative data;
5. apply principles of biostatistics to the design and implementation of plans of care with specific focus on risk assessment and health promotion;
6. apply research to resolve clinical problems and disseminate results;
7. use epidemiological, social, and environmental data;
8. analyze large data sets and aggregate data to anticipate risks, plan and deliver care, and evaluate care outcomes;
9. use health care research and state of the art knowledge to improve care;
10. assist consumers in informed decision-making by interpreting health care research;

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Course Objectives:

1. use research-based evidence from nursing and the sciences as the foundation for practice and practice change;
2. synthesize literature and research findings to design interventions for select problems, and to promote wellness and provide health information resources;
3. interpret and use quantitative and qualitative data to assist consumers in informed decision making;
4. apply principles of biostatistics to the design and implementation of plans of care with specific focus on risk assessment and health promotion;
5. apply research to resolve clinical problems and disseminate results;

11. use state of the art knowledge regarding research findings for promoting wellness and providing health information resources; and
12. evaluate evidence and relevant arguments appropriately, including assumptions that influence behavior.

Semester/Year to be Effective:
Spring 2013

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. 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: Course objectives have been simplified to remove redundancies, to provide clearer guidelines for faculty teaching the course, and to provide a more defined framework for student learning.

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.) Formal review of course materials conducted in spring 2012.

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. Feedback received from Student Opinion of Instruction.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Formal review of course materials conducted every semester as part of course evaluation by faculty.

Approvals:	
Dept. Head:	Date:
College/Division Exec. Comm.: <i>Melissa DeLo</i>	Date: 9/28/12
Dean/Director: <i>Quita A. Huff</i>	Date: 11/16/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
MASTERS OF SCIENCE IN NURSING PROGRAM
SPRING 2012**

COURSE NUMBER NURS 7220

COURSE TITLE Advanced Evidence-Based Practice

COURSE CREDITS 3 credit hours (3-0-3)

CONTACT HOURS 3 didactic hours x 15 weeks = 45 contact hours
(Hybrid delivery or 100% online via BlazeView)

PLACEMENT IN THE CURRICULUM MSN Core

PREREQUISITES AND/OR CO-REQUISITES NURS 7100, 7110, 7150, 7160

COURSE DESCRIPTION

Evaluation and use of nursing and health care research and other scholarly inquiry in advanced nursing practice. This course focuses on strategies and skills in retrieving, evaluating, and using evidence to plan quality health care, initiate change in health care systems and processes, and improve health care outcomes.

COURSE FACULTY

Melissa Benton, PhD, RN, GCNS-BC, FACSM
Office: Martin Hall, Room 250
Office Phone: 229-245-3775
Cell Phone: 480-390-0859
E-mail: mjbenton@valdosta.edu
Office Hours: Posted weekly and by appointment

COURSE OBJECTIVES

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

Course Objectives	VSU MSN Program Objectives	Essentials of Master's Education in Nursing (AACN, Aug. 2010)	Clinical Nurse Leader Core Competencies (AACN, 2007)	Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010)
1. use research-based evidence from nursing and the sciences as the foundation for practice and practice change;	1, 2, 3, 4	I, IV, IX	3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice
2. synthesize literature and research findings to design interventions for select problems, and to promote wellness and provide health information resources;	1, 2, 4, 6	IV, VIII, IX	1, 2, 3, 8, 9, 10, 11, 12, 13, 14	IC. Plan of care and implementation of treatment II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role
3. interpret and use quantitative and qualitative data to assist consumers in informed decision making;	2, 4,5, 6	IV, V, VII	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16	II. Nurse Practitioner-patient relationship IV. Professional role

4. apply principles of biostatistics to the design and implementation of plans of care with specific focus on risk assessment and health promotion;	2, 4	III, IV, V, VIII, IX	3, 4, 5, 8, 9, 10, 11, 12, 13, 14	IV. Professional role
5. apply research to resolve clinical problems and disseminate results;	2, 4	IV, IX	3, 8, 9, 10, 11, 12, 13, 14	II. Nurse Practitioner-patient relationship III. Teaching-Coaching function IV. Professional role V. Managing and negotiating health care delivery systems VI. Monitoring and ensuring the quality of health care practice

TOPICAL OUTLINE

1. Introduction to Nursing and Health Care Research
2. Scholarly Inquiry and Evidence-Based Practice
3. Using Evidence to Initiate Needed Change in Health Care Systems and Processes
4. Ethical Concerns in Human Subjects Research
5. Research Design and Impact on Strength of Evidence
6. Application of Biostatistics and Research in Resolving Clinical Problems and Planning, Designing, and Evaluating Care
7. Retrieving, Evaluating, and Using Evidence to Plan and Implement Quality Health Care

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

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: 89	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2013	Degree & Program Name: (e.g., BFA, Art): M.Ed Higher Education Leadership Option Program.
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Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Requirements for the M.Ed. Degree – Higher Education Leadership Track Core Courses..... 9 hours LEAD 7840, RSCH 7100, LEAD 7850 Academic Concentration 18 hours LEAD 7800, LEAD 7810, LEAD 7820 9 hours LEAD 7830, PSYC 7860, LEAD 8710 9 hours Guided Elective:..... 3 hours Field Experiences..... 6 hours LEAD 7921 3 hours LEAD 7922 or LEAD 8710 3 hours Total Hours Required for the Degree 36 semester hours Requirements for the M.Ed. Degree – Student Affairs Track Core Courses..... 9 hours LEAD 7840, RSCH 7100, LEAD 7850 Academic Concentration 27 hours LEAD 7810, LEAD 7820, LEAD 7830 9 hours PSYC 7860, SCHC 7870, LEAD 7880 9 hours LEAD 7890 or ACED 7110 3 hours LEAD 8710 Directed Study I and II 6 hours Guided Elective 3 hours Field Experience LEAD 7921..... 3 hours Total Hours Required for the Degree 42 semester hours	Requirements for the M.Ed. Degree – Higher Education Leadership Track Core Courses. 9 hours LEAD 7840, RSCH 7100, LEAD 7850 Academic Concentration 18 hours LEAD 7800, LEAD 7810, LEAD 7820 9 hours LEAD 7830, SAHE 7860, LEAD 8710 9 hours Guided Elective:..... 3 hours Field Experiences. 6 hours LEAD 7921..... 3 hours LEAD 7922 or LEAD 8710 3 hours Total Hours Required for the Degree 36 semester hours Requirements for the M.Ed. Degree – Student Affairs Track Core Courses..... 9 hours LEAD 7840, RSCH 7100, LEAD 7850 Academic Concentration 27 hours LEAD 7810, LEAD 7820, LEAD 7830 9 hours <u>SAHE 7860, SAHE 7870, SAHE 7880</u> 9 hours <u>SAHE 7890</u> or ACED 7110 3 hours LEAD 8710 (Directed Study I and II) 6 hours Guided Elective 3 hours Field Experience LEAD 7921..... 3 hours Total Hours Required for the Degree 42 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:
- Adopting current best practice(s) in field: Nationally, higher education and student affairs' graduate programs offer courses with course prefix directly labeled by the program of study.
- 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.) Course information (prefix, title, and description) from top ranked master's level higher education and/or student affairs programs.

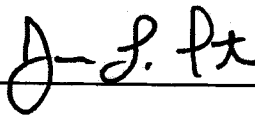
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures: SOIs; student, employer, or alumni surveys, etc. Same measures used in previous years (e.g. SOIs, faculty evaluation, etc.).
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same measures used in previous years (e.g. tests, writing samples/essays, portfolios, assignments, etc.).

Approvals:

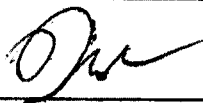
Department Head:



Date:

11/8/12

College/Division Exec. Committee:



Date:

11/8/12

Dean(s)/Director(s):



Date:

11/8/12

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:

Psychology and Counseling
Curriculum, Leadership, & Technology

Faculty Member Requesting Revision:

James Archibald, Ph.D., LPC

Current Course Prefix, Title, & Number:

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

PSYC 7860 The College Student

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

Current:

Course Prefix and Number: PSYC 7860

Credit Hours: 3

Course Title: The College Student

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: SAHE 7860

Credit Hours: 3

Course Title: Student Development Theory

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall 2013

Estimated Frequency of Course Offering:

Fall and Spring

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Nationally, higher education and student affairs' graduate programs offer courses with course prefix directly labeled by the program of study.
- 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.) Course information (prefix, title, and description) from top ranked master's level higher education and/or student affairs programs.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Same measures used in previous years (e.g. SOIs, faculty evaluation, etc.).
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same measures used in previous years (e.g. tests, writing samples/essays, portfolios, assignments, etc.).

Approvals: <i>Jackson L. Plummer</i>	Date: 11.8.12
Dept. Head: <i>J. P. P. K.</i>	Date: 11/8/12
College/Division Exec. Comm.: <i>DWL</i>	Date: 11/8/12
Dean/Director: <i>DWL</i>	Date: 11/8/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

RECEIVED

Valdosta State University

NOV 08 2012

Date of Submission: 10/25/2012 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Psychology and Counseling
Curriculum, Leadership, & Technology

Faculty Member Requesting Revision:
James Archibald, Ph.D., LPC

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SCHC 7870 Student Personnel Service in Higher Education

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

Current:

Course Prefix and Number: SCHC 7870
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:

Course Description: Development and organization of student personnel services in institutions of higher learning. The emphasis of the course is upon the philosophy, methods and techniques used in their operation.

Requested:

Course Prefix and Number: SAHE 7870
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:

Course Description: Development and organization of student personnel services in institutions of higher learning. The emphasis of the course is upon the philosophy, methods and techniques used in their operation.

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Fall and Spring

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Nationally, higher education and student affairs' graduate programs offer courses with course prefix directly labeled by the program of study.
- 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.) Course information (prefix, title, and description) from top ranked master's level higher education and/or student affairs programs.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Same measures used in previous years (e.g. SOIs, faculty evaluation, etc.).
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same measures used in previous years (e.g. tests, writing samples/essays, portfolios, assignments, etc.).

Approvals: <i>Jackson S. Rain</i>	11.8.12
Dept. Head: <i>A. J. Pe</i>	Date: 11-8-12
College/Division Exec. Comm.: <i>DM</i>	Date: 11/8/12
Dean/Director: <i>DM</i>	Date: 11/8/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A REVISED COURSE

Valdosta State University

NOV 08 2012

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Curriculum, Leadership, & Technology

Faculty Member Requesting Revision:
James Archibald, Ph.D., LPC

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

LEAD 7880 Counseling in Student Affairs

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

Current:

Course Prefix and Number: LEAD 7880

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number: SAHE 7880

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Fall and Spring

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field: Nationally, higher education and student affairs' graduate programs offer courses with course prefixes directly labeled by the program of study.

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.) Course information (prefix, title, and description) from top ranked master's level higher education and/or student affairs programs.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Same measures used in previous years (e.g. SOIs, faculty evaluation, etc.)
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same measures used in previous years (e.g. tests, writing samples/essays, portfolios, assignments, etc.).

Approvals:	
Dept. Head: <i>D. J. Pate</i>	Date: 11/8/12
College/Division Exec. Comm.: <i>DM</i>	Date: 11/8/12
Dean/Director: <i>DM</i>	Date: 11/8/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A REVISED COURSE
Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Curriculum, Leadership, & Technology

Faculty Member Requesting Revision:
James Archibald, Ph.D., LPC

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
LEAD 7890 Technology in Student Affairs

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

Current:
Course Prefix and Number: LEAD 7890
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description: T

Requested:
Course Prefix and Number: SAHE 7890
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description:

Semester/Year to be Effective:
Fall 2013

Estimated Frequency of Course Offering:
Fall and Spring

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field: Nationally, higher education and student affairs' graduate programs offer courses with course prefix directly labeled by the program of study.
- 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.) Course information (prefix, title, and description) from top ranked master's level higher education and/or student affairs programs.

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Same measures used in previous years (e.g. SOIs, faculty evaluation, etc.).

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Same measures used in previous years (e.g. tests, writing samples/essays, portfolios, assignments, etc.).

Approvals:	
Dept. Head: <i>J. S. Pata</i>	Date: 11/8/12
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/8/12
Dean/Director: <i>[Signature]</i>	Date: 11/8/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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: 236-239

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2013

Degree and Program Name: B.S.A.T. / Athletic Training

Present Requirements: BACHELOR OF SCIENCE IN ATHLETIC TRAINING

The Commission on the Accreditation of Athletic Training Education identifies a number of specific educational outcomes necessary for accreditation and preparation of students to become athletic trainers.

Selected Educational Outcomes

The athletic training student will possess knowledge, skills, and values, as well as demonstrate competency and proficiency in the following areas:

1. Risk Management and Injury Prevention: to identify injury and illness risk factors and to plan and implement a risk management and prevention program
2. Pathology of Injuries and Illnesses: to understand the cellular events and reactions and other pathological mechanisms in the development, progression and epidemiology of injuries, illnesses, and diseases.
3. Orthopedic Clinical Examination: to clinically examine and diagnose a patient for the purpose of identifying (a) common acquired or congenital risk factors that would predispose the patient to injury and (b) musculoskeletal orthopedic injuries to determine proper care including the referral of the patient to other health care providers when appropriate.
4. Medical Conditions and Disabilities: to possess an understanding of medical conditions and disabilities associated with physically active individuals.
5. Acute Care of Injuries and Illnesses: to recognize, assess, and treat patients with acute injuries and illnesses and provide appropriate medical referral.
6. Therapeutic Modalities: to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries to and illnesses of their patients.
7. Conditioning and Rehabilitative Exercise: to plan, implement, document, and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of injuries and illnesses.
8. Pharmacology: to possess an understanding of pharmacologic

Proposed Requirements:

(highlight changes after printing) BACHELOR OF SCIENCE IN ATHLETIC TRAINING
 The Commission on the Accreditation of Athletic Training Education identifies a number of specific educational outcomes necessary for accreditation and preparation of students to become athletic trainers. Selected Educational Outcomes: The athletic training student will possess knowledge, skills, and values, as well as demonstrate competency and proficiency in the following areas:

1. Evidence-Based Practice (EBP): to incorporate the best available evidence, a clinician's skills, and the needs of the patient to maximize patient outcomes.
2. Prevention and Health Promotion (PHP): to develop and implement strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients'/patients' overall

applications and governing pharmacy regulations relevant to the treatment of injuries, illnesses, and diseases.

9. Psychosocial Intervention and Referral: to recognize, intervene, and refer when appropriate patients exhibiting sociocultural, mental, emotional, and psychological behavioral problems/issues.

10. Nutritional Aspects of Injuries and Illnesses: to possess an understanding of the nutritional aspects of injuries and illnesses.

11. Health Care Administration: to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.

12. Professional Development and Responsibility: to understand professional responsibilities and avenues of professional development to promote athletic training as a professional discipline. Various assessment techniques are used in the athletic training program to determine the progress of students and to determine if the curriculum is providing appropriate professional preparation.

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ADMISSION CRITERIA

For incoming freshmen and students who have earned less than 30 hours before Fall 2012:

Students declare the major in athletic training as enrolling freshmen and begin the application process to the program during the fall semester of their freshman year. The admissions process requires two semesters.

Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average

A student must have a 2.75 overall grade point average (includes transferred coursework) after the completion of all prerequisite/application required coursework.

2. Course work

a. Completion of 24 semester hours

b. A grade of "C" or better in KSPE 2050, KSPE 3430B, and KSPE 4300

3. Directed Observation

a. Rotations at various clinical education facilities fall and spring semester

(number of rotations indicated in the syllabi for KSPE 2050 and KSPE 4300)

b. Skills test

4. Interview (end of spring semester)

5. Favorable recommendations from three non-familial sources

6. Completion of required admissions paperwork, to include criminal background check

(as a part of KSPE 2050)

7. Ability to provide own transportation to clinical education sites

8. Official Transcript

9. Hepatitis B vaccine inoculation or signed waiver

health and quality of life.

3. Clinical Examination and Diagnosis (CE): to possess strong examination skills in order to accurately diagnose and effectively treat patients.

4. Acute Care of Injuries and Illnesses (AC): to be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses.

5. Therapeutic Interventions (TI): to enhance function by identifying, remediating, and preventing impairments and activity restrictions to maximize participation; to conduct rehabilitation in a wide variety of settings on a wide range of patients.

6. Psychosocial Strategies and Referral (PS): to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors and have the ability to refer these individuals as necessary.

7. Healthcare Administration (HA): to understand risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.

8. Professional Development and Responsibility (PD): to embrace the need to practice within the limits of state and national regulations using moral and ethical judgment, as well as work

collaboratively with other healthcare providers and refer clients/patients when

10. Documentation of required immunizations

11. Attendance at specified OSHA training and adherence to OSHA regulations

12. Ability to meet the published technical standards of the program
 Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

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For students who have earned a minimum of 30 hours before Fall 2012:

Students may declare the major in athletic training as enrolling freshmen and then formally apply to the program during the fall semester of their sophomore year. Admission to the program is limited by the number of available clinical positions. Applicants will be accepted each year according to the criteria listed below:

1. Overall grade point average
 A student must have a 2.75 overall grade point average (includes transferred coursework) at the time of enrolling in KSPE 2050 Introduction to Athletic Training.
2. Course work
 - a. Completion of 45 semester hours
 - b. A grade of "C" or better in KSPE 2050 and BIOL 2651
3. Directed Observation
 - a. Three rotations at various clinical education facilities
 - b. Skills test
4. Interview
5. Favorable recommendations from three non-familial sources
6. Completion of required admissions paperwork, to include criminal background check (as a part of KSPE 2050)
7. Ability to provide own transportation to clinical education sites
8. Official Transcript
9. Hepatitis B vaccine inoculation or signed waiver
10. Documentation of required immunizations
11. Attendance at specified OSHA training and adherence to OSHA regulations
12. Ability to meet the published technical standards of the program
 Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

RETENTION REQUIREMENTS

1. Students must:
 - a. maintain an overall GPA of 2.75 or higher. Students whose overall GPA falls below 2.75 will be placed on probation for one semester, meaning that the student would not be able to participate in the clinical portion of the academic program.
 - b. obtain student liability insurance annually

such referral is warranted.

9. Clinical Integration Proficiencies (CIP): to represent the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.

Admissions Requirements:
Students declare the major in athletic training as enrolling freshman and formally begin the application process to the program during the fall semester of their freshmen year.
Admission to the program is limited by the number of available clinical positions and requires two semesters to complete. Applicants will be accepted each year according to the criteria listed below.

1. Overall grade point average
A student must have a 2.75 overall grade point average (includes transferred coursework) after the completion of all prerequisite/application required coursework.
2. Course work
 - a. Twenty-four semester hours completed.
 - b. KSPE 2050 (Introduction to Athletic Training), KSPE 3430B (Kinesiology), KSPE 4300 (Foundations of Injury Care and Prevention) with grades of "C" or better.
3. Directed Observation
 - a. Rotations at each site fall and spring semester (number of rotations indicated in the syllabi for KSPE 2050 and KSPE 4300)
 - b. Clinical skills proficiency
4. Successful Interview (end of spring semester)

- c. have the Hepatitis B vaccine inoculation or a signed waiver
- d. complete and pass a pre-participation physical annually
- e. attend specified OSHA training and adhere to all OSHA regulations
- f. meet the published technical standards of the program

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2. Students will be dismissed for any of the following reasons:

- a. an overall GPA below 2.75; however, the student will have one semester of probation in which to restore the overall GPA to 2.75 or higher.
- b. an overall GPA below 2.75 a second time (once accepted into the program)
- c. two final course grades below a "C" in any major courses
- d. any violation of the program's policy and procedures manuals that results in dismissal

3. Students must master prior to graduation specific technical standards of the

Athletic Training Program. The Standards can be found on the Athletic Training

Education website:

<<http://www.valdosta.edu/coe/kspe/athletictraining/Academicprograminfo.shtml> >

Click on the Technical Standards link.

Students must be aware that a final course grade below a "C" in a major course may result in a delay of graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is offered the next time.

Requirements for the B.S. degree with a Major in Athletic Training
Core Areas A-E (See VSU Core Curriculum). 42 hours

*Area F Requirements. 18 hours

BIOL 2651, BIOL 2652 8 hours

ACED 2400, PSYC 2700 6 hours

KSPE 2151, KSPE 2050 4 hours

*All courses in Area F must be completed with a grade of "C" or better.

College of Education Health and Physical Education Requirements. 4 hours

KSPE 2000 2 hours

Two KSPE Fitness/Activity Courses 2 hours

Professional Program Requirements. 60 hours

KSPE 3200, KSPE 3420, KSPE 3430 9 hours

KSPE 4300, KSPE 4350, KSPE 4360, KSPE 4400 12 hours

KSPE 3440, KSPE 3441, KSPE 4440, KSPE 4441 4 hours

KSPE 4250, KSPE 4450, KSPE 4490, KSPE 3020 12 hours

KSPE 4600, KSPE 4491, KSPE 4700 7 hours

KSPE 4430 12 hours

Electives 4 hours

Total hours required for the degree. 124

5. Favorable Recommendations – three non-familial sources

6. Required admissions paperwork completed to include criminal background check (as a part of KSPE 2050). (The type of criminal background check to be made available in the syllabus for KSPE 2050.)

7. Must provide own transportation to clinical education sites.

8. Official Transcript

9. Obtained Hepatitis B Vaccine inoculation or signed waiver.

10. Obtained documentation of student immunizations.

11. Attended OSHA training and abide by all OSHA regulations.

12. Able to meet the published technical standards of the program.

Disclaimer: Fulfillment of the eligibility requirements does not guarantee admission to the program.

Retention Requirements:

1. Students must have the following in order to participate in academic and/or clinical components of the program:

a. maintained an overall minimum GPA of 2.75.

Students whose overall GPA falls below 2.75 will be placed on probation for one semester meaning that the student would not be able to participate in the clinical education portion of the academic program.

b. obtained the student liability insurance annually.

c. obtained the Hepatitis B Vaccine inoculation or signed waiver.

semester hours

d. completed a pre-participation physical and passed annually.

e. attended OSHA training and abide by all OSHA regulations.

f. able to meet the published technical standards of the program.

2. Students will be dismissed for any of the following reasons:

a. overall GPA falling below 2.75 and inability to achieve this requirement after one semester of probation.

b. overall GPA falling below 2.75 a second time (once accepted into the program).

c. receiving two final course grades below a "C" in any major courses.

d. any violation provided in the program's policy and procedure manuals that results in dismissal.

3. Technical Standards
The VSU Athletic Training Education Program has specific technical standards that must be mastered prior to admission into the program. The Standards can be found on the Athletic Training Education Program website:

<<http://www.valdosta.edu/coe/kspe/athletictraining/indix.shtml>>

Students must be aware that a final course grade below a "C" in a major course may result in a delay in graduation. The course may be offered only once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when it is

offered the next time.
Requirements for the
B.S.A.T. degree in Athletic
Training

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 Students would begin the admissions process as incoming freshmen. some students that declare athletic training their major do not know all of the requirements of the major, nor do they have a true understanding of the athletic training profession. By having freshmen take KSPE 2050 (Introduction to Athletic Training) in the fall of their freshman year, they receive beneficial information and can determine if they wish to continue towards admission into the program (which would include coursework in the spring semester of the students' freshman year) or if they wish to change their major. Moving KSPE 2050 to the first semester allows those students that are truly interested in the major an earlier opportunity to interact with faculty and current students in the program. Students that do not wish to continue as athletic training majors have the opportunity to change their major. We have a significant amount of declared freshmen each year. For some reason (i.e. overall GPA falls below the requirement to take KSPE 2050), we lose students before they begin the admissions process in the fall of the students' sophomore year (the current format). The faculty believes that it can provide structure and guidance to students early so that they have a better chance of being admitted into the program.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other The Selected Outcomes are based off of the new competencies that were required to be incorporated into the curriculum by CAATE for fall 2012. The change in admissions to complete the transition for admissions into a two semester process that begins in the student's freshman year, fall semester. The changes to Area F are needed because when the program was modifying the curriculum, there was an error in the calculation of core hours. After the modification, there were only 59 hours of core. In order to have the minimum 60 hours, we had to change the class hours designed to KSPE 2050 from 3 hours to 2 hours. We also needed to add a 2 hour course to area F in order to have 60 hours of core. We have requested to add KSPE 2150 (First Aid/CPR). The reduction in hours for KSPE 2050 from 3 hours to 2 hours, and the addition of 2 credit hours for KSPE 2150 provide the 60 hours of core required. The program is discontinuing KSPE 4430 (12 credit hours) after Spring 2013. The additional courses (KSPE 4442, KSPE 4443, and KSPE 3500) will fill some of the credit hours left over after discontinuing KSPE 4430. KSPE 4442 and KSPE 4443 will allow students to have clinical education opportunities during the fall and spring semester of their senior year. KSPE 3500 will allow for a special topics course that will cover

current events within the profession and potentially allow for our students to interact with other allied health professionals. (The proposed requirements are in addition to the changes made in spring 2012) KSPE 4700 will need to be reduced from 3 hours to 2 hours so that the total number of Professional Program Requirements will equal 60 instead of 61. The Curriculum Changes requested provide for the following: Core Areas A-E = 42 hours; Area F = 18 hours; COE requirements = 4 hours; Professional Program Requirements = 60 hours; Required Degree Hours = 124

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.) **Provide consistent information regarding selected outcomes, admissions/retention criteria, and curriculum layout to current and prospective students.**

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.) **Provide consistent information regarding selected outcomes, admissions/retention criteria, and curriculum layout to current and prospective students.**

Approvals:	
Department Head: <i>M. Galt</i>	Date: 11-15-12
College/Division Exec. Committee: <i>Dun</i>	Date: 11/15/12
Dean(s)/Director(s): <i>Dun</i>	Date: 11/15/12
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 CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

F

Current Catalog Page Number:
239

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall/2013

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

Present Requirements: Requirements for the B.S. degree with a Major in Athletic Training

Core Areas A-E (See VSU Core Curriculum).
42 hours

*Area F Requirements.	18 hours
BIOL 2651, BIOL 2652	8 hours
ACED 2400, PSYC 2700	6 hours
KSPE 2151, KSPE 2050	4 hours

*All courses in Area F must be completed with a grade of "C" or better.

College of Education Health and Physical Education Requirements. 4 hours
 KSPE 2000 2 hours
 Two KSPE Fitness/Activity Courses
 2 hours

Professional Program Requirements.
60 hours
 KSPE 3200, KSPE 3420, KSPE 3430
 9 hours
 KSPE 4300, KSPE 4350. KSPE 4360,
 KSPE 4400 12 hours
 KSPE 3440, KSPE 3441, KSPE 4440,
 KSPE 4441 4 hours
 KSPE 4250, KSPE 4450, KSPE 4490,
 KSPE 3020 12 hours
 KSPE 4600, KSPE 4491, KSPE 4700
 7 hours
 KSPE 4430 12 hours
 Electives 4 hours

Total hours required for the degree.
124 semester hours

Proposed Requirements (Underline changes after printing this form: Requirements for the B.S.A.T. degree in Athletic Training

Core Areas A-E (See VSU Core Curriculum).
42 hours

*Area F Requirements.	18 hours
BIOL 2651, BIOL 2652	8 hours
<u>ACED 2400 or CSD 1000</u>	<u>3 hours</u>
PSYC 2700	3 hours
<u>KSPE 2150, KSPE 2050</u>	<u>4 hours</u>

*All courses in Area F must be completed with a grade of "C" or better.

College of Education Health and Physical Education Requirements. 4 hours
 KSPE 2000 2 hours
 Two KSPE Fitness/Activity Courses
 2 hours

Professional Program Requirements.
60 hours
 KSPE 3200, KSPE 3420, KSPE 3430
 9 hours
 KSPE 4300, KSPE 4350. KSPE 4360,
 KSPE 4400 16 hours
 KSPE 3440, KSPE 3441, KSPE 4440,
 KSPE 4441 8 hours
 KSPE 4250, KSPE 4450, KSPE 4490,
 KSPE 3020 13 hours
 KSPE 4600, KSPE 4491, KSPE 4700
 8 hours
 KSPE 4442, KSPE 4443,
 KSPE 3500.....6 hours

Total hours required for the degree.
124 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:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The changes to Area F are needed because when the program was modifying the curriculum, there was an error in the calculation of core hours. After the modification, there were only 59 hours of core. In order to have the minimum 60 hours, we had to change the class hours designed to KSPE 2050 from 3 hours to 2 hours. We also needed to add a 2 hour course to area F in order to have 60 hours of core. We have requested to add KSPE 2150 (First Aid/CPR). The reduction in hours for KSPE 2050 from 3 hours to 2 hours, and the addition of 2 credit hours for KSPE 2150 provide the 60 hours of core required. The program is discontinuing KSPE 4430 (12 credit hours) after Spring 2013. The additional courses (KSPE 4442, KSPE 4443, and KSPE 3500) will fill some of the credit hours left over after discontinuing KSPE 4430. KSPE 4442 and KSPE 4443 will allow students to have clinical education opportunities during the fall and spring semester of their senior year. KSPE 3500 will allow for a special topics course that will cover current events within the profession and potentially allow for our students to interact with other allied health professionals. KSPE 4442 will be required for students graduating in spring 2014 or later. KSPE 4443 will be required for students graduating in spring 2016 or later. KSPE 3500 could be required for students graduating in spring 2014 or later. (The proposed requirements are in addition to the changes made in spring 2012) KSPE 4700 will need to be reduced from 3 hours to 2 hours so that the total number of of Professional Program Requirements will equal 60 instead of 61. Content from KSPE 2050 and KSPE 4700 will be redistributed into other classes because of the reduction by 1 hour in each of these classes. The Curriculum Changes requested provide for the following: Core Areas A-E = 42 hours; Area F = 18 hours; COE requirements = 4 hours; Professional Program Requirements = 60 hours; Required Degree Hours = 124

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.) Specific assignments within KSPE 4442 and 4443 to allow students to continue the required clinical education components of the curriculum. Specific assignments within KSPE 2150 to allow students to continue with content closely related and applicable to the current curriculum

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.) The program currently has 4 courses that directly relate to the

clinical education component. The additional clinical courses will allow for the required clinical education component to be incorporated in each of the student's six semesters. The addition of KSPE 2150 content to the curriculum will allow students to have additional patient care competencies to the current curriculum.

Approvals:

Department Head:

M. Galt

Date: 11-15-12

College/Division Exec. Committee:

DW

Date: 11/15/12

Dean(s)/Director(s):

DW

Date: 11/15/12

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 REVISED COURSE

Valdosta State University

Date of Submission: 11/13/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

Current Course Prefix, Title, & Number:

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

KSPE 2050 - Introduction to Athletic Training

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

Current:

Course Prefix and Number: KSPE 2050

Credit Hours: 3

Course Title: Introduction to Athletic Training

Prerequisites: Declared Athletic Training major

Co-requisites:

Course Description: Basic information concerning admission criteria, process and retention requirements, the athletic training education program, and the profession of athletic training. Students eligible for admission into the program may take the course.

Requested:

Course Prefix and Number:

Credit Hours: 2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Fall/2013

Estimated Frequency of Course Offering:

Fall Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: KSPE 2050 (Introduction to Athletic Training) is currently listed as a 3 hour course. When the program was modifying the curriculum, there was an error in the total number of core hours. After the modification, there were only 59 hours of core. In order to have the minimum 60 hours, we would like to reduce the credit hours for this course from 3 hours to 2 hours. We have completed a curriculum change form that indicates this request, along with the addition of KSPE 2150 to Area F so that we would allow for the required 60 hours of core. The course is currently

listed as a 3-0-3 and we would like to see it listed as a 1-2-2. Content for the course will be redistributed to coincide with the reduced credit hour.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The change only involves a reduction in credit hours. Indirect measures for the course will not change.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The change only involves a reduction in credit hours. Direct measures for the course will not change.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The change only involves a reduction in credit hours. Indirect measures for the course will not change.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The change only involves a reduction in credit hours. Direct measures for the course will not change.

Approvals:	
Dept. Head: <i>M. Lull</i>	Date: <i>11-15-12</i>
College/Division Exec. Comm.: <i>DW</i>	Date: <i>11/18/12</i>
Dean/Director: <i>DW</i>	Date: <i>11/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/14/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology and Physical Education

Faculty Member Requesting:
Chuck Conner

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 3500

Proposed New Course Title:
Athletic Training Special Topics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
AT Special Topics

Semester/Year to be Effective:
Fall/2013

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 2

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.) Prerequisites: Admission to the Athletic Training Education Program. A flexible course of study dealing with current events or special topics in athletic training. The course is designed to prepare graduating athletic training majors to address current and contemporary issues within the athletic training profession.

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: Provide students with the opportunity to discuss and potentially interact with other allied health professionals. Create the potential to allow students to interact with orthopedic physicians through patient office visits as well as surgical opportunities. Create the potential to allow students to expand their understanding of the musculoskeletal system by incorporating cadaver dissection learning opportunities and case studies. The course is designed to prepare graduating athletic training majors to address current and contemporary issues within the athletic training profession.

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. SOIs, surveys

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, case studies, evidence-based practice research

article and journal presentations

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

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests, case studies, evidence-based practice research article and journal presentations
- Other:

This course will allow students to take a course that allows for discussion and presentation of case studies and current research article and journal presentations. The course will be flexible so that it allows for discussion of current issues related to athletic training and the athletic training profession. Data will be collected from the results of case study and article and journal presentations. The data will help determine a student's understanding of current information regarding the athletic training profession and the need to continue to research evidence-based practice options so that they can be made a part of patient's healthcare plans.

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

Approvals:		
Dept. Head:	<i>M. Guff</i>	Date: 11-15-12
College/Division Exec. Comm.:	<i>Dun</i>	Date: 11/15/12
Dean/Director:	<i>Dun</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

KSPE 3500

Athletic Training Special Topics
2 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Kinesiology and Physical Education
Spring
Conceptual Framework: 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.

REQUIRED TEXTBOOKS

There will not be a required textbook.

COURSE DESCRIPTION

A flexible course of study dealing with current events or special topics in athletic training. The course is designed to prepare graduating athletic training majors to address current and contemporary issues within the athletic training profession.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

Positively Impacting Learning Through Evidence-Based Practices

- IV. **ASSESSMENT:** Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Teachers recognize, participate in, and contribute to teaching as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO)

A. The student will understand the following performance domains:

1. Evidence-Based Practice (EBP)
2. Prevention and Health Promotion (PHP)
3. Acute Care of Injuries and Illnesses (AC)
4. Healthcare Administration (HA)
5. Professional Development and Responsibility (PD)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Journal
 2. Class attendance/participation
 3. Must follow the behavior/dress code provided in the ATEP Policy and Procedure Manual. Failure to comply will result in removal from the course.
 4. Additional costs: There may be additional cost related to certain components of the course. Cost will be kept to a minimum and the student will be provided with cost estimates prior to registering for the course.
1. The Journal will involve the student documenting each learning component of the course to include how the learning component will help the student become more knowledgeable and skilled, as well as provide a detailed description of each learning component that was provided. The instructor will indicate the learning components that will require you to document in the journal. Failure to provide the journal documentation by the date and time provided by the instructor will result in the student scoring a 0% for the journal.
2. Class attendance/participation is an absolute requirement. See attendance policy.

COURSE EVALUATION

1. Journal	50%
2. Class attendance/participation	50%
<hr/>	
	100 % total

Grading Scale

100% = Pass

Less than 100% = Fail

ATTENDANCE POLICY

Students are expected to attend class. Because of the nature of the course, students must attend and participate. If the student is ill/injured then the student must provide documentation from a physician. If there is an emergent situation that prevents you from attending, documentation must be provided. Understand that if you are unable to attend/participate for more than two days and if you have documentation of the circumstances provided above, then you will be removed from the course, given an incomplete grade for the course and will have to retake the course the next time that the course is offered. If you are unable to attend/participate for more than two days due to non-documentable reasons, you will receive a 0% for class attendance/participation.

PROFESSIONALISM

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. The VSU ATEP uniform is NOT allowed to be worn in this class. If you wear it to class you will be asked to leave class or lab. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are
FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student

Positively Impacting Learning Through Evidence-Based Practices

Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee

SPECIAL NEEDS 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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

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>.

INSTRUCTOR

TBA

Office: TBA

Office Phone: TBA

E-mail: TBA

Department Phone: TBA

Office Hours: To Be Posted On Office Door

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 11/14/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology and Physical Education

Faculty Member Requesting:
Chuck Conner

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4442

Proposed New Course Title:
Athletic Training Clinical Competencies V
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
AT Clinical V

Semester/Year to be Effective:
Fall/2013

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 4

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.) Prerequisite: Admission to the Athletic Training Education Program and successful completion and a grade of "C" or better in Athletic Training Education Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

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: Clinical education experiences must be directly related to an academic course as per the Athletic Training Education Program's accrediting agency, the Commission on the Accreditation of Athletic Training Education (CAATE) programs.
- Other: Students admitted into the athletic training education program are a part of a cohort. Students go through a cohort and they will have taken the courses required for this course.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

This course will be the fifth clinical education course within the program. It will follow the same format as the previous four clinical education courses. Based on our accrediting body, all clinical education must be linked to an academic course. This course will allow that to occur. Assessments within this course are will primarily involve an extensive mid-term and end of semester evaluation of the student. The components of the evaluations are based on the skills and knowlegde that the student has been instructed on over previous semesters. Data indicating if a student is considered competent, proficient, etc., will be made avaiable through the use of the mid-term and end of semester evaluations.

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

Approvals:	
Dept. Head: <i>M. Guff</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>Du</i>	Date: 11/15/12
Dean/Director: <i>Du</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**KSPE 4442
Clinical V
2 SEMESTER HOUR**

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**Dewar College of Education
Valdosta State University
Department of KSPE
Fall 2013**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a 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.

REQUIRED TEXT

Textbooks from KSPE 4400 and KSPE 4491

COURSE DESCRIPTION

A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO)

***NOTE: Mid-Term and End of Semester Evaluations WILL include the competencies/skills learned from previous semesters.**

Competencies

KSPE 4442 - Athletic Training Clinical Competencies V

Code	Description	Instructed	Evaluated
CIP-4	☐ Perform a comprehensive clinical examination of a patient with an upper ... extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and		

	participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.		
CIP-4a	upper extremity		
CIP-4b	lower extremity		
CIP-4c	head		
CIP-4d	neck		
CIP-4e	thorax		
CIP-4f	spine		

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tentative Agenda:** TBA
2. Complete mid semester clinical/field experience performance.
3. Complete end of semester clinical/field experience performance.
4. Students can expect to complete an average of 20-25 clinical education hours per week.
5. Students will be evaluated on each CIP once throughout the semester by the ACI. Students that score below a "4" will be required to reassess the CIP with either the Clinical Education Coordinators and/or the Program Director (note: The CIP may not involve the same situation as the first one). Reassessment will not change your grade. The CIP score(s) will be a part of the "end of semester" evaluation form.
6. Students are **REQUIRED** to participate in the clinical education component of this class throughout the entire semester. You will be provided with a schedule for the semester/throughout the semester that due to the nature of the clinical education setting may change. You are expected to complete the scheduled clinical education components as assigned by the ACI/CI. Students should not miss more than five clinical education days. Students that miss a clinical education day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education component of the class. Missing more than 3 days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Instructor) could result in an "F" for the course. Failure to participate in the clinical education component of this class throughout the entire semester will result in the student receiving an "F" for the course, regardless of what the assessment results are for the graded portions of the course.
7. If the supervising ATC, general medical supervisors, or any other faculty member, including graduate assistants feels that your appearance or behavior violates the policy and procedure manual, you will be dismissed from the rotation for one day. A second violation in appearance or behavior will result in dismissal for one week and will result in a drop in letter grade. A third violation in appearance or behavior will involve permanent dismissal from the rotation for the semester requiring the rotation to be repeated and will result in an "F" for your clinical grade. If the supervising ATC feels that they can no longer have you at a site because of your actions, you will be dismissed from the site and will receive a grade of "F" for the course.

Positively Impacting Learning Through Evidence-Based Practices

8. Requirements for completion: all of the aforementioned course activities, course assignments, and course activities, as well as the assessment components must be completed and a "Completion of Clinical Education Experience" form must be signed by the course instructor and /or the ACI or CI. As per the university catalog, the student must earn a "C" or better for the overall grade of the course.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Mid-Term Evaluation	35%
2. End of Semester Evaluation	45%
3. Professional Development/AT Practice	15%
4. Class Attendance/Participation	5%

100%

Grading Scale:

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 F = 59 – below

Clinical Experience Violation Policy:

First violation: The student will be dismissed from the rotation with a loss of 5% of applicable evaluation period grade (midterm or end of semester). The length of dismissal time is left to the discretion of the supervisor. A COE Concern Form will be documented per established guidelines.

Second violation: results in the student's dismissal from the rotation with a loss of 10% of the applicable evaluation period grade. This violation along with the first violation will result in a total of 15% point loss in the evaluation grade. The length of dismissal time is left to the discretion of the supervisor. In order to resume a clinical rotation, the student must first meet with the clinical supervisor and the Program Director. A COE Concern Form will be documented per established guidelines.

Third violation: Permanent dismissal from the rotation for the semester requires the rotation to be repeated and will result in an "F" for the student's clinical grade. The student will not be allowed to return to their clinical rotation, nor will another rotation or supervisor be assigned to the student for the remaining time period.

*Note: Refer to Section "B" in the policy and procedure manual for specific information regarding the clinical education experience.

PROFESSIONAL DEVELOPMENT/AT PRACTICE

A portion of the class will be devoted to practicing skills. The amount of time allotted for practice is at the discretion of the instructor. Students will also be asked to complete various assignments for the class (i.e. case study, best practices/outcome assessments, evidence-based outcome assessments, etc.) as assigned by the instructor. There will also be an opportunity to discuss current AT profession issues. Further details will be provided to you by the course instructor.

ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. 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

Positively Impacting Learning Through Evidence-Based Practices

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exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an absence. Missing more than 3 class meeting days will result in the student receiving a failing grade (F) for the class.

PROFESSIONALISM

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

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3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Positively Impacting Learning Through Evidence-Based Practices

COE CONCERN FORM**Dewar College of Education Concern Form Policy****Purpose:**

The purpose of the Concern Form process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study.

Process Steps:

- A. Faculty member discusses the concern with the department head.
- B. Faculty member completes a concern form and discusses it with the student.
- C. Student, faculty member submitting the concern form, and the department head meet to discuss the concern and to develop an action plan. If no action plan is warranted, the concern form is not formalized.
- D. If a warranted action plan is not completed to the satisfaction of all parties, an automatic review by the Undergraduate and Initial Teacher Preparation Policies Committee will occur. Based on this review, the student may be dismissed from his/her program of study.
- E. If the Concern Form is a result of academic dishonesty, the faculty member is encouraged to submit a Report of Academic Dishonesty to the Student Conduct Office in the Dean of Student's Office. In addition to being part of the student's departmental advising folder, this report will also be made part of the student's disciplinary record and shall remain on file with the student Conduct Office in the Dean of Student's Office in accordance with the Board of Regents record retention policy.

If the student refuses to sign the consent form and/or the action plan, the student may be dismissed

from his/her program of study.

Examples of concerns that should result in completion of a concern form include, but are not limited to:

- o Student who is excessively absent or late for class (see University policy and course syllabus).
- o Student who does not exhibit professional dress or demeanor when interacting with other students, P-12 students, clients, or faculty as defined by students' major department.
- o Student who exhibits disruptive behavior toward members of the faculty or staff. This includes classroom disruptive behavior.
- o Student who does not demonstrate an ability to contribute effectively in a group setting.
- o Student who exhibits a lack of proficiency in written and/or oral language skills.
- o Student who exhibits a lack of content knowledge in any content area he/she is or will be teaching.
- o Student who is removed from a field experience or clinical experience.
- o Plagiarism or cheating on any graded activity (Use University policy).
- o Blatant dishonesty or breach of confidentiality.
- o Purposefully compromising the well-being of a student/client.
- o Harassment of students/clients or faculty or staff.

Upon receiving three concern forms that are deemed warranted, or any incident considered a significant violation of ethical or professional behavior, the student will be removed from his or her Program of Study. This removal will result in an automatic review by the Undergraduate and Initial Preparation Policies Committee.

Concern forms deemed unwarranted should be destroyed.

DEWAR COLLEGE OF EDUCATION

Concern Form

Valdosta State University

Student Name: ID No.

Major: Advisor:

Name of Instructor Initiating Concern Form:

Complete the following:

- 1. Give evidence for area(s) of concern. Attach copies of documentation.**
- 2. Student response to the completion of the concern form (student writes response below):**
- 3. Meet with department head, faculty member, and student. Complete the following:**

_____ No action plan warranted. (Department head reports decision of no action taken to faculty member filing the concern form).

_____ Action plan warranted (see next page)

- 4. The department head, faculty member, and student must sign the appropriate statement below.**

Department Head: Statement: I have met with the student and faculty member to discuss this concern.

Department Head Signature _____ Date _____

Met _____

Faculty statement: I have met with the student and discussed the concern(s).

VSU Faculty Signature _____ Date Met _____

Student statement: I have met with the faculty member and discussed the concern(s).

Student Signature _____ Date Met _____

- 5. Distribute copies of this form and the Action Plan only if warranted to the Student Advising Folder; Department Head, and Faculty Member. If not, this form should be destroyed.**

DEWAR COLLEGE OF EDUCATION

Action Plan as a result of a Concern Form

Valdosta State University

Student Name: ID No.:

Major: Advisor:

Faculty Member: _____ Dept.: _____

(Signature)

Required

Department Head: _____ Completion Date: _____

(Signature)

(Attach additional pages if necessary).

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: _____ Date: _____

This action plan has been completed to the satisfaction of all parties.

Department Head Signature _____

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. 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>.

STUDENT ACADEMIC IRREGULARITIES

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

POLICY: FAILING GRADE PRIOR TO STUDENT TEACHING/INTERNSHIP

Students must be aware that a grade of F or D in a major course prior to student teaching or an internship may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

INSTRUCTOR

TBA

Office: TBA

Office Phone: TBA

E-mail: TBA

Department Phone: TBA

Office Hours: To Be Posted On Office Door

WebCT/Blazeview Testing recommendations and guidelines

1. It is the student's responsibility to check WebCT/Blazeview for online assessments. Announcements about upcoming assessments will be given in class and/or via email, and the instructors expect the student to be responsible for regularly checking assessment dates and times. There will be no makeup assessments for students who failed to complete the assessment in the 24 hour window it is available.
2. It is recommended that assessments are taken on a VSU computer laboratory or library to minimize difficulty in taking assessments (IE you have slow service at home and time out, power failure at your apartment, etc). Using AOL as a browser does not work with Blazeview.
3. If you chose to use your own computer then be sure you have followed the instructions from Distance Learning regarding the supported browser, cleaning the browser cache, pop up windows, and plug ins, etc.
4. Assessments will be available for a 24 hour period starting at 6pm. Give yourself adequate time before the assessment window closes to complete the exam.
5. Read the instructions prior to starting the assessment. The instructions to the assessment will indicate if you can return to a previous question or not, the time limit, etc.
6. Read the question(s) and make sure you are answering what is asked.
7. Write in complete sentences with punctuation. If you are listing items then use complete sentence form and numbering EX 1) the glenohumeral joint is a ball and socket joint. 2) The labrum is made of fibrocartilage.
8. Be sure to save your answer after each question if that option is available to you. If you have not saved your answers and you run out of time WebCT/Blazeview will not store any of your answers and you will not be allowed to re-take the assessment.
9. In order to receive full credit for an answer, it must be spelled correctly.
10. Do not email answers to the instructor if you have difficulty with WebCT/Blazeview. This answer will not be accepted as a response.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/17/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology and Physical Education

Faculty Member Requesting:
Chuck Conner

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 4443

Proposed New Course Title:
Athletic Training Clinical Competencies VI
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
AT Clinical VI

Semester/Year to be Effective:
Fall/2013

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 4

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.) Prerequisite: Admission to the Athletic Training Education Program and successful completion and a grade of "C" or better in Athletic Training Education Program courses taken the previous semester. A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

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: Clinical education experiences must be directly related to an academic course as per the Athletic Training Education Program's accrediting agency, the Commission on the Accreditation of Athletic Training Education (CAATE) programs.
- Other: Students admitted into the athletic training education program are a part of a cohort. Students go through a cohort and they will have taken the courses required for this course.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

This course will be the sixth clinical education course within the program. It will follow the same format as the previous five clinical education courses. Based on our accrediting body, all clinical education must be linked to an academic course. This course will allow that to occur. Assessments within this course will primarily involve an extensive mid-term and end of semester evaluation of the student. The components of the evaluations are based on the skills and knowledge that the student has been instructed on over previous semesters. Data indicating if a student is considered competent, proficient, etc., will be made available through the use of the mid-term and end of semester evaluations.

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

Approvals:	
Dept. Head: <i>M. Kull</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>DM</i>	Date: 11/15/12
Dean/Director: <i>DM</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**KSPE 4443
Clinical VI
2 SEMESTER HOUR**

.....

**Dewar College of Education
Valdosta State University
Department of KSPE
Spring 2014**

Conceptual Framework: Guiding Principles

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

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

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a 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.

REQUIRED TEXT

Textbooks from KSPE 4600 and KSPE 3020

COURSE DESCRIPTION

A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses that were taught the previous semester. The course also involves a semester-long clinical education component.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO)

***NOTE: Mid-Term and End of Semester Evaluations WILL include the competencies/skills learned from previous semesters.**

Competencies

KSPE 4443 - Athletic Training Clinical Competencies VI			
Code	Description	Instructed	Evaluated
CIP-7	Select and integrate appropriate ... psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation.		

CIP-8	<input checked="" type="checkbox"/> Demonstrate the ability to ... recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.		
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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tentative Agenda:** TBA
2. Complete mid semester clinical/field experience performance.
3. Complete end of semester clinical/field experience performance.
4. Students can expect to complete an average of 20-25 clinical education hours per week.
5. Students will be evaluated on each CIP once throughout the semester by the ACI. Students that score below a "4" will be required to reassess the CIP with either the Clinical Education Coordinators and/or the Program Director (note: The CIP may not involve the same situation as the first one). Reassessment will not change your grade. The CIP score(s) will be a part of the "end of semester" evaluation form.
6. Students are REQUIRED to participate in the clinical education component of this class throughout the entire semester. You will be provided with a schedule for the semester/throughout the semester that due to the nature of the clinical education setting may change. You are expected to complete the scheduled clinical education components as assigned by the ACI/CI. Students should not miss more than five clinical education days. Students that miss a clinical education day should follow the procedures listed in the policy and procedure manual regarding attendance in the clinical education component of the class. Missing more than 3 days (extenuating circumstances would need to be discussed with the Program Director and Clinical Education Instructor) could result in an "F" for the course. Failure to participate in the clinical education component of this class throughout the entire semester will result in the student receiving an "F" for the course, regardless of what the assessment results are for the graded portions of the course.
7. If the supervising ATC, general medical supervisors, or any other faculty member, including graduate assistants feels that your appearance or behavior violates the policy and procedure manual, you will be dismissed from the rotation for one day. A second violation in appearance or behavior will result in dismissal for one week and will result in a drop in letter grade. A third violation in appearance or behavior will involve permanent dismissal from the rotation for the semester requiring the rotation to be repeated and will result in an "F" for your clinical grade. If the supervising ATC feels that they can no longer have you at a site because of your actions, you will be dismissed from the site and will receive a grade of "F" for the course.
8. Requirements for completion: all of the aforementioned course activities, course assignments, and course activities, as well as the assessment components must be completed and a "Completion of Clinical Education Experience" form must be signed by the course instructor and /or the ACI or CI. As per the university catalog, the student must earn a "C" or better for the overall grade of the course.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Mid-Term Evaluation	35%
2. End of Semester Evaluation	45%
3. Professional Development/AT Practice	15%
4. Class Attendance/Participation	5%

100%

Grading Scale:

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 F = 59 – below

Clinical Experience Violation Policy:

First violation: The student will be dismissed from the rotation with a loss of 5% of applicable evaluation period grade (midterm or end of semester). The length of dismissal time is left to the discretion of the supervisor. A COE Concern Form will be documented per established guidelines.

Second violation: results in the student's dismissal from the rotation with a loss of 10% of the applicable evaluation period grade. This violation along with the first violation will result in a total of 15% point loss in the evaluation grade. The length of dismissal time is left to the discretion of the supervisor. In order to resume a clinical rotation, the student must first meet with the clinical supervisor and the Program Director. A COE Concern Form will be documented per established guidelines.

Third violation: Permanent dismissal from the rotation for the semester requires the rotation to be repeated and will result in an "F" for the student's clinical grade. The student will not be allowed to return to their clinical rotation, nor will another rotation or supervisor be assigned to the student for the remaining time period.

*Note: Refer to Section "B" in the policy and procedure manual for specific information regarding the clinical education experience.

PROFESSIONAL DEVELOPMENT/AT PRACTICE

A portion of the class will be devoted to practicing skills. The amount of time allotted for practice is at the discretion of the instructor. Students will also be asked to complete various assignments for the class (i.e. case study, best practices/outcome assessments, evidence-based outcome assessments, etc.) as assigned by the instructor. There will also be an opportunity to discuss current AT profession issues. Further details will be provided to you by the course instructor.

ATTENDANCE POLICY

Students are expected to attend class. It is the student's responsibility to make up any missed class work or information discussed in class. All assignments are due at the beginning of the class period on the due date. Students need to turn in assignments on or before the due date to avoid penalty. Students turning assignments in after the due date will have 10 points deducted for each day that the assignment is late. Make up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situation. Being late to class on two occasions will result in one absence. After being tardy on two occasions, each subsequent tardy will be counted as an

absence. Missing more than 3 class meeting days will result in the student receiving a failing grade (F) for the class.

PROFESSIONALISM

The student is expected to communicate with the instructor in a professional manner no matter what type of communication is used. Unprofessional communication will be identified and the student will be expected to correct unprofessional communications. The student is expected to interact with the instructor, peers, and the teaching assistant in a professional manner. Last the student's appearance must meet the ATEP professional appearance policy found in the ATEP policy and Procedure manual: please be sure you have reviewed it. Students who exhibit repeated unprofessional behavior, dress or communication will be written up with a COE Concern Form.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

COE CONCERN FORM**Dewar College of Education Concern Form Policy****Purpose:**

The purpose of the Concern Form process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study.

Process Steps:

- A. Faculty member discusses the concern with the department head.
- B. Faculty member completes a concern form and discusses it with the student.
- C. Student, faculty member submitting the concern form, and the department head meet to discuss the concern and to develop an action plan. If no action plan is warranted, the concern form is not formalized.
- D. If a warranted action plan is not completed to the satisfaction of all parties, an automatic review by the Undergraduate and Initial Teacher Preparation Policies Committee will occur. Based on this review, the student may be dismissed from his/her program of study
- E. If the Concern Form is a result of academic dishonesty, the faculty member is encouraged to submit a Report of Academic Dishonesty to the Student Conduct Office in the Dean of Student's Office. In addition to being part of the student's departmental advising folder, this report will also be made part of the student's disciplinary record and shall remain on file with the student Conduct Office in the Dean of Student's Office in accordance with the Board of Regents record retention policy.

If the student refuses to sign the consent form and/or the action plan, the student may be dismissed from his/her program of study.

Examples of concerns that should result in completion of a concern form include, but are not limited to:

- o Student who is excessively absent or late for class (see University policy and course syllabus).
- o Student who does not exhibit professional dress or demeanor when interacting with other students, P-12 students, clients, or faculty as defined by students' major department.
- o Student who exhibits disruptive behavior toward members of the faculty or staff. This includes classroom disruptive behavior.
- o Student who does not demonstrate an ability to contribute effectively in a group setting.
- o Student who exhibits a lack of proficiency in written and/or oral language skills.
- o Student who exhibits a lack of content knowledge in any content area he/she is or will be teaching.
- o Student who is removed from a field experience or clinical experience.
- o Plagiarism or cheating on any graded activity (Use University policy).
- o Blatant dishonesty or breach of confidentiality.
- o Purposefully compromising the well-being of a student/client.
- o Harassment of students/clients or faculty or staff.

Upon receiving three concern forms that are deemed warranted, or any incident considered a significant violation of ethical or professional behavior, the student will be removed from his or her Program of Study. This removal will result in an automatic review by the Undergraduate and Initial Preparation Policies Committee.

Concern forms deemed unwarranted should be destroyed.

DEWAR COLLEGE OF EDUCATION

Concern Form

Valdosta State University

Student Name: ID No.

Major: Advisor:

Name of Instructor Initiating Concern Form:

Complete the following:

- 1. Give evidence for area(s) of concern. Attach copies of documentation.
- 2. Student response to the completion of the concern form (student writes response below):
- 3. Meet with department head, faculty member, and student. Complete the following:

_____ No action plan warranted. (Department head reports decision of no action taken to faculty member filing the concern form).

_____ Action plan warranted (see next page)

- 4. The department head, faculty member, and student must sign the appropriate statement below.

Department Head: Statement: I have met with the student and faculty member to discuss this concern.

Department Head Signature _____ Date _____

Met _____

Faculty statement: I have met with the student and discussed the concern(s).

VSU Faculty Signature _____ Date Met _____

Student statement: I have met with the faculty member and discussed the concern(s).

Student Signature _____ Date Met _____

- 5. Distribute copies of this form and the Action Plan only if warranted to the Student Advising Folder; Department Head, and Faculty Member. If not, this form should be destroyed.

DEWAR COLLEGE OF EDUCATION

Action Plan as a result of a Concern Form

Valdosta State University

Student Name: ID No.:

Major: Advisor:

Faculty Member: _____ Dept.: _____

(Signature)

Required

Department Head: _____ Completion Date: _____

(Signature)

(Attach additional pages if necessary).

I understand that failure to comply with this action plan may result in my not completing my program of study.

Student: _____ Date: _____

This action plan has been completed to the satisfaction of all parties.

Department Head Signature _____

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. 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>.

STUDENT ACADEMIC IRREGULARITIES

No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination, or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. VSU policy is that under the established process a violation of Section A may and should be handled by the professor, the student and possible the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

POLICY: FAILING GRADE PRIOR TO STUDENT TEACHING/INTERNSHIP

Students must be aware that a grade of F or D in a major course prior to student teaching or an internship may result in a delay of graduation by as much as a year. The course may not be offered but once in an academic year. No mechanism exists, nor will one be devised, for making up the deficiency other than retaking the course when offered the next time.

INSTRUCTOR

TBA

Office: TBA

Office Phone: TBA

E-mail: TBA

Department Phone: TBA

Office Hours: To Be Posted On Office Door

WebCT/Blazeview Testing recommendations and guidelines

1. It is the student's responsibility to check WebCT/Blazeview for online assessments. Announcements about upcoming assessments will be given in class and/or via email, and the instructors expect the student to be responsible for regularly checking assessment dates and times. There will be no makeup assessments for students who failed to complete the assessment in the 24 hour window it is available.
2. It is recommended that assessments are taken on a VSU computer laboratory or library to minimize difficulty in taking assessments (IE you have slow service at home and time out, power failure at your apartment, etc). Using AOL as a browser does not work with Blazeview.
3. If you chose to use your own computer then be sure you have followed the instructions from Distance Learning regarding the supported browser, cleaning the browser cache, pop up windows, and plug ins, etc.
4. Assessments will be available for a 24 hour period starting at 6pm. Give yourself adequate time before the assessment window closes to complete the exam.
5. Read the instructions prior to starting the assessment. The instructions to the assessment will indicate if you can return to a previous question or not, the time limit, etc.
6. Read the question(s) and make sure you are answering what is asked.
7. Write in complete sentences with punctuation. If you are listing items then use complete sentence form and numbering EX 1) the glenohumeral joint is a ball and socket joint. 2) The labrum is made of fibrocartilage.
8. Be sure to save your answer after each question if that option is available to you. If you have not saved your answers and you run out of time WebCT/Blazeview will not store any of your answers and you will not be allowed to re-take the assessment.
9. In order to receive full credit for an answer, it must be spelled correctly.
10. Do not email answers to the instructor if you have difficulty with WebCT/Blazeview. This answer will not be accepted as a response.

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/13/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology and Physical Education

Faculty Member Requesting Revision:
C. Conner

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

KSPE 4700 Athletic Training Professional Practice Seminar

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

Current:

Course Prefix and Number: KSPE 4700

Credit Hours: 3

Course Title: Athletic Training Professional Practice Seminar

Prerequisites: Student must be in the final semester of the athletic training education program.

Co-requisites:

Course Description: Reflection on the educational and clinical competencies. Refinement of knowledge and skills emanating from previous athletic training major courses of study. Discussion and preparation for the BOC exam will occur in this course.

Requested:

Course Prefix and Number:

Credit Hours: 2

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:
Fall/2013

Estimated Frequency of Course Offering:
Spring Semester

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: KSPE 4700 (Athletic Training Professional Practice Seminar) is currently listed as a 3 hour course. When the program was modifying the curriculum, there was an error in the total number of core hours. After the modification, there were only 59 hours of core. In order to have the minimum 60 hours, we have requested a modification to Area F that would provide the additional credit hour required for core. The 1 hour reduction for this course is required because

without the reduction, there would be 61 hours of Professional Program Requirements which would result in 125 hours required for the completion of the degree. The Required Degree Hours is 124. We have completed a curriculum change form that indicates this request. The course is currently listed as a 2-2-3. We request that it be listed as a 1-2-2. Content for the course will be redistributed to coincide with the reduced credit hour.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The change only involves a reduction in credit hours. Indirect measures for the course will not change.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The change only involves a reduction in credit hours. Direct measures for the course will not change.

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The change only involves a reduction in credit hours. Indirect measures for the course will not change.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The change only involves a reduction in credit hours. Direct measures for the course will not change.

Approvals:		
Dept. Head:	<i>M. Smith</i>	Date: 10-15-12
College/Division Exec. Comm.:	<i>Don</i>	Date: 11/15/12
Dean/Director:	<i>Don</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

MEMORANDUM

To: Dr. Brian Gerber, Dean
Dewar College of Education

From: Mike Griffin, Department Head
- Kinesiology & Physical Education



Date: 05 November, 2012

Re: Course reactivation

Please reactivate the following courses. Please also note the Graduate Catalog in which each course last appeared.

KSPE 7110 Adapted Developmental Physical Education	-2003 - 2004 Graduate Catalog
KSPE 7120 Physical Education Pedagogy	-2010 - 2011 Graduate Catalog
KSPE 7130 Curriculum in Physical Education	-2010 - 2011 Graduate Catalog
KSPE 7150 Evaluation in Physical Education	- 2003 - 2004 Graduate Catalog

Approved
D.H.
11/15/12
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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:
110

Proposed Effective Date for Curriculum Change:
(Month/Year): 5/2013

Degree & Program Name:
(e.g., BFA, Art): M. Ed. in Health and Physical Education

Present Requirements:

Professional Education Core..... 10 hrs.

RSCH 7100..... 3 hrs.
 PSYC 7010..... 3 hrs.
 LEAD 7210..... 1 hr.
 KSPE 7200..... 3 hrs.

Health and Physical Education Concentration. 18 hrs.

KSPE 7160..... 6 hrs.
 KSPE 7170..... 6 hrs.
 KSPE 7260..... 6 hrs.

Guided Electives..... 3 hrs.

Capstone Course KSPE 7910..... 2 hrs.

Total Hours Required for the Degree. 33 hrs.

Proposed Requirements (Underline changes after printing this form:

Course Requirements

EDUC 5999..... 0 hrs.
RSCH 7100..... 3 hrs.
KSPE 7110..... 3 hrs.
KSPE 7120..... 3 hrs.
KSPE 7130..... 3 hrs.
KSPE 7140..... 3 hrs.
KSPE 7150..... 4 hrs.
KSPE 7160..... 3 hrs.
KSPE 7170..... 3 hrs.
KSPE 7180..... 3 hrs.
KSPE 7260..... 3 hrs.

KSPE 7910 Capstone..... 2 hrs.

Total Hours Required for the Degree. 33 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: Students will be challenged to develop content in line with the latest research in the field.
- Adopting current best practice(s) in field: Course and program modifications reflect the national trend associated with the need for innovative practices to enhance healthy living and physical activity levels for children and youth.
- Meeting mandates of state/federal/outside accrediting agencies: The revised program is more closely aligned with current NASPE standards.
- Other: Some changes are a result of transitioning to a fully online program.

Source of Data to Support Suggested Change:




- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used as information to support the changes in the program.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be used in the new program, and data will be collected and analyzed to assist in determining program effectiveness. Example: Professional Development Plan in KSPE 7260.

Approvals:

Department Head:		Date: 11-15-12
College/Division Exec. Committee:		Date: 10/15/12
Dean(s)/Director(s):		Date: 10/15/12
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 108

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 5/2013

Degree and Program Name: M. Ed. in Health and Physical Education

Present Requirements:

The Department of Kinesiology and Physical Education offers a master's program (M. Ed.) with a major in physical education and an educational specialist program (Ed. S.) with a major in coaching pedagogy.

The Master of Education (M.Ed.) degree program in the Department of Kinesiology and Physical Education is designed to prepare committed professionals and scholars as lifelong learners who employ inquiry and research to develop innovative programs in physical education that improve the quality of life for school-age children and for the community at large, including university students.

Goals

The master's degree program in physical education strives

1. to enhance and ameliorate professional skills of master teachers in physical education,
2. to advance the discovery and dissemination of knowledge that relates to the science of human movement, physical activity, and the teaching/learning process,

Proposed Requirements: (highlight changes after printing)

The Department of Kinesiology and Physical Education offers a master's program (M. Ed.) with a major in health and physical education and an educational specialist program (Ed. S.) with a major in coaching pedagogy in physical education. Both programs are fully on-line and require candidates to research, design, develop, implement, evaluate, and disseminate innovative educational and/or coaching practices.

The Master of Education (M. Ed.) degree program in Health and Physical Education within the Department of Kinesiology and Physical Education is designed with the goal of improving teaching and offers candidates opportunities for integrated study and practice. Upon completion of the program, eligible candidates meeting appropriate criteria will have the opportunity to earn the T-5 certificate or the equivalent. An updated, fully on-line program that employs profession-specific content aligned with the current NASPE advanced standards will be offered. The most recent technology applications will be used to better prepare graduates to apply today's knowledge to tomorrow's practice. The aim is to create changes in the health and physical education programs through the development of master teachers in health and physical education in the state of Georgia, within the service region and beyond.

and
3. to enable the use of technology for assessment, feedback, and accountability to students, parents, administrators, and legislators.

Program Description

The Master of Education degree program in the Department of Kinesiology and Physical Education allows candidates to specialize in physical education. The program goes beyond regular courses with team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and to experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility required in order to respond efficiently and quickly to the changing needs of today's schools and the community. With the goal of educating better teachers, the graduate program offers candidates opportunities for integrated study and practice. It is the intent to offer an

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updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge in tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among Georgia's youth.

Selected Educational Outcomes

1. Candidates in advanced teacher education programs have an in-depth knowledge of the content that they teach.
2. Candidates in advanced teacher education programs select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Candidates in advanced teacher education programs reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Candidates in advanced teacher education

Selected Educational Outcomes

Candidates in advanced teacher education programs will:

1. Have an in-depth understanding of content knowledge that can be applied to their physical education programs and daily instruction.
2. Use content knowledge and pedagogical content knowledge to design and conduct appropriate learning experiences that facilitate and enhance the growth of learners.
3. Are continuous, collaborative learners who further their own professional development and use their abilities to contribute to the profession.
4. Analyze student, classroom,

programs analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

1. Candidates in advanced teacher education programs will demonstrate the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. Candidates in advanced teacher education programs will demonstrate their use of instructional strategies and technologies through completion of a self-evaluation of a teaching episode within the field experience assessment.
3. Candidates in advanced teacher education programs will document reflection and will identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Candidates in advanced teacher education programs will demonstrate their ability to positively impact P-12 learning or related areas through a project involving preassessment, instructional and practice intervention, and post-assessment data collection and interpretation.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn.

Selected Outcome Assessments

Candidates in advanced teacher education programs will:

1. Demonstrate the level of their content knowledge through performance on comprehensive examinations or development and presentation of the electronic portfolio.
2. Demonstrate their use of instructional strategies and technologies through continuous planning, teaching, and self-evaluation of teaching episodes during a variety of field experience assignments.
3. Identify areas of strengths and areas for improvement through completion of the COE Advanced Teacher Self-Assessment Instrument.
4. Demonstrate their ability to positively impact P-12 learners through a project involving preassessment, instructional and practice intervention, and post-assessment data collection and interpretation.

Prior to admission to any graduate program at Valdosta State University applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Professional Education Core..... 10 hrs.	Course Requirements
RSCH 7100..... 3 hrs.	EDUC 5999..... 0 hrs.
PSYC 7010..... 3 hrs.	RSCH 7100..... 3 hrs.
LEAD 7210..... 1 hr.	KSPE 7110..... 3 hrs.
KSPE 7200..... 3 hrs.	KSPE 7120..... 3 hrs.
Health and Physical Education Concentration. 18 hrs.	KSPE 7130..... 3 hrs.
KSPE 7160..... 6 hrs.	KSPE 7140..... 3 hrs.
KSPE 7170..... 6 hrs.	KSPE 7150..... 4 hrs.
KSPE 7260..... 6 hrs.	KSPE 7160..... 3 hrs.
Guided Electives..... 3 hrs.	KSPE 7170..... 3 hrs.
Capstone Course KSPE 7910..... 2 hrs.	KSPE 7180..... 3 hrs.
Total Hours Required for the Degree. 33 hrs.	KSPE 7260..... 3 hrs.
The development of a professional portfolio is also required for completion of this degree program.	KSPE 7910 Capstone.....2 hrs.
	Total Hours Required for the Degree.....33 hrs.
	The development of a professional portfolio is also required for completion of this degree program.

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 Students will be challenged to develop content in line with the latest research in the field.
- Adopting Current Best Practice(s) in Field Course and program modifications reflect the national trend associated with the need for innovative practices to enhance healthy living and physical activity levels for children and youth.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The revised program better aligns with current NASPE standards.
- Other Some changes are a result of transitioning to a fully online program.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback were used to assist in determining program effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be developed in the revised program, and data will be collected and analyzed to assist in determining program effectiveness. Example: Professional Development Plan in KSPE 7260.

Approvals:	
Department Head: <i>M. Huff</i>	Date: 11-15-12
College/Division Exec. Committee: <i>DM</i>	Date: 11/15/12
Dean(s)/Director(s): <i>DM</i>	Date: 11/18/12
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 CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Graduate School Web page

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 5/2013

Degree and Program Name: M. Ed. in Health and Physical Education

Present Requirements:

The Department of Kinesiology and Physical Education offers the Master of Education in Health and Physical Education. The program delivery format is designed to meet the needs of working professionals.

M.Ed. in Health and Physical Education

The Master of Education degree program in the Department of Kinesiology and Physical Education allows students to specialize in physical education. The program goes beyond regular courses with team-taught comprehensive and non-compartmentalized integrated instructional units, rather than the traditional 3-credit courses. Integration of related content utilizing diverse delivery systems and assessments within a comprehensive content structure offers opportunities for students to practice higher orders of thinking and to experience a greater variety of teaching and learning styles. Also, collapsing the traditionally taught content into larger units allows the flexibility required in order to efficiently and quickly respond to the changing needs of today's schools and the community. With the goal of educating better teachers, the graduate program offers students opportunities for integrated study and practice. It is the intent to offer an updated program that employs profession-specific technology for preparation of graduates to apply today's knowledge in tomorrow's practice. The aim is to cause changes in the physical education programs in the region toward the ultimate outcome of more healthful lifestyles among Georgia's youth.

Program Coordinators
Terms/Deadlines

Admission
Click here to

Proposed Requirements: (highlight changes after printing)

The Department of Kinesiology and Physical Education offers the Master of Education in Health and Physical Education. The program delivery format is designed to meet the needs of working professionals.

M.Ed. in Health and Physical Education

The Master of Education (M. Ed.) degree program in Health and Physical Education within the Department of Kinesiology and Physical Education is designed with the goal of improving teaching and offers candidates opportunities for integrated study and practice. Upon completion of the program, eligible candidates meeting appropriate criteria will have the opportunity to earn the T-5 certificate or the equivalent. An updated, fully on-line program that employs profession-specific content aligned with the current NASPE advanced standards will be offered. The most recent technology applications will be used to better prepare graduates to apply today's knowledge to tomorrow's practice. The aim is to create changes in the health and physical education programs through the development of master teachers in health and physical education in the state of Georgia, within the service region and beyond.

Program Coordinators
Terms/Deadlines

Admission
Click here to

download a printable version of the M.ED. HE/PE admission information.

Dr. George Langford Email:
glangfor@valdosta.edu

Fall Semester: July 15

Spring Semester: November 15

To update your version of Adobe Reader click the picture below!

and (effective Fall 2012)

Summer Semester: April 15

Dr. Susan Hagood

Email: syhagood@valdosta.edu

Phone: 229-333-7161

Admission Requirements

Please note: the Department of Kinesiology and Physical Education is currently considering a change that would shift the program to fully-online delivery, while also making Health/PE teaching certification an admissions requirement. This is expected to go into effect Fall 2013.

Applicants who are not certified teachers would not be eligible. Once the change is official, we will post an announcement in this space. Please keep this in mind as you are considering this program.

Required Documents

Admission Requirements

Online Graduate Application • Application Fee \$35 (credit or debit card and e-checks accepted). This fee is non-refundable.

- Apply Online at:

<https://www.applyweb.com/apply/vsug/menu.html>

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School.) • Must hold a bachelor's degree from a regionally- accredited institution.

- Applicants should have an undergraduate degree in PE. Applicants with degrees in other fields may apply, but admission is not guaranteed. See Important Program Information below.

- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework.

download a printable version of the M.ED. HE/PE admission information.

Dr. Susan Hagood

Email: syhagood@valdosta.edu

Phone: 229- 333-7161

Admission Terms/Deadlines

Summer Semester: April 15

To update your version of Adobe Reader click the picture below!

Admission Requirements

- Online Graduation Application Application Fee \$35 (credit or debit card and e-checks accepted). This fee is non-refundable.

- Apply Online at:

<https://www.applyweb.com/apply/vsug/menu.html>

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School.)

- Must hold a bachelor's degree from an accredited institution.

- Applicants should have an undergraduate degree in physical education, health or both.

- Minimum undergraduate GPA of 2.5 on a 4.0 Scale. GPA will be calculated on all attempted undergraduate coursework.

Official score on the Graduate Record Exam (GRE)
or the Miller Analogies Test (MAT)

www.gre.org

www.milleranalogies.com

- Minimum GRE Requirements:
 - o 750 overall (Verbal score plus either Quantitative score or Analytical score) with a Verbal score no less than 350.
- Minimum MAT Requirement: 375

VSU Medical Form

[Link to Page 1 of Medical Form](#)

[Link to Page 2 of Medical Form](#)

- The form must be completed and signed by the student/applicant.
 - This form must be received prior to enrollment, NOT prior to admission.
 - Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
- #### Verification of Lawful Presence
- (Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a residency waiver.)
- This is not required for individuals who do not qualify for in-state tuition or a residency waiver.
 - This must be received prior to enrollment (if applicable), NOT prior to admission.
 - Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
 - For a complete list of accepted documents and information on residency, please visit <http://www.valdosta.edu/gradschool/residency.shtml>.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt

- Current curriculum vitae.
- Three letters of recommendation.
- Must have access to P-12 learners in a physical education school setting.

- Target GRE Requirements:

o 138 Quantitative

o 143 Verbal

o 3.5 Analytical

Old GRE - 750 (Combined Verbal and Quantitative or Analytical score with a Verbal score no less than 350).

- Target MAT Requirement:

New scoring system - 375. Old scoring system - 27.

- Writing Essay - A written statement (500 words) describing your interest in the program and post-degree plans. The written statement must demonstrate articulation, writing skill, and goals consistent with the outcomes of the degree program.

VSU Medical Form

[Link to Page 1 of Medical Form](#)

[Link to Page 2 of Medical Form](#)

- The form must be completed and signed by the student/applicant.
 - This form must be received prior to enrollment, NOT prior to admission.
 - Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form
- This form is not required for individuals who do not qualify for in-state tuition or a residency waiver.
 - This form must be received prior to enrollment (if applicable), NOT prior to admission.
 - Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
 - For a complete list of accepted documents and information on residency, please visit <http://www.valdosta.edu/gradschool/residency.shtml>.

Unless otherwise indicated above, all required documents must be received on or before the

of documents. Please allow at least 7-10 days for delivery by mail.

International Applicants

International applicants must meet all admission criteria and documentation requirements as defined by the program, however, additional documentation may be required. Please review the information below for specific information and guidelines.

- **Test of English as a Foreign Language (TOEFL) Exam or International English Language Testing System (IELTS)** - Applicants whose first language is not English (based on country of citizenship) must submit official scores on the TOEFL exam or IELTS exam. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL/IELTS requirement.
- **Certificate of Finances**- The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. This document is considered a part of the application for admission and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.
- **Course-by-Course Evaluation of International Transcripts** - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silney, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.

Important Program Information

- Applicants seeking T-5 certification in Physical Education must have or be eligible for a clear-renewable (professional) teaching certificate from any state in either physical education or health and physical education.
- Applicants with undergraduate degrees in related fields such as exercise physiology, athletic training and recreation may be considered for probationary admission.

admission deadline for the applicants' files to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

International Applicants

International applicants must meet all admission criteria and documentation requirements as defined by the program; however, additional documentation may be required. Please review the information below for specific information and guidelines.

- **Test of English as a Foreign Language (TOEFL) Exam or International English Language Testing System (IELTS)** - Applicants whose first language is not English (based on country of citizenship) must submit official scores on the TOEFL exam or IELTS exam. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL/IELTS requirement.
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- **Course-by-Course Evaluation of International Transcripts** - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silney, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.

Important Program Information

- Applicants seeking T-5 certification or an equivalent certification in Health, Physical Education or Health/Physical Education must have or be eligible for a clear-renewable (professional) teaching certificate from any state in either physical education or health and physical education.

- Applicants with undergraduate degrees in fields of other than Physical Education may be required to submit a letter of intent detailing educational background, experience, reasons for selecting Valdosta State University, and future use of the degree. If required, the applicant will be notified by the Graduate School or the Department of Kinesiology and Physical Education.
- Prerequisites may be required for out of field applicants.

Admission Classification and Evaluation Scale
College of Education M.Ed. Admission Evaluation Scale

MAT or GRE	Points	GPA	Points
450+	950+	=35 Points	3.5+ =35 Points
396-404	900-949	=30 Points	
	3.25-3.49	=30 Points	
391-395	850-899	=25 Points	
	3.00-3.24	=25 Points	
386-390	800-849	=20 Points	
	2.75-2.99	=20 Points	
375-385	750-799	=15 Points	
	2.50-2.74	=15 Points	

Test Score Point Subtotal= GPA Point Subtotal=
Total = (Test score points + GPA points)

Recommendation Guidelines for Admission 40+ points 30-39 points Below 30
 Will be considered for regular admission
 Will be considered for probationary admission Admission Denied

Admission Classifications

- Regular Status
- Probationary Status
- The Master of Education in Physical Education program will consider requests for Irregular Admission; however, requesting Irregular Admission does not guarantee approval to enroll. See the Graduate School Requirements and Guidelines for Irregular Admission for specific information.

Admission Questions

For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.

- Call Us: 229-333-5694 or toll free 800-618-1878, Option #5

- The M. Ed. admits applicants for select years. Contact the Graduate School or the KSPE department for the next available cohort.

- Since the M. Ed. in health and physical education is a fully online program, candidates must:

- have access to a reliable computer with internet access.
- possess and have working knowledge of software such as Microsoft Office, Adobe Acrobat, and Flash Player.
- have access to video recording equipment and general working knowledge of how to upload and/or burn media to computers.

Admission Classifications

- Students will only be admitted as 'Regular' status students.

Admission Questions

<ul style="list-style-type: none"> Email Us: rlwaters@valdosta.edu or gradschool@valdosta.edu Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100 <p>Applicant Resources Already Applied? Check your Status Online! https://banssb.valdosta.edu/pls/prod/bw/wkasck.p_getssn</p> <p>Office of Financial Aid http://www.valdosta.edu/financialaid</p> <p>M.Ed. Health & PE Admission Forms http://www.valdosta.edu/gradschool/gradappforms.shtml</p>	<p>For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.</p> <ul style="list-style-type: none"> Call Us: 229-333-5694 or toll free 800-618-1878, Option #5 Email Us: rlwaters@valdosta.edu or gradschool@valdosta.edu Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100 <p>Applicant Resources Already Applied? Check your Status Online! https://banssb.valdosta.edu/pls/prod/bww/wkasck.p_getssn</p> <p>Office of Financial Aid http://www.valdosta.edu/financialaid</p> <p>M.Ed. Health & PE Admission Forms http://www.valdosta.edu/gradschool/gradappforms.shtml</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.)

Improving Student Learning Outcomes Students will be challenged to develop content in line with the latest research in the field.

Adopting Current Best Practice(s) in Field Course and program modifications reflect the national trend associated with the need for innovative practices to enhance healthy living and physical activity levels for children and youth.

Meeting Mandates of State/Federal/Outside Accrediting Agencies The revised program better aligns with the current NASPE standards.

Other Some changes are a result of transitioning to a fully online program.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback were used to assist in determining program effectiveness.

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

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be developed in the revised program, and data will be collected and analyzed to assist in determining program effectiveness.

Approvals:	
Department Head: <i>M. Hall</i>	Date: 11-15-12
College/Division Exec. Committee: <i>DW</i>	Date: 11/15/12
Dean(s)/Director(s): <i>DW</i>	Date: 11/15/12
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: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 7110 Adapted Developmental Physical Education

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Adapted Developmental Physical Education

Prerequisites:

Co-requisites:

Course Description: Promotes an understanding of special physical physical education with emphasis on the handicapped person and the role of competitive sport for handicapped and disabled individuals.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Physical Education for Exceptional Learners

Prerequisites:

Co-requisites:

Course Description: A study of pedagogical and content best practices in planning, implementing, and adapting existing programs of physical education and activity programs for special needs students. In addition to programmatic content, students will also receive instruction in administrative practices and policies and special needs legislation in education.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 11/15/12
Dean/Director:	<i>[Signature]</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 7120 Physical Education Pedagogy

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Promotes the student with opportunities to research and apply a variety of teaching models and teaching methodologies in addition to related instructional practices associated with physical education.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A critical study of teaching skills that have been shown to be effective in fostering student achievement, including teacher planning, classroom management, discipline, diversity, and professionalism and ethics.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Huff</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>DM</i>	Date: 11/15/12
Dean/Director: <i>DM</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 7130 Curriculum in Physical Education

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Criteria and methods of curriculum construction as they apply to health education and physical education are examined. The modern conceptual approach and the implication of the physical education and health education program P-12 are also explored.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: A study of educational curriculum theory, curriculum development, and curriculum models for physical education. National and state standards for physical education will be used to inform curriculum development decisions, and research related to curriculum design will serve as the basis for content development.

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. [Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 12/15/12
Dean/Director: <i>[Signature]</i>	Date: 12/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 7150 Evaluation in Physical Education

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

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Evaluation in Physical Education

Prerequisites:

Co-requisites:

Course Description: Techniques of evaluation in physical education is investigated and a critical analysis of evaluation tools used in research is made.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Assessment and Technology in Physical Education

Prerequisites:

Co-requisites:

Course Description: A study of effective assessment of student achievement in Pre-K-12 physical education within the cognitive, psychomotor, and affective domains of learning. Appropriate and innovative integration of technology into physical education will also be emphasized.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Krupl</i>	Date: <i>11-15-12</i>
College/Division Exec. Comm.: <i>Dru</i>	Date: <i>11/15/12</i>
Dean/Director: <i>Dru</i>	Date: <i>11/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology & Physical Education

Faculty Member Requesting:
Mike Griffin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 7140

Proposed New Course Title:
Program/Content Development I

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Program/Content Devel. I

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 03

Lab Hours:

Credit Hours: 03

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.) Design of educational game and fitness experiences utilizing the developmental curriculum model and tactical games model platforms. Additional specific examples of content development and pedagogical strategies will be emphasized. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

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 content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with the current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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. Student SOIs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course projects.
- Other:

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

Approvals:		
Dept. Head:	<i>M. Huff</i>	Date: <i>11-15-12</i>
College/Division Exec. Comm.:	<i>Dr</i>	Date: <i>11/15/12</i>
Dean/Director:	<i>Dr</i>	Date: <i>11/15/12</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

KSPE 7140
Program/Content Development I (Games/Fitness)
3 SEMESTER HOURS
SPRING 2014

Dewar College of Education
Valdosta State University
Department of KSPE

Conceptual Framework: Guiding Principles (DEPOSITS)

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

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

Equity Principle: All students deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

It is the responsibility of each student to read this syllabus in its entirety. The syllabus is the contractual agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.

Required Resources

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Borsdorf, L., & Boeyink, L. (2011). *Physical Best Activity Guide, 3rd Edition: Elementary Level*. National Association for Sport and PE (NASPE).

Carpenter, J. & Sinclair, C. (2011). *Physical Best Activity Guide, 3rd Edition: Middle and High School Levels*. National Association for Sport and PE (NASPE).

**You must have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.

Additional Textbooks or Readings Various articles and texts will be used as reference material during the course, including:

1. www.suffolklearning.co.uk/do_download.asp?did=835
2. http://www.hhpcommunities.com/metzler/index.php?option=com_content&view=category&id=47&Itemid=63
3. Mitchell, S. A., Oslin, J. L., & Griffin, L. L. *Teaching Sport Concepts and Skills: A Tactical Games Approach*. (2nd ed.). Human Kinetics: Champaign, IL.
4. <http://opi.mt.gov/Curriculum/Curriculum-Development-Guide/index.php>

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.doweбct>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

Course Description

Design of educational game and fitness experiences utilizing the developmental curriculum model and tactical games model platforms. Additional specific examples of content development and pedagogical strategies will be emphasized. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I.CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

Course Objectives (CO)

As a result of participating in discussion posts, assignments, and activities, students will be able to:

1. Demonstrate an understanding of the game stages (GA-VSU-CFS-I, II).
2. Demonstrate an understanding of the Fitnessgram 9 materials (GA-VSU-CFS-I, II, IV).
3. Identify the types of assessments used in physical education and how they are applied (GA-VSU-CFS-IV).
4. Identify and implement various games, activities, and sports which are potentially safe and successful for specific disabilities and their level of motor development (GA-VSU-CFS-I, II, III).
5. Have a working knowledge of the Physical Best program (K-12) (GA-VSU-CFS-I, II, IV).
6. Understand and perform the ACTIVITYGRAM (GA-VSU-CFS-I, II, IV).
7. Reflect on planning, teaching methods, instruction, curriculum, and assessments (GA-VSU-CFS-I, II, III, IV, V, VI).
8. Create a practitioner presentation that could be used at a conference (GA-VSU-CFS-I, II, IV).

Advanced NASPE Standards Meet:

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.

- 2d. Teaching reflects systematic inquiry about the practice and the learners served.
- 3a. Conducts inquiry into professional knowledge and practice and communicates results of inquiry to the profession and community.
- 3b. Continues personal development through contributions to the growth and professional learning of others.

Course Activities/Assignments/Requirements

On the first day of class, students and the instructor will introduce themselves to the group through a brief autobiographical assignment. Other course activities, assignments, and requirements will be found and explained in depth within each course module (i.e. discussion boards, quizzes, lesson plans, videotaping, reflections, practitioner presentation, etc.)

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 Readings: Throughout the course, you will be asked to discuss course readings, content, and submissions from your peers. 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. All posts are due by Friday at 9:00 PM EST.

Course Expectations

1. **Stay on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
2. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
3. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
4. Complete all reading assignments in order to participate in on-line discussions.
5. Complete and post on-line all word processed class assignments in a timely manner.
6. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).

ATTENDANCE POLICY

Students, who do not log into the class within the first two days, will be withdrawn from the course.

ASSIGNMENTS

POINTS

Introduction of yourself	10
Video Taping (see module for requirements)	100
Video Reflection (see module for requirements)	100
Completion of the Advanced Teacher Observation Instrument	100
Practitioner Presentation	80
Discussion Board Posts	150
Reading the syllabus	10
Physical Best Lesson	100
Completion of the ACTIVITY GRAM	100
Reading Assignments (5)	<u>100</u>
TOTAL =	800

Course Evaluation and Grading Scale

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

DROP POLICY

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

PROFESSIONALISM

It is expected that all students are enrolled in this class for serious educational pursuits and that their conduct will preserve an atmosphere of learning.

Students will:

- Participate in activities that enhance collaboration and lead to professional growth and development.
- Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- Communicate in ways that convey respect and sensitivity.

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. Assignments will be revised until these standards have been met. If you need assistance with your writing skills, help is available from the Writing Center on campus. Continuous reviewing is important and much of it will be done electronically. Mastery in electronic communication, including review/edit features and how to attach files to emails, is expected. You must monitor email regularly and inform the instructor of any email problems or changes.

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 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.

· Backup your work on more than one disk.

****Please note that the terms of this syllabus (specifically the course schedule) may be changed as circumstances require. Students will be informed of such changes as quickly as possible to minimize any inconvenience.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

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

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

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

The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

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.

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 written assignments that are sent must 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.

Instructor: Sonya Sanderson
Office: PE Complex 170
Phone: 229-333-7170
E-mail: slsanderson@valdosta.edu

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology & Physical Education

Faculty Member Requesting:
Mike Griffin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 7170

Proposed New Course Title:
Program/Content Development II

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Program/Content Devel. II

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 03

Lab Hours:

Credit Hours: 03

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.) Design of dance/rhythms-driven and gymnastics content experiences within the context of varied curricular models and pedagogical strategies. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

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 content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with the current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:		
Dept. Head:	<i>M. [Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 11/15/12
Dean/Director:	<i>[Signature]</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

KSPE 7170
Program/Content Development II (Dance/Gymnastics)
3 Credit Hours

.....
Dewar College of Education
Valdosta State University
Department of KSPE

Conceptual Framework: 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.

REQUIRED TEXTBOOKS

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE DESCRIPTION

Design of dance/rhythms-driven and gymnastics content experiences within the context of varied curricular models and pedagogical strategies. Field experience instruction (public/private school lesson delivery) is a requirement for this course.

Positively Impacting Learning Through Evidence-Based Practices

COE Conceptual Framework: Standards Addressed in this Course

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

- 1) Professionally dressed for EVERY video of lesson plans (GA-VSU-CFS-VI).
- 2) To enhance and ameliorate professional skills of master teachers in physical education (GA-VSU-CFS-I, II, III, IV, V, & VI).
- 3) To advance the discovery and dissemination of knowledge that relates to the science of human movement, physical activity, and the teaching learning process (GA-VSU-CFS-I, II, III, IV, V).
- 4) To enhance the use of technology for assessment, feedback, and accountability to students, parents, administrators, and legislators (GA-VSU-CFS-II, IV, VI).
- 5) Enable students to use a broad range of strategies that will help them clearly explain the choices they make in their practice (GA-VSU-CFS-I, V, VI).
- 6) Enhance student's ability to reflect on their own practice to identify strengths and weaknesses and help advance themselves (GA-VSU-CFS-VI).
- 7) Enhance student's abilities to make data-driven decisions about strategies for teaching and learning (GA-VSU-CFS-I, IV, VI).
- 8) Allow students to demonstrate the level of their content knowledge through performance, reflection, and presentation (GA-VSU-CFS-I, II, IV, VI).
- 9) Students will complete all required COE and LiveText Assessment Instruments (GA-VSU-CFS-VI).
- 10) Students will demonstrate their ability to positively impact P-12 learning during presentations and discussions (GA-VSU-CFS-I, II, III, IV, V, VI).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- Students will be able to explain how education gymnastics differs from traditional gymnastics.
- Students will be able to describe the history of gymnastics in the United States.
- Students will be able to identify the content of educational gymnastics.
- Students will be able to develop a working knowledge of the four aspects of the movement framework in relation to content development in educational gymnastics.
- Students will be able to explain how developmentally appropriate learning experiences in educational gymnastics requires a foundational skill; a movement emphasis from the framework, and a given state of content development.
- Students will be able to create curricular materials, such as lesson plans and unit plans, for both educational gymnastics and dance.
- Students will be able to create and teach aspects of dance relative to sequence and timing of moves.
- Students will be able to use the movement framework in relation to content development in dance.

Positively Impacting Learning Through Evidence-Based Practices

- Students will create a practitioner presentation that could be used at a conference.
- Students will be able to explain developmentally appropriate learning experience in dance.

Advanced NASPE Standards Meet:

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.
- 2d. Teaching reflects systematic inquiry about the practice and the learners served.
- 3a. Conducts inquiry into professional knowledge and practice and communicates results of inquiry to the profession and community.
- 3b. Continues personal development through contributions to the growth and professional learning of others.

Course Expectations

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*
2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have the technology needed to complete class assignments (internet, computer, Livetext, etc.).
4. Complete all reading assignments and PowerPoint's
5. Complete and post on-line all word processed class assignments in a timely manner.
6. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
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COURSE EVALUATION

Evaluation- will be conducted impartially and will be based on your ability to: (a) adhere to directions when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) develop as a professional.

Reflection on teaching experiences.	10%
Lesson and unit planning for educational gymnastics Lesson and unit planning for dance Peer Review of submitted lesson plans and video with reflection (1 for gymnastics & 1 for dance) submitted by fellow student. Peer Review of submitted unit plan (1 for education gymnastics or dance) submitted by fellow student.	30%
Peer Review of submitted lesson plans (1 for education gymnastics & 1 for dance) submitted by fellow student via discussion board. Peer Review of submitted unit plan (1 for education gymnastics or dance) submitted by fellow student via discussion board.	25%
Practitioner Presentation	10%
Tests	25%
TOTAL:	100 percent

Grading Scale

A=90-100

B=80-89

C=70-79

D=60-69

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Positively Impacting Learning Through Evidence-Based Practices

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Name: Dr. Matthew Grant/Dr. George Langford

Office Number: PE Complex Room 174

Telephone Number: 229-333-5461

Email Address: matgrant@valdosta.edu

Positively Impacting Learning Through Evidence-Based Practices

Office Hours: By appointment

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology & Physical Education

Faculty Member Requesting:
Mike Griffin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 7180

Proposed New Course Title:
Interdisciplinary Physical Education

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Interdisciplinary Phys. Ed.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 03

Lab Hours:

Credit Hours: 03

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.) An in-depth study of the fundamentals of interdisciplinary physical education programs, including interdisciplinary teaching models used for organizing content, collaborating with others, and creating meaningful activities that impact student learning in physical education.

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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. Student SOIs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course projects.
- Other:

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

Approvals:	
Dept. Head: <i>M. Smith</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>DM</i>	Date: 11/15/12
Dean/Director: <i>DM</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 7180
Interdisciplinary Physical Education
3 SEMESTER HOURS

.....

Dewar College of Education
Valdosta State University
Department of KSPE
Conceptual Framework: 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.

REQUIRED TEXTBOOKS

Cone, T.P., Werner, P., & Cone S.L., *Interdisciplinary Elementary Physical Education (2nd ed.)*.
Champaign, IL: Human Kinetics, Inc.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Other course readings will be located online through the Blazeview website.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview.

Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>

- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE DESCRIPTION

An in-depth study of the fundamentals of interdisciplinary physical education programs, including interdisciplinary teaching models used for organizing content, collaborating with others, and creating meaningful activities that impact student learning in physical education.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

COURSE OBJECTIVES (CO):

Each student should be able to:

- 1) Gather and analyze information that leads to an in-depth knowledge of the subject matter.
- 2) Engage in discussions with students and professor in order to demonstrate familiarity with and mastery of course content
- 3) Identify resources to support the development of learners in the areas of math, science, language art, social studies, and the arts in physical education.
- 4) Utilize performance standards to design appropriate lessons in P-12 schools for math, science, language art, social studies, and the arts in physical education.
- 5) Videotape lessons with math, science, language art, social studies, and the arts lessons and standards across the physical education curriculum.
- 6) After teaching interdisciplinary lessons students will analyze one's teaching and describe the strengths and weaknesses through a self-reflection.

- 7) Continually select plans and evaluates curriculum to ensure a sensible, properly structured, positive physical education program that meet students' needs and results in student learning
- 8) Explain the advantages and disadvantages of interdisciplinary teaching
- 9) Identify and describe the benefits math, science, language art, social studies activities for learners in physical education.
- 10) Identify and describe the use of different models of Interdisciplinary teaching

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Homework Assignments: Homework assignments for this class will include a) justification paper on the importance of interdisciplinary learning, b) Discussion Boards researching math, language arts, science, social studies, and art interdisciplinary ideas for implementing into physical education classrooms, c) electronic interdisciplinary notebook and d) reaction papers to readings.

Lesson Planning – Students will be required to plan developmentally appropriate interdisciplinary lessons (math, science, language arts, social studies, and the arts) using physical education teaching methods with K-12 learners.

Teaching: Students will videotape themselves implementing developmentally appropriate interdisciplinary lessons (math, science, language arts, social studies, and the arts) using physical education teaching methods to K-12 learners. Lessons taught will be assessed for effective teaching skills.

Reflections: After each interdisciplinary lesson (math, science, language arts, social studies, and the arts) students will complete self-reflections and an advanced teacher observation on their teaching experiences with K-12 learners.

Major Test: Students will be given a final exam dealing with application of cognitive concepts. Final exams will cover material from required **readings, lectures, and class discussions**. All tests must be taken in class on the **scheduled date**.

NCATE Standards

- 1a. Knowledge of content in movement and pedagogy.
- 1b. Knowledge of how to represent content knowledge to make it comprehensible to learners (i.e., pedagogical content knowledge).
- 1c. Knowledge of processes and methods of systematic intentional inquiry about learning and teaching in physical education.
- 2a. Teaching reflects understanding and application of content knowledge and pedagogical content knowledge appropriate to the learners, the learning environment and long- and short-term outcomes/goals.
- 2b. Teaching reflects integration of planning, instruction and assessment as a unified process to achieve long- and short-term outcomes/goals.
- 2c. Teaching reflects differentiation of instruction based on personal and cultural characteristics of learners.
- 2d. Teaching reflects systematic inquiry about the practice and the learners served.

Course Expectations

1. **Course Syllabus** – *It is the responsibility of each student to read this syllabus in its entirety. This is the agreement between the instructor and the student; failure to read and understand this document is no excuse for failure to meet and/or complete the course requirements contained within. If you have any questions or if you do not understand any part of this document, contact the instructor for clarification.*

2. **Staying on Track** - One of the biggest hazards in a distance learning environment is getting behind. Although you get to choose when to work during the week, you must complete your assignments on time! You must complete the activities within the specified time period to get credit. If you find yourself getting behind, due to an emergency or unexpected circumstance, let me know as soon as possible.
3. Have access to a K-12 physical education class in order to teach at least one class a week. The course is designed for current K-12 teachers so it is hoped that numerous lessons will be available for the purpose of reflecting on the concepts being covered.
4. Have the technology needed to complete class assignments (internet, computer, Livetext, video camera, tripod, etc.).
5. Complete all reading assignments and PowerPoint's in order to participate in on-line discussions.
6. Complete and post on-line all word processed class assignments in a timely manner.
7. **Late Assignments:** Assignments are expected on the due date. Late material, without prior approval of the instructor, will receive a grade of zero (0).
8. **Written Exams** – Quizzes/Exams will cover material from required readings, lectures, and class discussions: All tests must be taken on the scheduled date.
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Evaluation- will be conducted impartially and will be based on your ability to: (a) adhere to directions when completing assignments, (b) demonstrate comprehensiveness when completing assignments, (c) contribute insightfully to class discussion, and (d) develop as a professional.

Homework	30%
Lesson Plans	20%
Teachings	15%
Self-Reflections	15%
Final Exam	20%
Total	100%

GRADING SCALE

- 90 - 100 % = A
- 80 - 89 % = B
- 70 - 79 % = C
- 60 - 69 % = D
- < 60 % = F

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INSTRUCTOR

Name: Dr. Susan Hagood

Office Number: PE Complex Room 173

Telephone Number: 229-333-7148

Email Address: syhagood@valdosta.edu

Office Hours: Posted on office door. At times due to staff meetings, research, and/or student teaching observations I may be out of the office during certain office hours. The best way to schedule a meeting with me would be to make an appointment by e-mailing syhagood@valdosta.edu. Students might consider an alternative method of contact as I am on Skype.

Tentative Outline

Week/Topic	Homework
Week 1 Course Introductions	*Read Interdisciplinary Articles *Reaction Paper – Teaching academics in PE *Discussion Board
Week 2- Interdisciplinary Curriculum in PE: Possibilities and Problems	Read Chapter 1 Justification Paper
Week 3 – Connected, Shared, and Partnership Models Discuss Interdisciplinary Electronic Notebook	Read Chapter 2
Week 4 – Successful Interdisciplinary Teaching	Read Chapter 3 Discussion Board - Math
Week 5 – Active Learning Involving Mathematics	Lesson Plan Mathematics Video teaching of Mathematics
Week 6 –Interdisciplinary Mathematics Teaching	Read Chapter 4 Discussion Board - LA Self-Reflection Mathematics & ATOI - Livetext
Week 7 – Active Learning Involving Language Art	Lesson Plan Language Art Video teaching of Language Arts
Week 8 – Midterm Exam	
Week 9 - Interdisciplinary Language Art Teaching	Read Chapter 5 Discussion Board -Science Self-Reflection Language Art & ATOI - Livetext
Week 10 – Active Learning involving Science	Lesson Plan Science Video teaching of Science
Week 11 - Interdisciplinary Science Teaching	Read Chapter 6 Discussion Board -SS Self-Reflection Science & ATOI - Livetext
Week 12 – Active Learning involving Social Studies	Lesson Plan Social Studies Video teaching of Social Studies
Week 13 - Interdisciplinary Social Studies Teaching	Read Chapter 7 Discussion Board -Arts Self-Reflection Social Studies & ATOI - Livetext
Week 14 –Active Learning involving the Arts	Lesson Plan Arts Video teaching of using one of the Arts
Week 15 - Interdisciplinary Arts Teaching	Self-Reflection Arts & ATOI - Livetext Interdisciplinary Electronic Notebook
Week 16 -	* Final *Field Placement Paperwork - Livetext

REFERENCES: INTERDISCIPLINARY LEARNING

Critical Thinking / Literacy

- Ballinger, D., & Deeney, T. (2006). Physical educators as teachers of literacy. *Journal of Physical Education, Recreation and Dance*, 77 (5), 18-23.
- Block, B. (2001). Literacy through movement: An organizational approach. *Journal of Physical Education, Recreation and Dance*, 72 (1), 39-48.
- Buell, C., & Whittaker, A. (2001). Enhancing content literacy in physical education. *Journal of Physical Education, Recreation and Dance*, 72 (6), 32-37.
- Costa, A. (2008). The thought-filled curriculum. *Educational Leadership*, 65 (5), 20-24.
- Hyerle, D. (1996). Thinking maps: Seeing is understanding. *Educational Leadership*, 53 (4), 85-89.
- Lodewyk, K. (2009). Fostering critical thinking in physical education students. *Journal of Physical Education, Recreation and Dance*, 80 (8), 12-18.
- Mansilla, V., & Gardner, H. (2008). Disciplining the mind. *Educational Leadership*, 65 (5), 14-19.
- Marzano, R. (2009). Six steps to better vocabulary instruction. *Educational Leadership*, 67 (1), 83-84.
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- Noddings, N. (2008). All of our students thinking. *Educational Leadership*, 65 (5), 9-13.
- Roberts, T., & Billings, L. (2008). Thinking is literacy, literacy thinking. *Educational Leadership*, 65 (5), 32-36.

Miscellaneous Topics

- Aldrich, K. (1994). Balance, not dominance: The three R's are not enough. *Journal of Physical Education, Recreation and Dance*, 65 (3), 57-60.
- Armstrong, T. (1994). Multiple intelligences: Seven ways to approach curriculum. *Educational Leadership*, 52 (3), 26-28.
- Barton, G., et al. (2000). Let's speak Spanish in physical education. *Teaching Elementary Physical Education*, 11 (1), 19-21.
- Berg, K. (2010). Justifying physical education based on neuroscience evidence. *Journal of Physical Education, Recreation and Dance*, 81 (3), 24-29, 46.
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REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 7260 Professional Practices

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

Current:

Course Prefix and Number:

Credit Hours: 06

Course Title:

Prerequisites:

Co-requisites:

Course Description: An instructional unit encompassing the dynamics impacting the professional growth and development of the physical education master teacher. Interrelationships within teaching and coaching practices are investigated.

Requested:

Course Prefix and Number:

Credit Hours: 03

Course Title:

Prerequisites:

Co-requisites:

Course Description: Development of a foundation of research concerning the content and practices needed to become a reflective practitioner of physical education, including strategies for self-assessment, problem-solving, and supervision. Supervision strategies will also be researched.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
Every two years

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: This content will enhance the knowledge base in this area for the master teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers content in line with current NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Smith</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>Dr. [Signature]</i>	Date: 11/15/12
Dean/Director: <i>Dr. [Signature]</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:
111-112

Proposed Effective Date for Curriculum Change:
(Month/Year): 5/2013

Degree & Program Name:
(e.g., BFA, Art): Ed.S,
Coaching Pedagogy in
Physical Education

Present Requirements: 27 hrs.

KSPE 8100, KSPE 8200, KSPE 83009 hrs
 KSPE 8400 4 hrs
 KSPE 8500, KSPE 8600, KSPE 87009 hrs
 KSPE 8800 3 hrs
 KSPE 8900 2 hrs

Proposed Requirements (Underline changes after printing this form): 27 hrs.

EDUC 59990 hrs.
KSPE 8100, KSPE 8200, KSPE 8300 ...9 hrs

 KSPE 8500, KSPE 8600, KSPE 8700 ...9 hrs
KSPE 8110, KSPE 8410..... 6 hrs
KSPE 8900 3 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: Students will be challenged to develop content in line with the latest research in the field.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The revised program is more closely aligned with current NASPE standards.
- Other:

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used as information to support the changes in the program.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

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

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be used in the revised program, and data will be collected and analyzed to assist in determining program effectiveness.

Approvals:

Department Head:

M. Lutz

Date: 11-15-12

College/Division Exec. Committee:

DM

Date: 11/18/12

Dean(s)/Director(s):

DM

Date: 11/15/12

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 REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 111-112

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 5/2013

Degree and Program Name: Ed.S. in Coaching Pedagogy in Physical Education

Present Requirements:

The Ed.S. in Coaching Pedagogy in Physical Education will be a rigorous academic program that consists of 27-semester-hours of course work composed of on-site and integrated online courses. It is the first program of its kind at the education specialist level to focus on coaching as an academic discipline. Graduates of the program are eligible for T-6 certification in the state of Georgia.

1. Applicants must have completed a master's degree at an accredited or approved institution.
2. Applicants must have completed an undergraduate or master's degree at an accredited or approved institution with a major in health and physical education or physical education, with documentation of passing GACE II Content Assessment or PRAXIS II. Applicants from related fields (e.g., athletic training or exercise physiology) will be required to showing a passing score on GACE II Content Assessment or PRAXIS II, provide experiential background information, and attend a selection interview demonstrating appropriate knowledge and commitment to the program.
3. Applicants must have completed 3 years of acceptable school experience, including coaching duties.
4. Students will not be admitted with a grade-point average of less than 3.00 on all previous graduate work attempted.
5. Students will not be admitted with a Graduate Record Examination (GRE) score of less than 850 (verbal portion plus either

Proposed Requirements: (highlight changes after printing)

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27 semester hours of fully online course work. Graduates from the program who meet all criteria may be eligible for upgrade to a T-6 certification in the state of Georgia or reciprocal states.

quantitative or analytical portion or a Miller Analogies Test raw score of less than 390. Moreover, the score on the verbal section of the GRE may not be less than 400. This specialist program offers candidates the opportunity to continue to develop their knowledge and skills through advanced and more specialized content designed specifically to address excellence in coaching and educate practicing teachers through the medium of coaching studies. Course objectives and requirements coincide with the National Association for Sport and Physical Education National Standards for Sport Coaches.

Selected Educational Outcomes

1. Candidates will develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well-being of the athlete.
2. Candidates will develop foreseeability of inherent risks and recognition of unsafe equipment, facilities, and conditions during high risk activities.
3. Candidates will develop a pilot study on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.

112

Examples of Outcome Assessments

1. Candidates will develop a coaching philosophy and will be evaluated by faculty using a departmentally developed rubric.
2. Candidates will create an emergency action plan and will be evaluated by faculty using a departmentally developed rubric.
3. Candidates will design a pilot study on a unique coaching topic and will be evaluated by faculty using a departmentally developed rubric.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements (listed below) submitted by the

Selected Educational Outcomes

Candidates will:

1. Develop a coaching philosophy that centers on ethical conduct and behavior while focusing on the safety and well-being of the athlete.
2. Develop foreseeability of inherent risks and recognition of unsafe equipment, facilities, and conditions during high risk activities.
3. Develop a capstone project on a topic that is unique to the needs of the sports program being coached by the candidate and determine the relevance of the study through a statistical analysis of the results.

112

Examples of Outcome Assessments

Candidates will:

1. Develop a coaching philosophy and will be evaluated by faculty using a departmentally developed rubric.
2. Create an emergency action plan and will be evaluated by faculty using a departmentally developed rubric.
3. Develop a capstone project on a unique coaching topic and will be evaluated by faculty using a departmentally developed rubric.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program

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

Admission Deadlines: Fall Deadline: July 15
 Spring Deadline: November 15
 Summer Deadline: April 15
 Go to the Graduate School Website
<http://www.valdosta.edu/gradschool/programs.shtml>
 1
 Click on Coaching Pedagogy Ed.S. Program for information on:
 - Specific Coaching Pedagogy Ed.S. Program Admission Requirements
 - Coaching Pedagogy Program Retention, Dismissal and Readmission Policies
 - Coaching Pedagogy Program Graduation Requirements

27 hrs.

KSPE 8100, KSPE 8200, KSPE 8300	9 hrs
KSPE 8400	4 hrs
KSPE 8500, KSPE 8600, KSPE 8700	9 hrs
KSPE 8800	3 hrs
KSPE 8900	2 hrs

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

Admission Deadlines: Fall Deadline: July 15
 Spring Deadline: November 15
 Summer Deadline: April 15
 Go to the Graduate School Website
<http://www.valdosta.edu/gradschool/programs.shtml>
 1
 Click on Coaching Pedagogy in Physical Education Ed.S. Program for information on:
 - Specific Coaching Pedagogy in Physical Education Ed.S. Program Admission Requirements
 - Coaching Pedagogy in Physical Education Program Retention, Dismissal and Readmission Policies
 - Coaching Pedagogy Program Graduation Requirements

27 hrs.

EDUC 5999	0 hrs.
<u>KSPE 8100, KSPE 8200, KSPE 8300 ...</u>	<u>9 hrs</u>
KSPE 8500, KSPE 8600, KSPE 8700 ...	9 hrs
<u>KSPE 8110, KSPE 8410</u>	<u>6 hrs</u>
<u>KSPE 8900</u>	<u>3 hrs</u>

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 Students will be challenged to develop content in line with the latest research in the field.
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies The revised program is more closely aligned with current NASPE standards.
- Other

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback were used as information to support the changes in the program.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be used in the revised program, and data will be collected and analyzed to assist in determining program effectiveness.

Approvals:	
Department Head: <i>M. [Signature]</i>	Date: 11-15-12
College/Division Exec. Committee: <i>[Signature]</i>	Date: 11/10/12
Dean(s)/Director(s): <i>[Signature]</i>	Date: 12/10/12
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 CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: Graduate School Web page

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 5/2013

Degree and Program Name: Ed.S. in Coaching Pedagogy in Physical Education

Present Requirements: Education specialist in Coaching Pedagogy in Physical Education
The Ed.S. in Coaching Pedagogy in Physical Education will be a rigorous academic program that consists of 27-semester-hours of course work composed of on-site and integrated online courses. It is the first program of its kind at the education specialist level to focus on coaching as an academic discipline. Graduates of the program are eligible for T-6 certification in the state of Georgia.

Degrees & Programs > Coaching Pedagogy > Coaching Pedagogy Admissions
Ed.S. in Coaching Pedagogy in Physical Education

Program Coordinator- Dr. Jiri Stelzer
Email: jstelzer@valdosta.edu

Admission Terms/Deadlines Click here to download a printable version of the Ed.S. in Coaching Pedagogy admission information.

Summer 2013 Admission: April 15, 2013

No Spring Admission

To update your version of Adobe Reader click the picture below!

Phone: 229-333-7161

No Fall Admission

Proposed Requirements: (highlight changes after printing)

The Ed.S. in Coaching Pedagogy in Physical Education is a rigorous academic program of 27semester hours of fully online course work. Graduates from the program who meet all criteria may be eligible for upgrade to a T-6 certification in the state of Georgia or reciprocal states.

Degrees & Programs > Coaching Pedagogy in Physical Education > Coaching Pedagogy in Physical Education Admissions
Ed.S. in Coaching Pedagogy in Physical Education

Program Coordinator- Dr. Matthew Grant
Email: matgrant@valdosta.edu

Admission Terms/Deadlines Click here to download a printable version of the Ed.S. in Coaching Pedagogy in Physical Education admission information.

Summer 2013 Admission: April 15, 2013

No Spring Admission

To update your version of Adobe Reader click the picture below!

Phone: 229-333-7161
Admission

No Fall

See Important Program Information below.

See Important Program Information below.

Admission Requirements

Required Documents Admission Requirements
Online Graduate Application • Application
Fee \$35 (credit or debit card and e-checks
accepted)

- Apply Online at:
<https://www.applyweb.com/apply/vsug/menu.html>

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). (Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School.) • Must hold a minimum of a master's degree from a regionally accredited institution.

- Minimum graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.
- Must hold a current T-5 teaching certificate (or comparable master's degree certificate from a state other than Georgia) in Health and/or Physical Education, Kinesiology, Exercise Physiology, Athletic Training/Sports Medicine, or other closely related field. The appropriateness of the field will be determined by the Kinesiology and Physical Education Graduate Admissions Committee
- Three years professional experience. Official Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores
<http://www.gre.org>
<http://www.millieranalogies.com>
- Minimum GRE Requirements:
☐ 850 combined Verbal and Quantitative or Analytical score, with a Verbal score no less than 400
- Minimum MAT Requirement: 390
Verification of Employment and Years of Teaching Form • Must have three years of verifiable public school teaching experience AND must currently be coaching an athletic sport recognized by the Georgia High School Association or appropriate governing

Admission Requirements

Required Documents

Admission Requirements

Online Graduate Application •

Application Fee \$35 (credit or debit card and e-checks accepted)

- Apply Online at:
<https://www.applyweb.com/apply/vsug/menu.html>

One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate).

(Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School.)

- A minimum of a master's degree from an accredited institution.

- Minimum graduate GPA of 3.0 on a 4.0 Scale. GPA will be calculated on all attempted graduate coursework in which a letter grade was awarded.

- An initial certification in health, physical education or health and physical education in Georgia or a reciprocal state.

- Three years professional experience AND must currently be coaching an athletic sport at the middle or high school level. (Verification of

Employment and years of Teaching Form)
Official Graduate Record Exam (GRE) or Miller Analogies Test (MAT) scores

<http://www.gre.org>

<http://www.millieranalogies.com>

- Target GRE Requirements:

- 140 Quantitative

- 146 Verbal

- 3.5 Analytical

Old Score: 850 combined Verbal and Quantitative or Analytical score, with a Verbal score no less than 400

- Target MAT Requirement: 390.

Old score: 36.

candidate's state of residence.

- Visit
<http://www.valdosta.edu/gradschool/gradappforms.shtml>

Current Resume or Curriculum Vita •

Must have 3 years minimum acceptable school or related agency experience.

VSU Medical Form

Link to Page 1 of Medical Form

Link to Page 2 of Medical Form

- The form must be completed and signed by the student/applicant.
- This form must be received prior to enrollment, NOT prior to admission.
- Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Verification of Lawful Presence

(Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a residency waiver.) • This is not required for individuals who do not qualify for in-state tuition or a residency waiver.

- This must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- For a complete list of accepted documents and information on residency, please visit <http://www.valdosta.edu/gradschool/residency.shtml>.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

International Applicants

International applicants must meet all admission criteria and documentation requirements as defined by the program, however, additional documentation may be required. Please review the information below for specific information and guidelines. Please note: To meet minimum eligibility requirements for this program

- Visit
<http://www.valdosta.edu/gradschool/gradappforms.shtml>

- Current Resume or Curriculum Vita
- Three letter of recommendation
- 500 Word writing essay.

VSU Medical Form

Link to Page 1 of Medical Form

Link to Page 2 of Medical Form

- The form must be completed and signed by the student/applicant.

• This form must be received prior to enrollment, NOT prior to admission.

• Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form

Verification of Lawful Presence

(Effective Fall 2011 for applicants who believe they qualify for in-state tuition or a residency waiver.)

- This form is not required for individuals who do not qualify for in-state tuition or a residency waiver.
- This form must be received prior to enrollment (if applicable), NOT prior to admission.
- Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition.
- For a complete list of accepted documents and information on residency, please visit <http://www.valdosta.edu/gradschool/residency.shtml>.

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

International Applicants

International applicants must meet all admission criteria and documentation requirements as defined by the program. However, additional documentation may be required. Please review

eligibility requirements for this program applicants must hold a clear/renewable teaching certificate (T-5 or higher) in the state of Georgia or a related certificate in another state.

- Test of English as a Foreign Language (TOEFL) Exam or International English Language Testing System (IELTS) – Applicants whose first language is not English (based on country of citizenship) must submit official scores on the TOEFL exam or IELTS exam. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL/IELTS requirement.

- Certificate of Finances- The Certificate of Finance is required of any applicant requiring a student visa to enter the United States to complete his or her studies. This document is considered a part of the application for admission and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.

- Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international education credentials evaluation service such as Josef Silny, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.

Important Program Information

- The EDS in Coaching Pedagogy admits for select years. Contact the Graduate School or the KSPE department for the next available cohort.

- Must have three years teaching experience.

- Must hold a clear/renewable teaching certificate at the master's level (T-5 or higher), or a related certificate from another state, in an appropriate field: Health and/or Physical Education, Kinesiology, Exercise Physiology, Athletic Training/Sports Medicine, or other closely related field. The appropriateness of the field will be determined by the Kinesiology and Physical Education Graduate Admissions Committee

guidelines.

- Test of English as a Foreign Language (TOEFL) Exam or International English Language Testing System (IELTS) – Applicants whose first language is not English (based on country of citizenship) must submit official scores on the TOEFL exam or IELTS exam.

International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL/IELTS requirement.

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Important Program Information

- The Ed.S. in Coaching Pedagogy admits for select years. Contact the Graduate School or the KSPE department for the next available cohort.

Since this is a fully online program, candidates must:

- Have access to a reliable computer with internet access.

- Must possess and have working knowledge of software such as Microsoft Office, Adobe Acrobat, and Flash Player.

- Must have access to video recording equipment and general working knowledge of how to upload and/or burn media to computers.

- Must currently coach an athletic sport recognized by the Georgia High School Association or appropriate governing organization from the candidate's state of residence.

Admission Classification and Evaluation Scale

College of Education Education Specialist

Admission Evaluation Scale

MAT or GRE	Points	GPA	Points
412+	1050+	=35 Points	4.00 =35 Points
408-411	1000-1049	=30 Points	
	3.75-3.99	=30 Points	
404-407	950-999	=25 Points	
	3.50-3.74	=25 Points	
399-403	900-949	=20 Points	
	3.25-3.49	=20 Points	
390-398	850-899	=15 Points	
	3.00-3.24	=15 Points	

Test Score Point Subtotal= GPA Point Subtotal=

Total = (Test score points + GPA points)

Recommendation Guidelines for Admission

- 40+ points: Regular Admission
- 30-39 points: May be considered for admission by appeal
- Below 30: Denied Admission

Admission Classifications

- Students will only be admitted as 'Regular' status students.
- Probationary status is not available for Ed.S. programs at Valdosta State University.
- Requests for Irregular admission will not be considered for Ed.S. programs at Valdosta State University.

Admission Questions

For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.

- Call Us: 229-333-5694 or toll free 800-618-1878, Option #5
- Email Us: rlwaters@valdosta.edu or gradschool@valdosta.edu
- Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100

Applicant Resources

Admission Classifications

- Students will only be admitted as 'Regular' status students.
- Probationary status is not available for Ed.S. programs at Valdosta State University.
- Requests for Irregular admission will not be considered for Ed.S. programs at Valdosta State University.

Admission Questions

For admission questions about this program, please contact the Graduate School by phone, email, or stop by our office.

- Call Us: 229-333-5694 or toll free 800-618-1878, Option #5
- Email Us: rlwaters@valdosta.edu or gradschool@valdosta.edu
- Visit Us: Psychology Building (Main Campus), Third Floor, Suite 3100

Applicant Resources

<p>https://banssb.valdosta.edu/pls/prod/bwwkasck.p_getssn</p> <p>Office of Financial Aid http://www.valdosta.edu/financialaid</p> <p>Ed.S.Coaching Pedagogy Admission Forms http://www.valdosta.edu/gradschool/gradappforms.shtml</p>	<p>Applicant Resources Already Applied? Check your Status Online! https://banssb.valdosta.edu/pls/prod/bwwkasck.p_getssn</p> <p>Office of Financial Aid http://www.valdosta.edu/financialaid</p> <p><u>Ed.S. Coaching Pedagogy in Physical Education Admission Forms</u> http://www.valdosta.edu/gradschool/gradappforms.shtml</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.)

Improving Student Learning Outcomes Students will be challenged to develop content in line with the latest research in the field.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies The revised program is more closely aligned with current NASPE standards.

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback were used as information to support the changes in the program.

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

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

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and advisory board feedback will be used to assist in determining program effectiveness.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Several new key assessments will be used in the revised program, and data will be collected and analyzed to assist in determining program effectiveness.

Approvals:	
Department Head: <i>M. Geph</i>	Date: 11-15-12
College/Division Exec. Committee: <i>Dm</i>	Date: 11/15/12
Dean(s)/Director(s): <i>Dm</i>	Date: 11/15/12
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: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8100 Studying Sports Coaching

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

Approvals:		
Dept. Head:	<i>[Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: 11/15/12
Dean/Director:	<i>[Signature]</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology & Physical Education

Faculty Member Requesting:
Mike Griffin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 8110

Proposed New Course Title:
History, Sociology and Psychology of Sport
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Hist., Soc., Psych. of Sport

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
1/year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 03

Lab Hours:

Credit Hours: 03

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.) Examination of the sociology and psychology of sport from a historical and applied perspective. Beginning with a history of sport, students will use historical and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as European/Australian models of sport.

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

- Improving student learning outcomes: The content will enhance the knowledge base in this area of study.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers additional content in line with NASPE standards.
- Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Huff</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>Dm</i>	Date: 12/12/12
Dean/Director: <i>Dm</i>	Date: 11/18/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 8110
HISTORY, SOCIOLOGY AND PSYCHOLOGY OF SPORT
FALL 2013
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Kinesiology & Physical Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All students deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbook:

E-book. Click on the link –INSTRUCTION– to download the instruction on how to get the book. The name of the book is Applied Sport Science.

Thomas, Nelson, & Silverman (2011) Research Methods in Physical Activity (6nd Edition). Human Kinethics.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.doweбет>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.

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

Online resources delivered via Desire2Learn course site.

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

Course Description

Examination of the sociology and psychology of sport from a historical and applied perspective. Beginning with a history of sport, students will use historical and current literature to understand the sociological and psychological factors affecting sport coaching within the United States as well as European/Australian models of sport.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

National Association for Sport and Physical Education (NASPE) National Standards (Domains) for Sport Coaches (2006)

1. PHILOSOPHY and Ethics Domain: Standards 1 through 4 clearly articulate the importance of an athlete-centered coaching philosophy and professional accountability for fair play by all. (CFS I, II, III, IV, V, VI)

2. SAFETY and Injury Prevention Domain: Standards 5 through 11 establishes expectations for coaches to create and maintain a safe and healthy sport experience for all athletes. (CFS II, IV, V)

3. PHYSICAL CONDITIONING Domain: Standards 12 through 15 highlight the importance of using scientific principles in designing and implementing conditioning programs for natural performance gains. Specific attention is given to body composition and weight management

issues as well as awareness of contraindicated activities and over-training concerns. The important role physical conditioning plays in preventing and recovering from injuries is also included. (CFS I, II, II, IV, V)

4. GROWTH and Development Domain: Standards 16 through 18 and related benchmarks clearly identify developmental considerations in designing practice and competition to enhance the physical, social, and emotional growth of athletes. Included in this area is the identification of the coach's role in creating an inclusive learning environment that leads all athletes to feel welcome and supported and to have experiences that foster leadership skills. (CFS I, II, V)

5. TEACHING and Communication: Responsibilities for creating a positive coaching style while maximizing learning and enjoyment are established in Standards 19 through 26. Emphasis is placed on individualizing instruction, empowering communication skills, and using good management techniques in designing practices. This domain also includes benchmarks that make coaches aware of their role in mitigating bullying and harassment in the sport environment. (CFS I, II, II, VI)

6. SPORT SKILLS and Tactics: Standards 27 through 29 focus on using basic sport skills and acceptance of prescribed rules in developing team and individual competitive tactics. Emphasis is placed on planning that is age appropriate, sequential, and progressive. Benchmarks highlight the coach's role in making tactical and personnel decisions during competition. Domain 6 also includes definitive expectations for scouting and game analysis. (CFS I, II, II, V)

7. ORGANIZATION and Administration: Standards 30 through 36 include risk management responsibilities as well as effective use of human and financial resources. Coaches play an important role in sharing administrative duties with any number of other stakeholders in maximizing the sport experience. (CFS V, VI)

8. EVALUATION: Standards 37 through 40 identify the ongoing evaluation responsibilities of the coach in areas such as personnel selection, on-time reflection of practice effectiveness, progress toward individual athlete goals, game management, and program evaluation. Creating a meaningful evaluation process for self-reflection and professional growth is also included in this area. (CFS II, IV, V, VI)

Course Objectives (CO) - The student will:

1. Understand how study the past help us to understand sports today. NASPE Philosophy and Ethics Domain, Organization and Administration Domain, Growth and Development Domain and Evaluation Domain.

2. Learn the sociology of sport, why study sport in society, what is the current status of the sociology of sport, and why we should study the sociology of sport. NASPE Philosophy and Ethics Domain,

3. Identify and understand the basic social theories and how they can help study sports in society. NASPE Philosophy and Ethics Domain,

4. Identify characteristics of commercial sports and understand how the media and the government influence sports. NASPE Philosophy and Ethics Domain,

5. Understand possible connection between religions and sports. NASPE Philosophy and Ethics Domain,
6. Understand the future trends in sports. NASPE Philosophy and Ethics Domain,
7. Learn how current scientific research in psychology can be used to address issues and situations encountered everyday by coaches and athletes problems – motivation and self-confidence, concentration, anxiety, stress, optimal functioning, coping, and negative aspects of sport and exercise. NASPE Philosophy and Ethics Domain, Organization and Administration Domain, Growth and Development Domain and Evaluation Domain.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Open book tests (Course objectives 1 and 7); Online discussions (Course objective 1-7); Synthesis (Course objectives 1-7); and Analysis (Course objective 1-7).

Course Evaluation Instruments/Methods

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Course Evaluation

Four practice tests	40
Midterm	10
Final	10
Assignment 1	10
Assignment 2	10
Assignment 3	10
Discussion 1	5
Discussion 2	5

Total	100
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Grading Scale

Grade	Points
A	90 -100
B	80 - 89
C	70 - 79
D	Below 70

ATTENDANCE AND PARTICIPATION

This is an online course.

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 POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

STATEMENT OF ORIGINALITY

All written assignments that are sent to me need to have this affix:

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta _____ / ____ 200 ____;

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

Policy Statement on Plagiarism, Cheating, and Academic Irregularities

Students are expected to adhere to the highest standards of academic honesty as outlined in the VSU Graduate Student Handbook. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduction of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, tests, and other similar requirements must be the work of the student submitting them. When direct

quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. The VSU policy is that under the established process a violation of Section A (Academic Irregularity) may and should be handled by the professor, the student and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Professors in the department of KSPE may use varied forms of technology to detect plagiarism and authenticity of your work (Google, Turnitin, etc.). It is safer to cite more than you feel necessary than to cite less. The first confirmed case of what a professor deems intentional plagiarism will result in zero credit given for the assignment in question. Other forms of plagiarism may also negatively affect your grade on the assignment.

(Please also see page 39 of the VSU Student Handbook.)

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. 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>.

INSTRUCTORS

Name:	Full Professor Jiri Stelzer, Ph.D.
Email:	jstelzer@valdosta.edu
Office Address:	PE complex 175
Telephone:	229-333-5906
Web address:	Vita: http://coefaculty.valdosta.edu/jiri
Office Hours:	By appointment

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Request:
Kinesiology & Physical Education

Faculty Member Requesting:
Mike Griffin

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
KSPE 8410

Proposed New Course Title:
Coaching Pedagogy: Evaluating Research
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Coach. Pedagogy: Eval. Resear.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
1/year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 03

Lab Hours:

Credit Hours: 03

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.) Introduction of both qualitative and quantitative research methodologies and the utility of each in sport coaching scholarship. Essential elements, inherent weakness, and key strengths of applicable research designs will be evaluated and critiqued using current research in sport coaching education.

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

Improving student learning outcomes: The content will enhance the knowledge base in this area of study.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The course offers additional content in line with NASPE standards.

Other:

Source of Data to Support Suggested Change:

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

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. Student SOIs.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course projects.
- Other:

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

Approvals:	
Dept. Head: <i>M. J. [Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 12/15/12
Dean/Director: <i>[Signature]</i>	Date: 1/15/12
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 8410
WORKPLACE COACHING ANALYSIS AND EVALUATION
SUMMER 2013
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Kinesiology & Physical Education

Conceptual Framework: Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

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

Equity Principle: All students deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

Required Textbook:

Thomas, Nelson, & Silverman (2011) Research Methods in Physical Activity (6nd Edition).
Human Kinetics.

Online Resources:

- All correspondence via e-mail in this class **must** be through the VSU e-mail system. E-mails received from any other source besides the VSU e-mail system **will not** be accepted. Students should check their VSU e-mail accounts daily for class updates or announcements.
- All students are required to become familiar with their VSU Blazeview account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview. Students must check their Blazeview class site daily for class requirements. To access Blazeview – <http://blazeview.valdosta.edu/webct/entryPageIns.dowebct>
- In addition students are to purchase and become familiar with their Livetext computer program. <https://college.livetext.com/> for assignment submissions.
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

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Online resources delivered via Desire2Learn course site.
Students will locate and utilize additional sites and readings as needed to support individual projects.

Course Description

Introduction of both qualitative and quantitative research methodologies and the utility of each in sport coaching scholarship. Essential elements, inherent weakness, and key strengths of applicable research designs will be evaluated and critiqued using current research in sport coaching education.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

National Association for Sport and Physical Education (NASPE) National Standards (Domains) for Sport Coaches (2006)

1. PHILOSOPHY and Ethics Domain: Standards 1 through 4 clearly articulate the importance of an athlete-centered coaching philosophy and professional accountability for fair play by all. (CFS I, II, III, IV, V, VI)

2. SAFETY and Injury Prevention Domain: Standards 5 through 11 establishes expectations for coaches to create and maintain a safe and healthy sport experience for all athletes. (CFS II, IV, V)

3. PHYSICAL CONDITIONING Domain: Standards 12 through 15 highlight the importance of using scientific principles in designing and implementing conditioning programs for natural performance gains. Specific attention is given to body composition and weight management issues as well as awareness of contraindicated activities and over-training concerns. The important role physical conditioning plays in preventing and recovering from injuries is also included. (CFS I, II, II, IV, V)

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4. GROWTH and Development Domain: Standards 16 through 18 and related benchmarks clearly identify developmental considerations in designing practice and competition to enhance the physical, social, and emotional growth of athletes. Included in this area is the identification of the coach's role in creating an inclusive learning environment that leads all athletes to feel welcome and supported and to have experiences that foster leadership skills. (CFS I, II, V)

5. TEACHING and Communication: Responsibilities for creating a positive coaching style while maximizing learning and enjoyment are established in Standards 19 through 26. Emphasis is placed on individualizing instruction, empowering communication skills, and using good management techniques in designing practices. This domain also includes benchmarks that make coaches aware of their role in mitigating bullying and harassment in the sport environment. (CFS I, II, II, VI)

6. SPORT SKILLS and Tactics: Standards 27 through 29 focuses on using basic sport skills and acceptance of prescribed rules in developing team and individual competitive tactics. Emphasis is placed on planning that is age appropriate, sequential, and progressive. Benchmarks highlight the coach's role in making tactical and personnel decisions during competition. Domain 6 also includes definitive expectations for scouting and game analysis. (CFS I, II, II, V)

7. ORGANIZATION and Administration: Standards 30 through 36 include risk management responsibilities as well as effective use of human and financial resources. Coaches play an important role in sharing administrative duties with any number of other stakeholders in maximizing the sport experience. (CFS V, VI)

8. EVALUATION: Standards 37 through 40 identify the ongoing evaluation responsibilities of the coach in areas such as personnel selection, on-time reflection of practice effectiveness, progress toward individual athlete goals, game management, and program evaluation. Creating a meaningful evaluation process for self-reflection and professional growth is also included in this area. (CFS II, IV, V, VI)

Course Objectives (CO) - The student will:

1. Encounter a number of ethical issues in research and scholarship and misconduct in science. NASPE Teaching and Communication Domain, Philosophy and Ethic Domain and Evaluation Domain.

2. Learned what has been published in the area of interest, how to conduct an investigation of researchable problems, search the literature, and write the literature review. NASPE Teaching and Communication Domain, Sports Skills and tactics Domain, and Grows and Development Domain.

3. Learn to introduce a researchable problem. NASPE Teaching and Communication Domain, Sports Skills and Tactics Domain Philosophy and Ethic Domain.

4. Learn to select the methodology for the research. NASPE Teaching and Communication Domain, and Sports Skills and Tactics Domain.

Course Activities/Assignments/Requirements

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods, which have been described briefly below (more detailed descriptions of each evaluation component can be found on the course Website). These activities include: Open book tests (Course objectives 1-4); Online discussions (Course objective 1-4); Synthesis (Course objectives 1-4); and Analysis (Course objective 1-4).

Course Evaluation Instruments/Methods

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Late assignments will not be accepted.

Course Evaluation

Practice tests	40
Assignment 1	6
Assignment 2	6
Assignment 3	6
Assignment 4	6
Assignment 5	6
Discussion 1	10
Discussion 2	10
Discussion 3	10
Total	100

Grading Scale

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

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Attendance and Participation

This is an online course.

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 POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

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

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

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

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

STATEMENT OF ORIGINALITY

All written assignments that are sent to me need to have this affix:

STATEMENT OF ORIGINALITY

By affixing my signature hereto, I promise that this assignment represents original work by me, that it is submitted as an original copy, and that it neither has been used by me in another course nor written by anyone but me.

Valdosta _____ / _____ 200 _____ ;

(Electronic Signature) - In Microsoft Word go to -Insert- then click on -Picture- then click on -WordArt- then choose the font and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

Drop Policy

Any student has the right to an evaluation of his/her grade in a course prior to the end of the drop period. This policy does not require an examination to be given in order to evaluate the student's standing. Evaluations can take into account attendance, participation, preparation, and performance to date, and the like. As stated in the VSU Bulletin, "*Students officially withdrawing from a course prior to midterm will receive a "W" for the course. After midterm ... it is the instructor who determines whether the grade awarded is "W" (withdrew passing) or "WF" (withdrew failing). The grade of "WF" is equivalent to an "F" and is calculated in the grade point average.*" The professor may at his discretion withdraw a student who is not academically performing to the point of being successful.

Policy Statement on Plagiarism, Cheating, and Academic Irregularities

Students are expected to adhere to the highest standards of academic honesty as outlined in the VSU Graduate Student Handbook. No student shall receive or give or attempt to receive or give assistance not authorized by the instructor in the preparation of any essay, laboratory, report, examination or other assignment included in any academic course. No student shall take or attempt to take, steal, or otherwise procure in an unauthorized manner any material pertaining to the conduction of a class, including but not limited to tests, examinations, laboratory equipment, and roll books. No student shall sell, give, lend, or otherwise furnish to any unauthorized person material which can be shown to contain the questions or answers to any examinations scheduled to be given at any subsequent date in any course of study offered by the University, without authorization from the University. Plagiarism is prohibited. Themes, essays, term papers, tests,

and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated in the paper they must be appropriately acknowledged. The VSU policy is that under the established process a violation of Section A (Academic Irregularity) may and should be handled by the professor, the student and possibly the department head or dean concerned with the offense. However, the most severe sanction that may be administered through this process is to give a grade of "F" in the course. If a stronger sanction is felt to be needed, or if an agreement cannot be reached between the above parties concerning the incident, it is no longer a matter that addresses itself to the academic school or division. In such cases where a student may continue to violate Section A (Academic Irregularity) after he or she has been warned or sanctioned by one or more professors, he or she should then be referred to the Dean of Students where official charges may be drawn up and the student subjected to the established disciplinary process.

Professors in the department of KSPE may use varied forms of technology to detect plagiarism and authenticity of your work (Google, Turnitin, etc.). It is safer to cite more than you feel necessary than to cite less. The first confirmed case of what a professor deems intentional plagiarism will result in zero credit given for the assignment in question. Other forms of plagiarism may also negatively affect your grade on the assignment.

(Please also see page 39 of the VSU Student Handbook.)

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. 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>.

INSTRUCTORS

Name:	Full Professor Jiri Stelzer, Ph.D.
Email:	jstelzer@valdosta.edu
Office Address:	PE complex 175
Telephone:	229-333-5906
Web address:	Vita: http://coefaculty.valdosta.edu/jiri
Office Hours:	By appointment

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8200 Coaching Sciences

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>M. Smith</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>Don</i>	Date: 11/15/12
Dean/Director: <i>Don</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8300 Applied Sports Sciences

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description: An interdisciplinary approach, applying sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor, development, and sports management to performance coaching. A particular emphasis of the course will be placed on underpinnings sports psychology and social psychology related to sports management. This course will encourage approaching problems from creative perspectives.

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description: Application of sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor, development, and sports management to performance coaching.

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The content will enhance the knowledge base in this area of study.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Galt</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>DW</i>	Date: 11/15/12
Dean/Director: <i>DW</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8500 Coaching Pedagogy Research Methods

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>M. [Signature]</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>[Signature]</i>	Date: 11/15/12
Dean/Director: <i>[Signature]</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8600 Professional Coaching Development

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>M. Galt</i>	Date: <i>11-15-12</i>
College/Division Exec. Comm.: <i>DW</i>	Date: <i>11/15/12</i>
Dean/Director: <i>DW</i>	Date: <i>11/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8700 Communication Skills for Coaches

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

Current:

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites:

Co-requisites:

Course Description:

Semester/Year to be Effective:

Summer 2013

Estimated Frequency of Course Offering:

1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The on-line format warranted the change to lecture credit hours.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

Approvals:	
Dept. Head: <i>M. Galt</i>	Date: <i>11-15-12</i>
College/Division Exec. Comm.: <i>DM</i>	Date: <i>11/15/12</i>
Dean/Director: <i>DM</i>	Date: <i>11/15/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 10/25/2012 (mm/dd/yyyy)

Department Initiating Revision:
Kinesiology & Physical Education

Faculty Member Requesting Revision:
Mike Griffin

Current Course Prefix, Title, & Number:

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

KSPE 8900 Professional Seminar in Coaching Pedagogy

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

Current:

Course Prefix and Number: KSPE 8900

Credit Hours: 2-0-2

Course Title: Professional Seminar in Coaching Pedagogy

Prerequisites:

Co-requisites:

Course Description: A capstone experience culminating with reflective practice upon the program of study. This course provides students with the opportunity to review and reflect on their individual program of study and how it will impact their performance in their chosen. The capstone course will prepare students for the final defense of their program of study.

Requested:

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title: Coaching Pedagogy Capstone: Data Analysis Research Project

Prerequisites:

Co-requisites:

Course Description: Capstone project of original research. Student will also complete an on-line Power Point presentation that summarizes the content of the research project, and represents the final summative components of their program of study.

Semester/Year to be Effective:
Summer 2013

Estimated Frequency of Course Offering:
1/year

Indicate if Course will be : Requirement for Major Elective

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

Improving student learning outcomes: The content will enhance the knowledge base in this area of study.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

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Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

Approvals:	
Dept. Head: <i>M. Hall</i>	Date: 11-15-12
College/Division Exec. Comm.: <i>DW</i>	Date: 11/15/12
Dean/Director: <i>DW</i>	Date: 11/15/12
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010