VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 5, 2018

2:30 p.m.

Rose Room
University Center

Stanley Jones
Registrar/Secretary of the Academic Committee

ACADEMIC COMMITTEE
AGENDA
March 5, 2018

1. Minutes of the February 12, 2018 meeting. (pages 1-4) were approved by email February 23, 2018.

2. **COLLEGE OF BUSINESS**
    a. New course ECON 1000 (pages 5-12)

3. **COLLEGE OF THE ARTS**
    a. Revised course number, credit hours, title and description DANC 3930 (pages 13-14). Deactivation DANC 3910.
    b. Revised curriculum for the BFA in Dance (pages 15-16)
    c. Revised curriculum for the BFA in Theatre Arts – Musical Theatre Track (pages 17-18)
    d. Revised catalogue copy for the BFA in Theatre Arts (pages 19-21)
    e. Revised curriculum for the BFA in Art (pages 22-23)
    f. Revised curriculum for the BFA in Communication – Public Relations Track (pages 24-25)
    g. Revised course number, and prerequisites COMM 3112 (pages 26-27). Deactivation COMM 3112.
    h. Revised prerequisites PREL 4200 (pages 28-29)
    i. Revised prerequisites THEA 3720 (pages 30-32)
    j. New course THEA 4850 (pages 33-39)

4. **COLLEGE OF ARTS AND SCEINCES**
    a. New course ITAL 1001 (pages 40-45)
    b. New course ITAL 1002 (pages 46-54)
    c. New course ITAL 2001 (pages 55-63)
    d. New course ITAL 2002 (pages 64-72)
    e. Deactivation of SPAN 2010 (pages 73-74)
    f. New course AFAM 3030 (pages 75-77)
    g. New course NAIS 3030 (pages 78-80)
    h. New course PHIL 3030 (pages 81-83)
    i. New course REL 3030 (pages 84-86)
    j. New course PHIL 3920 (pages 87-93)
    k. New course REL 3920 (pages 94-96)
    l. New course PHIL 3240 (pages 97-99)
    m. New course REL 3240 (pages 100-107)
    n. New course WGST 3240 (pages 108-110)
    o. Revised curriculum for the BA in Philosophy and Religious Studies (pages 111-113)
    p. Revised curriculum for the BA in Philosophy and Religious Studies – Religious Studies (pages 114-116)
    q. Revised catalogue copy and minor requirements for the Native American and Indigenous Studies (pages 117-120)
    r. Revised prefix NAIS 3000 (pages 121-122). Deactivation NAS 3000.
    s. Revised prefix, and description NAIS 3500 (pages 123-124). Deactivation NAS 3500.
    t. Revised prefix NAIS 3610 (pages 125-126). Deactivation NAS 3610.
    u. Revised prefix NAIS 3620 (pages 127-128). Deactivation NAS 3620.
    v. Revised prefix NAIS 3630 (pages 129-130). Deactivation NAS 3630.
    w. Revised prefix NAIS 4100 (pages 131-132). Deactivation NAS 4100.
    x. Revised prefix NAIS 4200 (pages 133-135). Deactivation NAS 4200.
    y. Revised prefix, title, and description NAIS 4500 (pages 136-137). Deactivation NAS 4500.

5. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
    a. Revised catalogue copy for the BSED in Workforce Education and Development – WTD Track (pages 138-140)
    b. Revised curriculum for the BSED in Workforce Education and Development – WTD Track (pages 141-142)
    c. Revised course title, prerequisites, and description ACED 4690. (pages 143-144)
    d. Revised curriculum for the MLIS – optional track Library Management. (pages 145-146)
    e. Revised catalogue copy for the MLIS – optional track Library Management. (pages 147-149)
    f. New course MLIS 7280 (pages 150-158)
    g. New course MLIS 7290 (pages 159-166)
    h. Deactivation MLIS 7270 (pages 167-168)
    i. Revised catalogue copy for the Mathematics Endorsement for K-5 Teachers (pages 169-173)
    j. Revised catalogue copy for the Science Endorsement for K-5 Teachers (pages 174-178)
    k. Revised credit hours for LEAD 8920 (pages 179-181)
    l. Revised catalogue copy for the MAT in Music Education (pages 182-185)
    m. New track for the MAT in Education – Health and Physical Education (pages 186-189)
    n. New curriculum for the MAT in Education – Health and Physical Education (pages 190-193)

o. Revised catalogue copy for the MAT in Education – Health and Physical Education (pages 194-202)
p. New course KSPE 6101 (pages 203-212)
q. New course KSPE 6150 (pages 213-221)
r. New course KSPE 6200 (pages 222-230)
s. New course KSPE 6220 (pages 231-240)
t. New course KSPE 6301 (pages 241-249)
u. New course KSPE 6401 (pages 250-261)
v. New course KSPE 6700 (pages 262-275)
w. New course KSPE 6710 (pages 276-288)
x. New course KSPE 6790 (pages 289-302)
y. New course KSPE 6800 (pages 303-311)
z. New course KSPE 6890 (pages 312-325)
aa. New course KSPE 6900 (pages 326-334)
bb. New course KSPE 6911 (pages 335-348)

6. Pending items
    a. Revised course CHEM 1010 – USG General Education Council approval
    b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
    c. Prospectus – PSM – Professional Science Master's in Chemistry and Biochemistry – BOR approval (SEP12 AC)
    d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 12, 2018. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Ms. Kwanza Thomas (Proxy Dr. Michelle Ritter), Ms. Catherine Bowers, Ms. Catherine Bowers (Proxy Dr. Bobbie Ticknor), Dr. Gary Futrell, Dr. Diane Wright, Ms. Sarah Arnett, Mr. Craig Hawkins, Ms. Sarah Arnett (Proxy Dr. Nicole Cox), Dr. Kathleen Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ray Elson (Proxy Dr. Ellis Heath), Dr. Eugene Asola,, Ms. Kwanza Thomas, Ms. Laura Carter, Ms. Jessica Lee and Ms. Amy Chew.

Members Absent: Dr. Michelle Ritter, Dr. Bobbie Ticknor, Dr. Nicole Cox, Dr. Ellis Heath and Dr. Colette Drouillard.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Sonya Sanderson, Dr. Lai Orenduff, Mr. Ernest Smith, Dr. Lee Grimes, Dr. Katharine Adams, Dr. Bob Gannon, Dr. Lynn Minor, Dr. Shirley Andrews, and Dr. Blaine Browne.

The Minutes of the January 8, 2018 meeting were approved by email on January 23, 2018. (pages 1-5).

A.   **College of the Arts**

1. New course, Perspective Courses (PERS) 2630, "Holocaust: Arts Under the Third Reich, (HOLOCAUST ARTS – 2 credit hours, 2 lecture hours, 0 lab hours, and 4 contact hours), was approved effective Fall Semester 2018 with the effective term changed from spring to fall 2018. (pages 6-16).

B.   **College of Arts and Sciences**

1. Revised curriculum for the MS in Biology was approved effective Fall Semester 2018. (pages 17-18).

2. Revised catalogue copy for the MS in Biology was approved effective Fall Semester 2018. (pages 19-21).

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

1. Revised course title and description, Perspective Course (PERS) 2430, "Nourish to Flourish, (NOURISH TO FLOURISH – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2018. (pages 22-28).

2. New minor in Health Psychology was approved effective Fall Semester 2018. (pages 29-30). ***BOR Notification***

3. New course, Psychology (PSYC) 2100, "Intro to Brain and Behavior, (BRAIN & BEHAVIOR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read …provide the foundation for… . (pages 31-36).

4. New course, Psychology (PSYC) 3350, "Exercise Psychology, (EXERCISE PSYCHOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read ..or better. The review of the relation…mental health. . (pages 37-43).

5. Revised catalogue copy for the MED in Early Childhood Education to MED in Elementary Education was approved effective Fall Semester 2018. (pages 44-46).

6. Revised catalogue copy Selected Educational Outcomes MED in Early Childhood Education to MED in Elementary Education was approved effective Fall Semester 2018. (pages 47-52).

7. Revised requirements for the MED in Elementary Education was approved effective Fall Semester 2018. (pages 53-55).

8. Revised prefix, title, and description, Elementary Education (ELED) 6000, "Special Topics in Elementary Education, (SPECIAL TOPICS IN ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 56-58). Deactivation of ECED 6000.

9. Revised prefix, title, and description, Elementary Education (ELED) 7210, "Assessment in Elementary Education, (ASSESSMENT IN ELEM EDUC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 59-61). Deactivation of ECED 7210.

10. Revised prefix, title, and description, Elementary Education (ELED) 7220, "Elementary Inclusive Environments, (ELEMENTARY INCLUSIVE ENVIRONMNT – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2018. (pages 62-64). Deactivation of ECED 7220.

11. Revised prefix, and title, Elementary Education (ELED) 7230, "Teachers as Mentors, Coaches, and Leaders in Elementary Education, (TCHRS MENTORS COACH LDRS ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 65-67). Deactivation of ECED 7230.

12. Revised prefix, and description, Elementary Education (ELED) 7320, "Curriculum and Instructional Strategies P-5, (CURR AND INST STRATES P-5 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 68-70). Deactivation of ECED 7320.

13. Revised prefix, title, and description, Elementary Education (ELED) 7330, "Issues and Trends in Elementary Education, (ISSUES/TRENDS IN ELED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 71-73). Deactivation of ECED 7330.

14. Revised prefix, and title, Elementary Education (ELED) 7340, "Action Research in Elementary Education, (ACTION RESEARCH IN ELED– 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2018. (pages 74-76). Deactivation of ECED 7340.

15. Revised prefix, and title, Elementary Education (ELED) 7540, "Integrating Creativity and Critical Thinking in Elementary Education, (INTGRTNG CREATVTY&CRT THN ELED– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 77-79). Deactivation of ECED 7540.

16. Revised prefix, Elementary Education (ELED) 7550, "Differentiating Instruction in P-5 Classrooms, (DIFFERNTIATNG INSTR P-5 CLSSRM– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 80-81). Deactivation of ECED 7550.

17. Revised curriculum for the Mathematics Endorsement for K-5 Teachers was approved effective Fall Semester 2018. (pages 82-83).

18. Revised curriculum for the Science Endorsement for the K-5 Teachers was approved effective Fall Semester 2018. (pages 84-85).

19. Revised prefix, Elementary Education (ELED) 6010, "Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers, (ADV APP NUMBERS & OPERATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 86-88). Deactivation of ECED 6010.

20. Revised prefix and description, Elementary Education (ELED) 6020, "Advanced Applications of Measurement and Geometry for K-5 Teachers, (ADV APP MEASURE & GEOMETRY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 89-91). Deactivation of ECED 6020.

21. Revised prefix, Elementary Education (ELED) 6030, "Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers, (ADV APP ALGEBRA AND PATTERNS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 92-94). Deactivation of ECED 6030.

22. Revised prefix, Elementary Education (ELED) 6110, "Advanced Science Content and Pedagogy in Life Science for K-5 Teachers, (ADV CONT & PED IN LIFE SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 95-97). Deactivation of ECED 6110.

23. Revised prefix, Elementary Education (ELED) 6120, "Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers, (ADV CONT & PED EARTH SPACE SCI – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 98-100). Deactivation of ECED 6120.

24. Revised prefix, Elementary Education (ELED) 6130, "Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers, (ADV CONT PED PHYSICAL SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact

hours), was approved effective Fall Semester 2018. (pages 101-103). Deactivation of ECED 6130.

25. Revised name MED in School Counseling to MED in Counselor Education was approved effective Fall Semester 2018. (pages 104-107).

26. Revised curriculum for the MED in School Counseling to MED in Counselor Education was approved effective Fall Semester 2018. (pages 108-111).

27. Revised prefix, Counseling (COUN) 7800, "Orientation to Counseling as a Profession, (ORIENTATION TO COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7800.

28. Revised prefix, Counseling (COUN) 7010, "Comprehensive Developmental School Counseling, (COMPREHENSIVE SCH COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7010.

29. Revised prefix, Counseling (COUN) 7400, "Counseling Theory and Practice, (COUNSELING THEORY/PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7400.

30. Revised prefix, Counseling (COUN) 7420, "Counseling Children and Adolescents, (CHILD COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7420.

31. Revised prefix, Counseling (COUN) 7450, "Group Counseling, (GROUP COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7450.

32. Revised prefix, Counseling (COUN) 7470, "Counseling Culturally Diverse Populations, (COUNS CULTURALLY DIVERSE POP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7470.

33. Revised prefix, Counseling (COUN) 7820, "Career Counseling, (CAREER COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7820.

34. Revised prefix, Counseling (COUN) 7830, "Consultation and Advocacy in School Counseling, (CONSULT/ADVOCACY IN SCH COUNS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7830.

35. Revised prefix, Counseling (COUN) 7900, "Counseling Skills and Techniques, (COUNSELING SKILLS & TECHNIQUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7900.

36. Revised prefix, Counseling (COUN) 7981, "School Counseling Practicum I, (SCH COUNSELING PRACTICUM I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7981.

37. Revised prefix, Counseling (COUN) 7991, "School Counseling Internship I, (SCH COUNSELING INTERNSHIP I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7991.

38. Revised prefix, Counseling (COUN) 7992, "School Counseling Internship II, (SCH COUNSELING INTERNSHIP II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 112-115). Deactivation of SCHC 7992.

39. Revised admission and program information for the MED in Counselor Education was approved effective Fall Semester 2018. (pages 116-118).

40. Revised catalogue copy for the MED in Counselor Education was approved effective Fall Semester 2018. (pages 119-121).

41. Revised admission dates for the MED in Counselor Education was approved effective Summer Semester 2018 with the effective date changed from 2019 to 2018. (pages 122-124).

42. New course, Counseling (COUN) 7930, "College and Career Development, (COLLEGE AND CAREER DEVELOPMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with the description changed to read – Examination of the college...process with a focus... . (pages 125-139).

43. New course, Counseling (COUN) 7020, "Expressive Arts in Counseling, (EXPRESSIVE ARTS IN COUNSLEING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 140-148).

44. New course, Counseling (COUN) 7850, "Clinical Mental Health Counseling, (CLINICL MENTAL HLTH COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 149-161).

45. New course, Counseling (COUN) 7890, "Issues in Mental Health Counseling, (ISSUES IN MENTAL HEALTH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 162-171).

46. New course, Counseling (COUN) 7950, "Assessment in Counseling, (ASSESSMENT IN COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018 with "assessment results" removed from the last sentence on the description. (pages 172-179).

47. New course, Counseling (COUN) 7430, "Ethics and Professional Issues in Counseling, (ETHICS PROFESSIONAL ISSUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2018. (pages 180-195).

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 10/31/2017 (mm/dd/yyyy)

Department Initiating Request: Economics and Finance	**Faculty Member Requesting:** Cynthia Royal Tori, PhD
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ECON 1000	**Proposed New Course Title:** Fundamentals of Economics **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Fundamentals of Economics
Semester/Year to be Effective: Fall/2018	**Estimated Frequency of Course Offering:** Fall and Spring

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Faculty and Department Head Approval. An introduction to the fundamentals of economics, review of math skills used in economics, and exposure to strategies for success in college courses. Students must complete two workshops with the Student Success Center. This course is an alternative to withdrawing from ECON 1500, ECON 2105, and ECON 2106. This course may only be taken one time.

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: Increase retention and improve student preparation for ECON 1500, ECON 2105, and ECON 2106.

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.) Failure rates (D or F) and withdrawal rates for ECON 1500, ECON 2105, and ECON 2106.

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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.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pre-test and Post-test comparison while enrolled in ECON 1000. Measure pass rates for students when taking ECON 1500, ECON 2105, and ECON 2106 during future semesters.

☐ Other:

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

Approvals:	
Dept. Head: _P. Robul_	Date: 1/12/18
College/Division Exec. Comm.: _Sanjay Gupta_	Date: 1/12/18
Dean/Director: _[signature]_	Date: 1/13/18
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

7

ECON 1000 Fundamentals of Economics – Dr. Cindy Tori

This syllabus describes the expectations, resources, and responsibilities for ECON 1000 Fundamentals of Economics. If changes are necessary, students will be notified about the changes via announcements in class, VSU email, and news announcements posted in BlazeVIEW. Students are responsible for checking their VSU email and BlazeVIEW News Announcements daily for course information and updates.

1. Course Information

Course and Section Numbers: ECON 1000 Section A
Satisfies VSU Curriculum: This course may be used as a general elective.
Hours of Credit: 3 credit hours
Pre-requisites: Enrolled in ECON 1500, ECON 2105, or ECON 2106 during the current semester.
Class Room and Location: TBA.
Course type: Hybrid. Meets one day per week in classroom. Remainder of class activities are completed online and at the Student Success Center.

2. Professor Information

Professor: Dr. Cindy Tori; Ph.D. Economics, University of Kentucky
Department: Economics and Finance; Langdale College of Business; VSU
Contact Information:
   Phone numbers: 229-245-2245 (office); 229-460-0374 (cell and text)
   Email address: crtori@valdosta.edu
Office: 2002C Pound Hall Building, VSU North Campus
Office Hours: TBA

3. Course Description and Materials

Course Description: Prerequisite: Faculty and Department Head Approval. An introduction to the fundamentals of economics, review of math skills used in economics, and exposure to strategies for success in college courses. Students must complete two workshops with the Student Success Center. This course is an alternative to withdrawing from ECON 1500, ECON 2105, and ECON 2106. This course may only be taken one time.

Required Course Material:
   No textbook.
   Access to online course material and websites.
   Calculator that can add, subtract, multiply, and divide. Cell phones may not be used during exams.

Unit Learning Objectives and Due Dates: Detailed unit learning activities and due dates are posted in BlazeVIEW.

Topic Videos: Economic topics can sometimes be challenging. Free video links that explain or support topics covered in class are posted in BlazeVIEW.

4. Goals and Learning Outcomes

VSU Core Curriculum Goals: ECON 1000 is a three-credit hour elective course.
Course Goals: Improve student preparation for ECON 1500, ECON 2105, and ECON 2016, and increase student retention.
Learning Outcomes: Valdosta State University is accredited by the Southern Association of Colleges and Schools (SACS). The programs of the Langdale College of Business are also accredited by the Association to Advance Collegiate Schools of Business International (AACSB International); fewer than one-third of the business programs in the United States have achieved this distinction of quality. In support of our commitment to quality,

the faculty and administration have identified learning goals and outcomes that develop the knowledge, skills, and ethical and global awareness needed for successful managerial and professional careers.

In this course, students will
1. demonstrate knowledge of economics and the influence government policies have on the overall economy.
   (VSU Learning Goals 1, 3; LCOBA Program Objectives 1, 5; ECON Outcome 1)
2. utilize quantitative skills to solve economic problems.
   (VSU Learning Goals 1, 3; LCOBA Program Objectives 1, 5; ECON Outcome 4)
3. access workshops offered by the Student Success Center.
Sources: www.valdosta.edu/academics/academic-affairs/vsu-core-curriculum.php,
http://www.valdosta.edu/academics/catalog/1718/ugrad/documents/ugrad-1718.pdf

Detailed course learning objectives are posted in BlazeVIEW.

5. Graded Activities

ECON 1000 is divided into five modules. Completion of all five modules is required to pass this course.

Module	Description and Assessment
1	**Student Success Center**. Students must attend at least two workshops offered by the Student Success Center. Attendance will be verified. **Assessment**: Students must write a two-page summary of two to four strategies learned at the workshops and address specifically how they plan to implement these strategies. Submit through BlazeVIEW. Assessment will include originality and use of e-rater.
2	**Math skills Review**. Students will access KhanAcademy.org and complete specific lessons covering • Order of operations • Reading and interpreting data • Fractions – multiplying and dividing • Percent. percentage change, and rates • Algebraic equation basics • Graphing and Interpreting Graphs **Assessment**: Students will be given a pre-test and post-test.
3	**Fundamental of Economics**: Part 1 1. People make trade-offs 2. Opportunity costs 3. Marginal Analysis 4. People respond to Incentives 5. Trade and specialization **Assessment**: Quizzes
4	**Fundamentals of Economics**: Part 2 6. Demand/Supply model and efficiency 7. Elasticity **Assessment**: Quizzes
5	**Fundamentals of Economics**: Part 3 8. GDP, Inflation, and Unemployment 9. Business fluctuations and AD/AS model **Assessment**: Quizzes

Online resources to support the fundamentals of economics
- Mankiw's Ten principles of Economics video (40 minutes)
  https://www.youtube.com/watch?v=PXJvyHe1aZk
- Select MrUniversity.com lessons   https://www.mruniversity.com/
- Select KhanAcademy.org lessons https://www.khanacademy.org/
- Select Microeconomics and macroeconomics modules
  https://www.youtube.com/channel/UC_xHLAJ_zqPHkmC2aY2MdcA

6. Grade Policies

Your ECON 1000 grade will be based on the points you earn when you complete the assessments for the five modules and attendance. All five modules **MUST** be completed, or a grade of F will be given for the course regardless of points earned.

Five modules: worth up to 100 points
- ECON 1000 is divided into five modules. Each module assessment is worth up to 20 points. Each module assessment must be completed and submitted by the due date to receive full credit.

Attendance: mandatory once enrolled in ECON 1000
- First excused absence – no points deducted.
- First unexcused absence or second absence after the first excused absence – loss of ten points (one letter grade)
- Second unexcused absence – loss of twenty points (two letter grades)
- Third unexcused absence – F for the course.

Grade Scale		
	A	90 - 100 points
	B	80 - 89 points
	C	70 - 79 points
	D	60 - 69 points
	F	Less than 60 points, or failure to complete all five modules

If you would like to discuss your grade, you may email me using your VSU email account or stop by during my office hours. I will not discuss grades on the phone or by text.

Withdrawal from the Course: Since ECON 1000 is an alternative to withdrawing from ECON 1000, ECON 2105, or ECON 2106, students may only withdraw from the course using a hardship withdrawal. Hardship withdrawals have specific requirements and are not justified simply because a student is failing the course. A grade of "WF" is reported for all withdrawals after the official withdrawal date unless specific University conditions are met. A grade of "WF" counts the same as an "F" when calculating the grade point average (GPA). A grade of F is reported if you fail to achieve at least 60 points, or fail to complete all five modules regards of the number of points earned.

Incomplete for the Course: A grade of "I" is reported for students with **legitimate excused and documented reasons** for not completing all work before the end of the semester. It is the student's responsibility to follow the Request for a Grade of Incomplete Policy available on the Registrar's homepage. Incomplete grades are rarely approved.

7. Support Resources

While students are responsible for their own learning and success in this course, there are resources available to support student success.

Student Success Center: Student learning and success is very important to VSU faculty, staff and administrators. If you are struggling with course material, time management, test anxiety, critical thinking skills, effective note taking or more, you should seek the help and guidance of the Student Success Center. For complete information, visit the Student Success Center website or call 229-333-7570 to make an appointment.

Access Office for Students with Disabilities: It is important that every student is provided an appropriate learning and testing environment. 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 VSU's Access Office or email: access@valdosta.edu.

Counseling Center: Sometimes events outside our control influence success in the classroom. The VSU Counseling Center provides a broad range of mental health services for individuals, couples, and groups. If you or someone you know at VSU feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide, supportive services are available and effective. For complete information, visit the VSU Counseling Center website. For immediate help contact the University Police at 229-259-5555 who will contact appropriate resources for support.

8. Responsibilities and Course Policies

Mastery of the course material requires that you accept responsibility for your learning and I accept responsibility for designing activities that help you master the course content.

Student Responsibilities: You are responsible for your own learning and education. You are expected to

- Attend class regularly. You are expected to be punctual when attending class.
- Come prepared to class. Bring paper, pencil/pen and a calculator to class.
- **Read assigned material and watch assigned videos before attending class.**
- Complete graded assignments with proper attention and thought by the due dates.
- Listen, ask questions, and be involved in class.
- Seek help from me or the tutor as soon as you do not understand a concept. Seeking clarification quickly is essential to your success in this class.
- Check your VSU email daily.
- Check your BlazeVIEW account regularly. I will post course content that may be needed in class. It is your responsibility to bring the material to class.
- Show me and the other students respect.

Instructor Responsibilities: I am responsible for planning and carrying out course instruction, facilitating discussions, expediting availability of lecture notes and course content, and returning assessment materials and email inquiries in a timely fashion. In short, I am here to help you learn and master the course content. As the instructor, I will

- Come prepared to class.
- Plan classroom and outside activities to achieve the learning objectives.
- Listen, guide and help students to learn.
- Grade homework assignments, quizzes and examinations fairly.
- Show students respect.

Class Attendance: All students are expected to attend all scheduled classes and to complete all assessment activities by the due dates. Missing class may lead to a loss of points. See 6. Grading Policies above for details.

Cheating and Academic Misconduct: The Academic Integrity Code of the Student Code of Conduct listed in the Student Handbook states that "**All students are expected to do their own work and to uphold the highest standard of academic ethics.**" The Student Code of Conduct specifies the policies to which all students must adhere and the academic and disciplinary responses if the Code is violated. Students are responsible for informing themselves about the Code of Conduct before performing any academic work. A student who has engaged in academic misconduct as defined by the Academic Integrity Code will receive a zero for the assignment and may also receive a failing grade for this course. For detailed information, visit the Student Code of Conduct.

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

Student Opinion of Instruction: At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available, which is typically one week before the end of the term. SOI responses are anonymous to instructors/administrators. Instructors will be able to view only a summary of all responses two weeks after final grades are submitted.

Cell Phone Use: Students **must** turn off their cell phone or put it in silent mode BEFORE class begins. Students may use your cell phone as a calculator during lectures but the cell phone MUST be in silent mode. A student will lose the privilege of using a cell phone as a calculator if the student engages in activities that are distracting to the other students.

Laptop Use: Students may use laptops in class as long as it does not distract other students. A student will lose the laptop privileges if the student engages in activities that are distracting to the other students.

Recording Classroom Activities: Students may take snapshots of notes written on the board or overhead without written instructor approval. Students may not record classroom lectures or discussions without prior written instructor approval. Students may not record or take snapshots of other students in the classroom without their approval.

No food or drinks (except for water) **are allowed in the classroom.** Food and drinks may be consumed outside the building, in the hallway, or in the Student Lounge areas. Please properly dispose of all trash and recycle when appropriate.

Request for a Revised Course
Valdosta State University

Date of Submission: 2/12/2018 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Sarah Arnett

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

DANC 3910 Social Dance II

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: DANC 3910	Course Prefix and Number: DANC 3930
Credit Hours: 2	Credit Hours: 1
Course Title: Social Dance II	Course Title: Ballroom Dance
Pre-requisites: DANC 2910 or instructor approval	Pre-requisites:
Course Description: Continuation of Social Dance, with an emphasis on developing advanced skills for the performance-oriented student.	Course Description: Ballroom dance with an emphasis on developing partner skills for Latin and/or Standard ballroom dance forms.

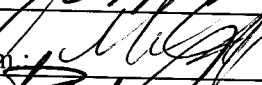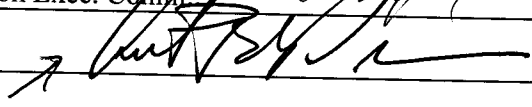| **Semester/Year to be Effective:** Spring 2019	**Estimated Frequency of Course Offering:** Every other year

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. Please include and/or append relevant supporting data.)

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: DANC 3910 Social Dance II is not a continuation of DANC 2910 Social Dance I, as its content centers on the different styles of performance-oriented social dances. Due to limited scheduling and faculty resources coupled with high student demand of DANC 2910 (a required course for the Major in Dance and Theatre, Musical Theatre Track), it would be beneficial to discontinue the pre-requisite for DANC 3910 and revise the course number, title, credit hours, so that students in the program may take this course to satisfy degree requirements in the senior curriculum.

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Approvals: Dept Head:	_(signature)_	2/16/18
College/Division Exec. Comm.:	_(signature)_ Assoc. Dec	Date: 2/16/18
~~Dept. Head:~~	_(signature)_	Date: 2/16/17
Dean/Director:		Date:
Graduate Exec. Comm.(if needed):		Date:
Graduate Dean (if needed):		Date:
Academic Committee:		Date:

Form last updated: February 16, 2018

14

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number: http://catalog.valdosta.edu/ undergraduate/academic-programs/arts/communication-arts/bfa-dance/	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018	Degree & Program Name: (e.g., BFA, Art): BFA, Dance

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Senior College Curriculum 60	Senior College Curriculum 60
THEA 2750 Basic Technical Theatre and Stage Lighting 3	THEA 2750 Basic Technical Theatre and Stage Lighting 3
DANC 2600 Ballet II 3	DANC 2600 Ballet II 3
DANC 2700 Modern Dance II 3	DANC 2700 Modern Dance II 3
DANC 3600 Ballet III 3	DANC 3600 Ballet III 3
or DANC 3700 Modern Dance III	or DANC 3700 Modern Dance III
DANC 3800 Jazz Dance II 3	DANC 3800 Jazz Dance II 3
DANC 4800 Jazz Dance III 3	DANC 4800 Jazz Dance III 3
DANC 1900 Tap Dance I 2	DANC 1900 Tap Dance I 2
DANC 2910 Social Dance 1	DANC 2910 Social Dance or DANC 3930 Ballroom Dance (1)
DANC 3500 Teaching Dance Technique 2	DANC 3500 Teaching Dance Technique 2
DANC 3000 Dance Composition 3	DANC 3000 Dance Composition 3
DANC 3100 Choreography 3	DANC 3100 Choreography 3
DANC 3410 Dance History 3	DANC 3410 Dance History 3
DANC 3200 Dance Ensemble 6	DANC 3200 Dance Ensemble 6
DANC 3420 Music Analysis for Dancers 2	DANC 3420 Music Analysis for Dancers 2
DANC 4010 & DANC 4020 Dance Kinesiology and Conditioning and Wellness for Dance 6	DANC 4010 & DANC 4020 Dance Kinesiology and Conditioning and Wellness for Dance 6
DANC 4600 Ballet IV 3	DANC 4600 Ballet IV 3
or DANC 4700 Modern Dance IV	or DANC 4700 Modern Dance IV
THEA 4790 Portfolio and Resume Presentation 2	THEA 4790 Portfolio and Resume Presentation 2

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: Currently, students take DANC 2910 Social Dance as a requirement for the major, but due to scheduling, course rotation, and faculty load, 50% of majors take

DANC 3910 Social Dance II to fulfill this requirement via course substitution form. We have revised the DANC 3910 course (to DANC3930) to reflect justification for either course to fit in the program.

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Review of advising folders/degree checklists and course substitution forms regularly completed.

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.) Review of advising folders/degree checklists. This change should reduce the quantity of course substitution forms and overrides completed.

Approvals:

Department Head:	*[signature]*	Date: 2/16/18
College/Division Exec. Committee:	*[signature]* Exec. Pre	Date: 2/16/18
Dean(s)/Director(s):	*[signature]*	Date: 2/16/18
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

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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: http://catalog.valdosta.edu/ undergraduate/academic-programs/arts/communication-arts/bfa-theatre/	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018	Degree & Program Name: (e.g., BFA, Art): BFA, Theatre

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Musical Theatre Track	Musical Theatre Track
MUSC 1000 Fundamentals of Music & DANC 1900 Tap Dance I (4)	MUSC 1000 Fundamentals of Music & DANC 1900 Tap Dance I (4)
DANC 1600 Ballet I or DANC 2800 Jazz Dance I (2)	DANC 1600 Ballet I or DANC 2800 Jazz Dance I (2)
DANC 3800 Jazz Dance II (3)	DANC 3800 Jazz Dance II (3)
THEA 3020 Theatre Voice & THEA 4020 Advanced Theatre Voice (4)	THEA 3020 Theatre Voice & THEA 4020 Advanced Theatre Voice (4)
DANC 2910 Social Dance & THEA 3200 Audition Techniques (2)	DANC 2910 Social Dance or DANC 3930 Ballroom Dance (1) THEA 3200 Audition Techniques (1)
THEA 3021 Sight Singing and Aural Training for Musical Theatre I & THEA 3031 Sight Singing and Aural Training for Musical Theatre II (2)	THEA 3021 Sight Singing and Aural Training for Musical Theatre I & THEA 3031 Sight Singing and Aural Training for Musical Theatre II (2)
THEA 3710 Theatre Performance (2) THEA 4810 Musical Theatre Technique (3)	THEA 3710 Theatre Performance (2) THEA 4810 Musical Theatre Technique (3)

Justification:

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

☐ Improve student learning outcomes:

☒ Adopting current best practice(s) in field: Currently, students take DANC 2910 Social Dance as a requirement for the major, but due to scheduling, course rotation, and faculty load, 50% of majors take DANC 3910 Social Dance II to fulfill this requirement via course substitution form. We have revised the DANC 3910 course (to DANC 3930) to reflect justification for either course to fit in the program.

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☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

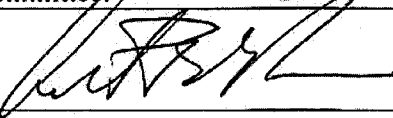**Source of Data to Support Suggested Change:**

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Review of advising folders/degree checklists, Course substitution forms regularly completed

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.) Review of advising folders/degree checklists. This change should reduce the quantity of course substitution forms and overrides completed.

Approvals:

Department Head:	_signature_	Date: 2/16/18
College/Division Exec. Committee:	_signature_ Assoc. Dir	Date: 2/16/18
Dean(s)/Director(s):	_signature_	Date: 2/16/18
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

18

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

Valdosta State University

Area of Change: ☒ Core ☒ Senior ☐ Graduate

Current Catalogue Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-theatre/	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2018

Degree and Program Name: BFA Theatre

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
Audition Requirements	All students who intend to pursue the B.F.A. with a major in Theatre in the Performance or Musical Theatre tracks must audition for the purpose of admission to the program.
All students who intend to pursue the B.F.A. with a major in Theatre in the Performance track must audition for the purpose of admission to the program. Auditions are regularly hosted on campus, across the region, and at national professional conferences.	
All students who intend to pursue the B.F.A. with a major in Theatre in the Performance track must audition for the purpose of admission to the program during the student's second consecutive semester as a declared major at VSU.	All students admitted to either the Musical Theatre or the Performance track are required to audition for theatre area productions every semester that they are enrolled in the program. Exceptions for extenuating circumstances must be requested in writing at least two weeks prior to the scheduled auditions. Failure to meet these conditions will require a petition and audition for readmission to the appropriate track.
All students admitted to either the Musical Theatre or the Performance track are required to audition for theatre area productions every semester that they are enrolled in the program. Exceptions for extenuating circumstances must be requested in writing at least two weeks prior to the scheduled auditions. Failure to meet these conditions will require a petition and audition for readmission to the appropriate track.	

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 It is standard best practice for incoming students to audition for program admission rather than designating a specific semester for that audition's process. This statement also clarifies the audition requirement for the musical theatre track.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Review of audition process by faculty.**

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.) **No change.**

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Approvals:		
Department Head:	_[signature]_	2-14-18 Date:
College/Division Exec. Committee:	_[signature]_ Exc. Mem	Date: 2/14/18
Dean(s)/Director(s):	_[signature]_	Date: 2/15/18
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 CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

Current Catalog Page Number: http://catalog.valdosta.edu/ undergraduate/academic-programs/arts/art/bfa-art/	Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2018	Degree & Program Name: (e.g., BFA, Art): BFA, Art

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Requirements for the Bachelor of Fine Arts with a Major in Art	Requirements for the Bachelor of Fine Arts with a Major in Art

Present Requirements	Proposed Requirements
Course ListCode Title Hours	Course ListCode Title Hours
Core Curriculum 60	Core Curriculum 60
Core Curriculum Areas A-E (See VSU Core Curriculum) 42	Core Curriculum Areas A-E (See VSU Core Curriculum) 42
Core Curriculum Area F	Core Curriculum Area F
ART 1010 Drawing I 3	ART 1010 Drawing I 3
ART 1020 Two Dimensional Design 3	ART 1020 Two Dimensional Design 3
ART 1011 Drawing II 3	ART 1011 Drawing II 3
ART 1030 3-Dimensional Design 3	ART 1030 3-Dimensional Design 3
ART 2030 Computers in Art 3	ART 2030 Computers in Art 3
ARTH 2121 Art History Survey I 3	ARTH 2121 Art History Survey I 3
Major Curriculum 60	Major Curriculum 60
ART 3061 Ceramics I 3	ART 3061 Ceramics I 3
ART 3081 Sculpture I 3	ART 3081 Sculpture I 3
ART 3071 Black and White Photography 3	ART 3071 Black and White Photography 3
or ART 3072 Digital Photography	or ART 3072 Digital Photography
ART 3091 Graphic Design I 3	ART 3091 Graphic Design I 3
ART 3041 Painting I 3	ART 3041 Painting I 3
ART 3023 Figure Drawing 3	ART 3023 Figure Drawing 3
ART 3051 Printmaking I 3	ART 3051 Printmaking I 3
ART 4170 Professional Preparation 1	ART 4170 Professional Preparation 1
ART 4171 Senior Exhibition Seminar 1	ART 4171 Senior Exhibition Seminar 1
ART 4172 Senior Portfolio Presentation 1	ART 4172 Senior Portfolio Presentation 1
ARTH 2122 Art History Suvery II 3	ARTH 2122 Art History Survey II 3
	ARTH 4150 Contemporary Art History 3
Art History (ARTH) Electives 6	Art History (ARTH) Elective 3
Studio Electives 18-27	Studio Electives 18-27
Art History and Criticism Electives 0-9	Art History and Criticism Electives 0-9
Total hours required for the degree 120	Total hours required for the degree 120

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

Data Sources:

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

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Departmental assessments of the Senior Exhibit and Portfolio Review -- which includes written artist statements by students -- are reviewed by the entire faculty and will provide the department with insight into whether or not students have benefitted from this curricular change. The department will also gain an outside perspective in relation to its success at the next NASAD accreditation review.

Approvals:		
Department Head:	_Bill R. B_____	Date: 2-14-18
College/Division Exec. Committee:	_____ _ASOC Dean_	Date: 2/14/18
Dean(s)/Director(s):	_____	Date: 2/15/18
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

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REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

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

☒ Senior Curriculum

☐ Graduate Curriculum

☐ Other Curriculum

Current Catalog Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/arts/communication-arts/bfa-speech-communication/	Proposed Effective Date for Curriculum Change: (Month/Year): FAll 2018	Degree & Program Name: (e.g., BFA, Art): BFA Communication Concentration in PR

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
COMM 4111 **Data Analytics for Communication**	COMM 3112 Data Analytics for Communication

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: Assessment demonstrates that COMM 3111 is no longer needed as a prerequisite of COMM 4111. Course content better placed at the 3000 level.

Source of Data to Support Suggested Change:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
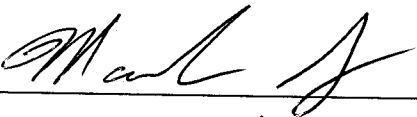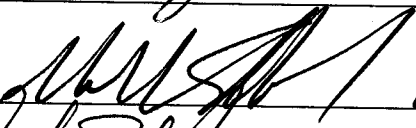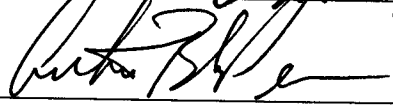
24

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment demonstrates that COMM 3111 is no longer needed as a prerequisite of COMM 4111. Course content better placed at the 3000 level.

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. No change from current methods.

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

Approvals:

Department Head:	*[signature]*	2-14-18 Date:
College/Division Exec. Committee:	*[signature]* Assoc. Dean	Date 2/14/18
Dean(s)/Director(s):	*[signature]*	Date: 2/15/18
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

25

Request for a Revised Course
Valdosta State University

Date of Submission: 01/26/2018 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Shirley Serini, Ph.D.

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

COMM 4111 Data Analytics in Communication

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: 4111	Course Prefix and Number: 3112
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites:COMM 1500 and COMM 3111	Pre-requisites:COMM 1500 and COMM 2100
Course Description:	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Once per semester

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Assessment demonstrates that COMM 3111 is no longer needed as a prerequisite of COMM 4111. Course content better placed at the 3000 level.

Plans for assessing the effectiveness of the course: No change from current methods.

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Approvals:		
College/Division Exec. Comm.:		Date: 2/14/18
Dept. Head:		Date: 2-14-18
Dean/Director:		Date: 2-15-18
Graduate Exec. Comm.(if needed):		Date:
Graduate Dean (if needed):		Date:
Academic Committee:		Date:

Form last updated: February 14, 2018

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Request for a Revised Course
Valdosta State University

Date of Submission: 01/29/2018 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Shirley Serini, Ph.D.

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

PREL 4200 Public Relations Research

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number:	Course Prefix and Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Pre-requisites: COMM 3111 and COMM 4111 and PREL 2000	Pre-requisites: COMM 3111, COMM 3112, and PREL 2000
Course Description:	Course Description:

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Once per semester

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Change in course numbering for COMM 4111 to COMM 3112 necessitates change in numbering for this prerequisite.
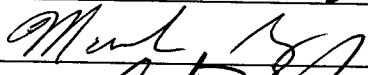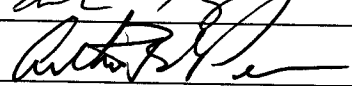
Plans for assessing the effectiveness of the course: No change from current methods.

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Approvals:		
College/Division Exec. Comm.:	Date:	2/14/18
Dept. Head:	Date:	2-14-18
Dean/Director:	Date:	2-15-18
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 14, 2018

Request for a Revised Course
Valdosta State University

Date of Submission: 1/30/2018 (mm/dd/yyyy)

Department Initiating Revision: Communication Arts	**Faculty Member Requesting Revision:** Ruth A. Brandvik

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

THEA 3720 Theatre Production

List Current and Requested Revisions:

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

Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Every semester

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

☒ Improving student learning outcomes: Students will be better prepared to take THEA 3720 after receiving basic technical theatre training in THEA 2750.

☒ Adopting current best practice(s) in field: This change will provide a safer atmosphere in the shops and backstage as students receive saftey training in THEA 2750. Students are already required to take THEA 2750 as part of their major requirements so this change would not create an undue burden on the student.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

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Plans for assessing the effectiveness of the course: SOIs, instructor observations of student progress and ability to follow safety procedures in the shops and backstage.

31

Approvals:		
College/Division Exec. Comm.:	Date: 2·14·18
Dept. Head:	Date: 2-14-18
Dean/Director:	Date: 2-15-18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 14, 2018

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REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/30/2018 (mm/dd/yyyy)

Department Initiating Request: Communication Arts	**Faculty Member Requesting:** Dr. Melissa Rynn Porterfield
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) THEA 4850	**Proposed New Course Title:** Applied Theatre **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Applied Theatre
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Every other year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Examination of the theories and methodologies used by practitioners of applied theatre in their work with communities outside of traditional theatre.

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: This course will introduce the techniques employed in the expanding field of Applied Theatre, providing students with valuable skills that will expand job opportunities available to them as theatre majors through community engagement.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: This course aligns with the goal of the VSU 2022 Strategic Plan to "increase community and regional impact through leading development in and serving as a resource for industry, health care, arts, education, athletics, and other changing economic regional needs that support the growth of South Georgia and the communities our students will serve." This course will provide experiential learning for students and prepare them to use Applied Theatre skills to serve educational, at-risk, and special needs communities in the region. The final project for the course will be to create a service project using the skills of Applied Theatre. Students in the course will also work with the Standardized Patient Program and develop guidelines and workshop plans for a potential project in community-engaged theatre.

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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.) Individual written assignments and materials for leading ensemble work.

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

Data Sources:

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

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Individual written assignments and materials for leading ensemble work

☐ Other:

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

34

Approvals:	
Dept. Head: *[signature]*	Date: 2-14-18
College/Division Exec. Comm.: *[signature]*	Date: 2.14.18
Dean/Director: *[signature]*	Date: 2-15-18
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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THEA 4850-Applied Theatre-Syllabus

COURSE DESCRIPTION:
Examination of the theories and methodologies used by practitioners of applied theatre in their work with communities outside of traditional theatre.

REQUIRED TEXTS, RESOURCES AND MATERIALS:
Interactive and Improvisational Drama: Varieties of Applied Theatre and Performance. Blatner with Wiener, Editors

COURSE OBJECTIVES: *Students who successfully complete this course will be able to:*
1. Identify the fields/social arenas in which the skills of applied theatre are practiced.
2. Understand and Practice the theories of applied theatre, with a particular focus on Augusto Boal's Theatre of the Oppressed.
3. Discuss and critique the missions, practice, and methodologies of theatre currently involved in applied theatre.
4. Practice the community and consciousness raising exercises used by Boal and the companies focused on in class readings and research.
5. Develop the ability to become an intuitive, attentive, open, energetic and knowledgeable facilitator for applied theatre exercises.
6. Identify a social concern and develop a tentative workshop-length means of using the skills of applied theatre to begin to address that concern or interact with a particular group/community.
7. Develop a theoretical service project that employs the theories and methodologies of Applied Theatre

SELECTED EDUCATIONAL OUTCOMES
1. Students will articulate a cultural and historical perspective appropriate to their emphasis. This will be demonstrated through exams and class/group presentation and discussion.
2. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders. This will be demonstrated through group presentation/discussion.

GENERAL EDUCATION OUTCOMES
1. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
2. Students will use computer and information technology when appropriate.
3. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
4. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
5. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

EVALUATION:
Student assessment includes attendance, participation, performances, quizzes, exams, and written assignments.

Grading Scale:
A= 1000-900 points   B= 899-800 points   C= 799-700 points   D= 699-600 points
F= Below 600 points

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Sample Schedule

(Subject to Change by Instructor)

Class Date	CLASS TOPIC	HAVE READ FOR CLASS TODAY	DUE TODAY
JANUARY			
Monday 11	Introduction and Syllabus		
Wednesday 13	What is Applied Theatre?	*Applied Theatre* - Chapter 1-2 – (On Reserve)	
Friday			
Monday 18	NO CLASS – PRESIDENT'S DAY		
Wednesday 20	Ensemble Work: Power Play Day		
Friday 22	Intro to Boal and Theatre of the Oppressed	*Theatre of the Oppressed* Reading (Forward, Intro and Section 4) – (On Reserve)	
Monday 25	T.O.T.O. Video Day	*Interactive* – Chapter 21 & 25	Sign up for Presenter Slots
Wednesday 27	Ensemble Work: T.O.T.O. Exercises (Video Continued?)		
Friday 29	Theatre in Health Education	*Applied Theatre* – Chapter 6 – (On Reserve) / Interactive – Chapter 22	Practice OSCEs Distributed
FEBRUARY			
Monday 1	Forum Theatre Ensemble Work		OSCE #1 Scenarios Distributed
Wednesday 3	Work OSCE #1 Scenarios		T.O.T.O. Reading Response Due (Everybody!)
Friday 5	**UPTA? – No Class**		
Saturday 6	**OSCE #1**		
Monday 8	Theatre in Education	*Applied Theatre* – Chapter 3 (On Reserve) / *Interactive* – Chapters 8 & 10	**Presenter #1:**
Wednesday 10	TiE Ensemble Work Session		**Presenter #1:** **TiE Reading Response Due**
Friday 12	**TBA**		
Monday 15	Drama Therapy	*Interactive* – Chapters 15, 16 & 17	**Presenter #2:**
Wednesday 17	Drama Therapy Ensemble Work		**Presenter #2:** **Drama Therapy Reading Response Due**
Friday 19	**TBA – No Class?**		
Monday 22	Library - TBA	Library	**Initial Final Project Planning Due**
Wednesday 24	Library Workshop	Library Workshop	
Monday 29	Community Based Theatre	*Applied Theatre* – Chapter 9	**Presenter #3:**

		Interactive – Chapter 1&7	
MARCH			
Wednesday 2	Comm-Based Ensemble Work		**Presenter #3:** **Comm-Based Reading Response Due**
Friday 4	**SETC – No Class?**		
Monday 7	Theatre in Prisons	*Applied Theatre* (on Reserve) – Chapter 8 *Interactive* – Chapter 20	**Presenter #4:**
Wednesday 9	TiP Ensemble Work Session		**Presenter #4:** **TiP Reading Response Due**
Friday 11	NO CLASS!!!		
M-F 14-18	NO CLASSES!!!! – SPRING BREAK		
Monday 21	Devising	*Applied Theatre* – Chapter 4 *Applied Drama* (On Reserve) – Chapter 10	Presenter #5
Wednesday 23	Devising Ensemble Work		Presenter #5 **Devising Reading Response Due** Scenarios for OSCE #2 Distributed
Friday 25	Practice OSCE Scenarios in class		Individual Meetings With Melissa by this Date
Monday 28	Museum Theatre	*Applied Theatre* – Chapter 10 *Interactive* - Chapter 14	**Presenter #6:**
Wednesday 30	Museum Theatre Ensemble Work		**Presenter #6:** **Museum Reading Response Due**
APRIL			
Friday 1	OSCE #2		**First Draft Project Plans Due**
Saturday 2	OSCE #2		
Monday 4	Theatre For Development	*Applied Theatre* – Chapter 7 *Interactive* – Chapter 11	**Presenter #7:**
Wednesday 6	TFD Ensemble Work		**Presenter #7:** **TFD Reading Response Due**
Friday 8	**TBA – No Class?**		
Monday 11	Peer Review of Project Plans		
Wednesday 13	More Library Time		
Friday 15	**TBA – No Class?**	`	

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Monday 18	Final Practice Sessions #1 & #2		**Final Project Written Component Due!!!**
Wednesday 20	Final Practice Sessions #3 & #4		
Friday 22	**TBA – No Class?**		
Monday 25	**Final #1 (Workshop Worksheet Due)**		
Wednesday 27	**Final #2 (Workshop Worksheet Due)**		
Friday 29	**Final #3 (Workshop Worksheet Due)**		
	MAY		
Monday 2	**Final #4 (Workshop Worksheet Due)**		
Friday 6	**8am -10am – Final Exam Period**		

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/17/2018 (mm/dd/yyyy)

Department Initiating Request: MCL	**Faculty Member Requesting:** Ofélia R. Nikolova
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITAL 1001	**Proposed New Course Title:** Beginning Italian Language and Introduction to Italian Culture I **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Bgn Ital Lg&Intro Ital Cult
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** once a semester

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) The development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.

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: Diversify language offerings.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

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

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

☐ Other:

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

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Approvals:	
Dept. Head: *Ofelia R. Nikolova*	Date: 2-13-18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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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COLLEGE *of*
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ITALIAN 1001 – BEGINNING ITALIAN LANGUAGE & INTRODUCTION TO ITALIAN CULTURE I

Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, **online**, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: None

The development of proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Various sociocultural aspects and the distinctiveness of certain cultural traditions are studied.
Course Learning Outcomes:

- Match the ACTFL Novice-Mid or Novice-High profile in all 4 communicative skills.
- Acquire vocabulary regarding greetings and good-byes, courtesy expressions, academic life, numbers, days of the week, time expressions, family members, pastimes, personal descriptions
- Acquire grammatical structures regarding nouns, articles, adjectives, prepositions, interrogatives, gender agreement, colors, possession, conjugating regular and irregular verbs in the present tense, subject pronouns.
- Learn about the culture of Italy.

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General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS

Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri. 2nd* **ed. + Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

- **(Electronic Option)** ISBN: 978-1-62680-775-4

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Technology and Other Devices:

The curriculum in ITAL 1001 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/17/2018 (mm/dd/yyyy)

Department Initiating Request: MCL	**Faculty Member Requesting:** Ofélia R. Nikolova
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITAL 1002	**Proposed New Course Title:** Beginning Italian Language and Introduction to Italian Culture II
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Bgn Ital Lg&Intro Ital Cult II
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** once a semester

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ITAL 1001 or the equivalent. A continuation of ITAL 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

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: Diversify language offerings.

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.)

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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?)
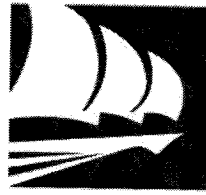
Data Sources:

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

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

☐ Other:

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

Approvals:	
Dept. Head: *Ofeliq R. Nikolova*	Date: *2-13-18*
College/Division Exec. Comm.: *Connie Richards*	Date: *2/14/18*
Dean/Director: *Connie Richards*	Date: *2/14/18*
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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COLLEGE *of*
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UNIVERSITY SYSTEM OF GEORGIA

ITALIAN 1002 - BEGINNING ITALIAN LANGUAGE & INTRODUCTION TO ITALIAN CULTURE II

Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 1001 or testing.

Prerequisite: ITAL 1001 or the equivalent. A continuation of ITAL 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Course Learning Outcomes:

- Match the ACTFL Novice-Mid or Novice-High profile in all 4 communicative skills.
- Acquire vocabulary regarding computers, electronics, clothing, grocery shopping, dining, daily routines, health + well-being.
- Acquire grammatical structures regarding modal verbs, disjunctive pronouns, passato prossimo, direct + indirect object pronouns, partitives, adverbs, reflexive + reciprocal verbs, locative + quantitative pronouns, imperfetto, trapassato.

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- Learn about the culture of Italy.

General Education Outcomes:

In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS

Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri. 2nd* **ed. + Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

- **(Electronic Option)** ISBN: 978-1-62680-775-4

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Technology and Other Devices:

The curriculum in ITAL 1002 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

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ITALIAN 1002 - BEGINNING ITALIAN LANGUAGE & INTRODUCTION TO ITALIAN CULTURE II

Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 1001 or testing.

Prerequisite: ITAL 1001 or the equivalent. A continuation of ITAL 1001, with emphasis on proficiency and communicative competence at the novice level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Course Learning Outcomes:

- Match the ACTFL Novice-Mid or Novice-High profile in all 4 communicative skills.
- Acquire vocabulary regarding computers, electronics, clothing, grocery shopping, dining, daily routines, health + well-being.
- Acquire grammatical structures regarding modal verbs, disjunctive pronouns, passato prossimo, direct + indirect object pronouns, partitives, adverbs, reflexive + reciprocal verbs, locative + quantitative pronouns, imperfetto, trapassato.

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- Learn about the culture of Italy.

General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS
Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri. 2ⁿᵈ* **ed. + Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

- **(Electronic Option) ISBN: 978-1-62680-775-4**

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Technology and Other Devices:

The curriculum in ITAL 1002 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

54

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/17/2018 (mm/dd/yyyy)

Department Initiating Request: MCL	**Faculty Member Requesting:** Ofélia R. Nikolova
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITAL 2001	**Proposed New Course Title:** Intermediate Italian Language and Italian Culture I
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Interm Ital Lg&Cult I
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** once a semester

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ITAL 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

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: Diversify language offerings.

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.)

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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.

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

☐ Other:

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

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Approvals:	
Dept. Head: *Ofelia R. Nikolova*	Date: 2-13-18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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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COLLEGE *of*
COASTAL
GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

ITALIAN 2001 - INTERMEDIATE ITALIAN LANGUAGE & ITALIAN CULTURE I
Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 1002 or testing.

Prerequisite: ITAL 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.
Course Learning Outcomes:

- Match the ACTFL Intermediate profile in all 4 communicative skills.
- Acquire vocabulary regarding home life, household chores, transportation, travel, vacations, cities, and urban errands.
- Acquire grammatical structures regarding future tense, double object pronouns, imperatives, time expressions, comparatives, superlatives, present + past conditional, impersonal + passive **si** structures, relative pronouns, indefinite + negative expressions.
- Learn about the culture of Italy.

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General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS

Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri.* 2nd ed. **+ Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

- **(Electronic Option)** ISBN: 978-1-62680-775-4

Technology and Other Devices:

The curriculum in ITAL 2001 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

COLLEGE of COASTAL GEORGIA
UNIVERSITY SYSTEM OF GEORGIA

ITALIAN 2001 - INTERMEDIATE ITALIAN LANGUAGE & ITALIAN CULTURE I
Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 1002 or testing.

Prerequisite: ITAL 1002 or the equivalent. Emphasis on the development of proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Course Learning Outcomes:

- Match the ACTFL Intermediate profile in all 4 communicative skills.
- Acquire vocabulary regarding home life, household chores, transportation, travel, vacations, cities, and urban errands.
- Acquire grammatical structures regarding future tense, double object pronouns, imperatives, time expressions, comparatives, superlatives, present + past conditional, impersonal + passive **si** structures, relative pronouns, indefinite + negative expressions.
- Learn about the culture of Italy.

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General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS

Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri. 2nd* **ed. + Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

- **(Electronic Option)** ISBN: 978-1-62680-775-4

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Technology and Other Devices:

The curriculum in ITAL 2001 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/17/2018 (mm/dd/yyyy)

Department Initiating Request: MCL	**Faculty Member Requesting:** Ofélia R. Nikolova
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ITAL 2002	**Proposed New Course Title:** Intermediate Italian Language and Italian Culture II
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Interm Ital Lg&Cult II
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** once a semester

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: ITAL 2001 or the equivalent. A continuation of ITAL 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

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: Diversify language offerings.

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.)

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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.

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

☐ Other:

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

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Approvals:

Dept. Head: *Ofelia R. Nikolova*	Date: *2-13-18*
College/Division Exec. Comm.: *Connie Richards*	Date: *2/14/18*
Dean/Director: *Connie Richards*	Date: *2/14/18*
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

COLLEGE *of* COASTAL GEORGIA

UNIVERSITY SYSTEM OF GEORGIA

ITALIAN 2002 - INTERMEDIATE ITALIAN LANGUAGE & ITALIAN CULTURE II

Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 2001 or testing.

Prerequisite: ITAL 2001 or the equivalent. A continuation of ITAL 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Course Learning Outcomes:

- Match the ACTFL Intermediate profile in all 4 communicative skills.
- Acquire vocabulary regarding performing arts, fine arts, literature, professions, work environment, outdoors, and environment.
- Acquire grammatical structures regarding infinitive constructions, non-standard nouns, gerund constructions, ordinal numbers + suffixes, impersonal constructions, present

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subjunctive (regular + irregular verbs), past subjunctive, conjunctions, imperfect subjunctive, tense correlations.
- Learn about the culture of Italy.

General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
- Online support for D2L including live chat with a support person is available 24/7 at https://D2LHelp.view.usg.edu
- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS
Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri. 2nd* ed. + **Supersite Plus Code (w/WebSAM + vText).** Boston: Vista Higher Learning.

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- **(Electronic Option)** ISBN: 978-1-62680-775-4

Technology and Other Devices:

The curriculum in ITAL 2002 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

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COLLEGE of COASTAL GEORGIA

UNIVERSITY SYSTEM OF GEORGIA

ITALIAN 2002 - INTERMEDIATE ITALIAN LANGUAGE & ITALIAN CULTURE II
Insert CRN, class meeting days and times, and room location
Insert Semester and Year

Course Format: *State whether it is face-to-face, online, or hybrid.*

INSTRUCTOR INFORMATION

Instructor: *Insert Name*
Title: *Insert job title (e.g., Assistant Professor of Mathematics)*
Office: *Insert office location here (if part-time, put part-time office).*
Phone: *Insert office phone (and, if applicable, other numbers)*
Office Hours: *Standard amount is 8 face-to-face hours per week - be sure to include "or by appointment."*
E-mail: *Insert your CCGA email*
Expected Response Time: *Explain how long a student might wait (e.g., 24 hours on weekdays and 48 hours on weekends) to get a response to an email/voicemail.*

Other pertinent information may be added, such as:
Fax number, Personal Website, best email to use (ccga, d2l, or other)

COURSE DESCRIPTION

Catalog Description:
3 class hours
Prerequisite: Ital 2001 or testing.

Prerequisite: ITAL 2001 or the equivalent. A continuation of ITAL 2001, with emphasis on proficiency and communicative competence at the intermediate level in the four basic skills: speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Awareness and understanding of various sociocultural aspects and the distinctiveness of certain cultural traditions.

Course Learning Outcomes:

- Match the ACTFL Intermediate profile in all 4 communicative skills.
- Acquire vocabulary regarding performing arts, fine arts, literature, professions, work environment, outdoors, and environment.
- Acquire grammatical structures regarding infinitive constructions, non-standard nouns, gerund constructions, ordinal numbers + suffixes, impersonal constructions, present

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subjunctive (regular + irregular verbs), past subjunctive, conjunctions, imperfect subjunctive, tense correlations.
- Learn about the culture of Italy.

General Education Outcomes:
In addition to the course learning outcomes, this course will also address these College general education outcomes and competencies:

- Analyze diversity in thought, communication, technology, or culture in the modern world.

DISTANCE LEARNING REQUIREMENTS

This section should only be included for hybrid or online classes.

Overview of Online Course Activities: *What online activities will students be expected to complete?*

Online Communication Guidelines: *How should students communicate with you?*

Technical Requirements: *What hardware/software will they need (e.g., webcam)?*

Technical Support Information:
- Contact eLearning for support with Brightspace (D2L), Respondus, and Blackboard Collaborate by calling 912.279.4543 or emailing elearning@ccga.edu
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- Contact Technology Services for support with passwords, email, and other campus systems by calling 912.279.5760.

Course Access and Navigation: *Is everything on D2L? Are there other websites they need?*

Distance Learning Student Resources: *What resources are available?*

Server Unavailability or Other Technical Difficulties: *What should they do?*

Privacy Policy: Note that the College of Coastal Georgia complies with the SACSCOC policies regarding distance education including those related to student authentication (www.ccga.edu/Online). Each student enrolled in a distance education course is assigned a secure login and password and must use this to register for and access the distance education course. Specific course and student information is not available to any outside users. For security purposes, CCGA requires a password change every 6 months.

COURSE REQUIREMENTS

Text and Other Materials:

Cozzarelli, Julia. 2016. *Sentieri.* 2nd ed. + Supersite Plus Code (w/WebSAM + vText). Boston: Vista Higher Learning.

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- **(Electronic Option)** ISBN: 978-1-62680-775-4

Technology and Other Devices:

The curriculum in ITAL 2002 relies heavily on technology. Students must check email, D2L and iLrn on a daily basis. Additionally, they must own or have access to:

- webcam with microphone, video camera, or computer with camera pre-installed
- headset (headphone & microphone combination) or computer with microphone and speakers
- Mozilla, Chrome or Safari browsers

Methods of Evaluation: *Examples: Class participation/discussions, Research project, Quizzes on assigned reading material, Project, Exams and Final exam*
This section should include the weighting of each component.

Grading Scale:
Sample standard Grading Scale:
A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 00-59

Make-Up Work Course Policy:

Attendance Course Policy:
Insert your own attendance policy. If your department/school has one, it should also be inserted.

Other pertinent information may be added, such as:
Class decorum, Teaching Methods, Class structure, Tips on doing well in the course, any specific requirements for your course not already listed (e.g., attending I sessions)

Course Evaluations: Course evaluations are completed online by the student during the specified time period before final exams.

College-wide Policies: All college policies are in effect during this course. For relevant policies and procedures to the classroom, please visit www.ccga.edu/CoursePolicies.

Reserve Clause: The instructor reserves the right to revise, alter, or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.

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REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 01/23/2018

Department Initiating Deactivation: MCL	**Semester & Year to be Effective:** Spring 2018

List of courses (or the program or track) to be deactivated:
SPAN 2010 Intermediate Grammar

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 course was replaced by SPAN 3000 Intermediate Grammar and Conversation to provide more conversation practice

☒ Adopting Current Best Practice(s) in Field Proficiency-oriented curricula are a best practice.

☐ 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.)

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Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dept. Head: *Ofelia R. Nikolova*	Date: 2-13-18
Dean/Director: *Connie Richards*	Date: 2/14/18
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) AFAM ~~3130~~ 3030 3030 3030 Also offered as PHIL ~~3130~~ and REL ~~3130~~ and NAIS ~~3130~~ 3030	**Proposed New Course Title:** African to African American Philosophy and Religious Studies **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) African to African American Phil
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3130 African to African American Philosophy and Religious Studies
Also offered as PHIL 3130 and REL 3120 and NAIS 3130
An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. An emphasis will be given to ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

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

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Approvals:	
Dept. Head: *[signature]* *Colleen M. Wartha*	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 NEW COURSE

Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NAIS 3130 3030 3030 3030 Also offered as PHIL 3130 and REL 3130 and AFAM 3130 3030	**Proposed New Course Title:** African to African American Philosophy and Religious Studies **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) African to African American Phil
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective		
Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3130 African to African American Philosophy and Religious Studies
Also offered as PHIL 3130 and REL 3130 and NAIS 3130
An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. An emphasis will be given to ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

Approvals:	
Dept. Head: ~~Fred Downing~~ ~~JKrumfest~~	Date: 2/13/18
College/Division Exec. Comm.: ~~Connie Richards~~	Date: 2/14/18
Dean/Director: ~~Connie Richards~~	Date: 2/14/18
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 NEW COURSE

Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHIL ~~3130~~ 3030 3030 Also offered as REL ~~3130~~ and NAIS ~~3130~~ 3030 and AFAM ~~3130~~ 3030	**Proposed New Course Title:** African to African American Philosophy and Religious Studies **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) African to African American Phil
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective		
Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3130 African to African American Philosophy and Religious Studies
Also offered as REL 3130 and NAIS 3120 and AFAM 3130
An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. An emphasis will be given to ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

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

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Approvals:	
Dept. Head: *Fred F. Bowman*	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) REL 3030 Also offered as PHIL 3030 and NAS 3030 and AFAM 3030	**Proposed New Course Title:** African to African American Philosophy and Religious Studies **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) African to African American Phil
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3030 African to African American Philosophy and Religious Studies
Also offered as PHIL 3030 and NAS 320 and AFAM 3030
An examination of philosophies and religious traditions which begin in Africa and move through the Caribbean into the Americas. An emphasis will be given to ontological and epistemological themes that begin in Africa and cross the Atlantic as well as Indigenous African influences in the philosophies and religions of the Caribbean and the Americas.

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

Approvals:	
Dept. Head: ~~Fred Downing~~ Carlin M. Wedke	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 NEW COURSE
Valdosta State University

Date of Submission: 01/29/2018 (mm/dd/yyyy)

Department Initiating Request: PHIL/REL	**Faculty Member Requesting:** A. Santas
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHIL-3920 Also offered as REL 3920	**Proposed New Course Title:** Fate, Free Will and Time **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Fate, Free Will & Time
Semester/Year to be Effective: Sp 2019	**Estimated Frequency of Course Offering:** every 2 years

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) PHIL 3920 Fate, Free Will and Time
Also offered as REL 3920
An in depth examination of the problem of free will and determinism, and its relation to the problem of time, using historical readings and their relation to modern science, fiction, and film.

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: Department Outcomes, 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

Approvals:	
Dept. Head: _Fred Downing_	Date: 2/13/18
College/Division Exec. Comm.: _Connie Richards_	Date: 2/14/18
Dean/Director: _Connie Richards_	Date: 2/14/18
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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Course Description: This course will be an in depth examination of the problem of free will and determinism, and its relation to the problem of time, using historical readings and their relation to modern science, fiction, and film.

Course Learning Outcomes (Objectives):
- to learn some of the key elements in the problem of free will (D1)
- to learn some of the key elements in the problem of the nature of time (D1)
- to understand the historical approaches to the fundamental problems in human agency (D1)
- to develop critical thinking skills with respect to one's personal conception of agency and choice (D2,3)

Required Texts:
- Ilham Dilman, *Free Will: An Historical and Philosophical Introduction* (ISBN: 0-415-20056-3)
- Adrian Bardon, *A Brief History of the Philosophy of Time* (ISBN: 978-0-19-930108-9)
- There will also be supplemental online readings made available online

Office Hours: My office is located in 1201 Ashley Hall. The times you may find me there are MW 10:00-12:00 and by appointment. You can reach me there or leave a message at 333-5949. You can also reach me through e-mail at *asantas@valdosta.edu.*

Grades: Final grades will be determined on the basis of the following:

Unit Assignments	(50%)
Participation	(25%)
Term Project	(25%)

Participation and Attendance: Attendance is required, except with a use of the online format. What I'll be looking for, besides regular attendance, are the following:

conscientious class presentations	contribution to discussion
effort to improve and grow	attentiveness to the course materials and to each other
responsible attitude towards learning	respectful treatment of your peers

Cell Phones / Tablets / Portable Electronics: Smart phones and tablets are incredibly useful, but they can also be thieves of attention and attentiveness. Please use them responsibly in the classroom--only for expressed course purposes. Using them for texting, messaging and other distractions during class sessions will not be tolerated. If you cannot abide by this, you will be *asked to leave* the classroom. Violating this policy will adversely affect your course grade.

Readings: You will be expected to read assigned materials carefully. Remember, the class will be a lot more interesting if you have prepared for it. That means reading and **understanding** the material. Since the readings will sometimes be difficult, it is necessary to read them more than once. See my Guidelines page (Part I) for a reading strategy. Reading Deadlines can be found through the Course Home Page

Unit Assignments: There will be two kinds of unit assignments: Response Papers, and Critical Analysis Reports.
- The *response writing assignments* will be your response to readings and films and the integration of the ideas found in each.
- The *summaries assignments* will be simple summaries of the assigned readings.
- There may also be group presentation assignments you will have to plan ahead and coordinate format details with your partners well in advance. Be aware that once you decide to do a presentation for a Unit Assignment, you may not simply change your mind in the middle or at the end of a project without penalty. This is especially true for group reports. *All presenters __must meet with me at least one week in advance__ to discuss your plans for the presentation and __show me a draft of the presentation two days in advance__ or you will not be allowed*

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to present or get credit for the presentation.

See Guidelines page (Parts II & III) for more details on writing and oral reports. All assignments and due date schedules will be posted on the Course Home Page.

Term Projects: During the third and final unit of the course, everyone will be working on a final project. You will elect to work individually, in small groups, or in a large group—details will be worked out as the class develops. All topics and deadlines will be approved of by the instructor before the final product is completed. You will be given **two options:**

> **Option I: Term Paper:** Your final project requirement can be fulfilled by electing to write a term paper. If you choose to do this, you may choose any problem related to the topic of the course.

> **Option II: Short Film:** Your final project requirement can also be fulfilled by electing to create a short film. Again the topic can be anything related to the topic of the course.

See Class Schedule for all deadlines on the Course Home Page.

Make-Up Work: Statement from Academic Affairs: 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 duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

Academic Dishonesty and Plagiarism: The VSU Student Code of Conduct in the Student Handbook states:
> 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. (p. 59)

Anyone found guilty of academic dishonesty—offering someone else's work as their own—will be subject to receiving an 'F' in the course. In addition, current VSU policy dictates that all instances be reported to the administration for disciplinary action. See Academic Honesty Policies and Procedures page.

Campus Carry Law: Information about the new campus carry law, which allows concealed handguns in the classroom, can be found at http://www.usg.edu/hb280/additional_information. The VSU page can be found at: http://www.valdosta.edu/administration/finance-admin/police/campuscarry/. There are many restrictions to this provision, so read these pages carefully. This law is the reason I no longer require attendance in my classrooms. If you ever feel it unsafe to be in the room, you may leave without notice. Safety comes first, even at the expense of traditional academic standards. While I recognize that many seem to believe that having guns on campus makes us *safer*, the best science shows us otherwise. See the recent report by Johns Hopkins University: http://mypages.valdosta.edu/asantas/texts/GunsOnCampus.pdf

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

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

Final Note: This document is *not a contract* and is *subject to change* as needed to meet course objectives.

Schedule of Assignments

(Subject to Change)

Unit I: Ancients and Medievals

Day	Author/ Topic	Reading Assignment	Presentation*/ Video	Assignment Due
M 1/9	Syllabus Introductions	None	Santas	Questionnaires
W 1/11	Planning	Dilman, Introduction, pp. 1-7	Santas Assorted clips TBA	**Assign Presentations**
M 1/16	*MLK Holiday*			
W 1/18	Homer	Dilman, Chapter 1, pp. 11-20 Homer, *The Iliad*	discussion	
M 1/23	Sophocles	Dilman, Chapter 2, pp. 21-34 C. Santas, *Oedipus Rex*		
W 1/25	Plato	Dilman, Chapter 3, pp. 35-48 Plato, *Gorgias*		
M 1/30	Aristotle	Dilman, Chapter 4, pp. 49-67 Bardon, Intro, Chap. 1, pp. 1-27 Aristotle, *Nic. Ethics*, Book III, VII		
W 2/1	Epicureans Stoics	Epicurus, *Letter to Menoeceus* Lucretius *On The Nature of Things* Bk II Stanford article on Stoics	BBC Video Seneca Assorted clips TBA	
M 2/6	St. Augustine	Dilman, Chapter 5, pp. 71-88 *Stanford Article on Augustine and Will; Confessions Bk 11* (on Time)		
W 2/8	St. Thomas	Dilman, Chapter 6, pp. 89-109 *De Veritate*		

Unit II: Moderns

Day	Author/ Topic	Reading Assignment	Presentations/ Video	Assignment Due
M 2/13	Descartes	Dilman, Chapter 7, pp. 113-26 Bardon, Chap. 2, pp. 28-49 Descartes, *Meditations*, I, II, IV	*Matrix* trilogy	**Summaries #1 Due**
W 2/15	Leibniz Locke	Leibniz, *Monadology; Theodicy* Locke, *Essay*, Book II, Chap xxi, 5-27	*Matrix* trilogy (cont.)	
M 2/20	Spinoza & Hume	Dilman, Chapter 8, pp. 127-40 *Ethics*, Parts IV and V Dilman, Chapter 9, pp. 141-62 Hume, *Enquiry*, Section VIII		
W 2/22	Kant & Schopenhauer	Dilman, Chapter 9, pp. 141-62 Kant, *Groundwork* Dilman, Chapter 10, pp. 165-78 Schopenhauer, *On Free Will*		**Film Response #1 Due (*Matrix*)**

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Unit III: 20th Century and Contemporary

Day	Author/Topic	Reading Assignment	Presentations/Video	Assignment Due
M 2/27	Freud	Dilman, Chapter 11, pp.179-89	*I ♥ Huckabees*	**Summaries #2 Due**
W 2/29	Sartre Weil	Dilman, Chapter 12, 190-204 Dilman, Chapter 13, pp. 206-20	*I ♥ Huckabees*	
M 3/5	G. E. Moore J.L. Austin	Dilman, Chapter 14, pp. 221-33 Moore, *Free Will*; Austin, *'Ifs' and 'Cans'*	*Minority Report*	**Film Response #2 Due** (*Huckabees*)
W 3/7	Wittgenstein	Dilman, Chapter 15, pp. 234-54 Wittgenstein, *Freedom of the Will*	*Minority Report* (cont.)	
3/12-14	*Spring Break*			
M 3/19	Prediction and Determinism	Bardon, Chapter 3, pp. 50-78 Philip K. Dick	*Next*	**Summaries #3 Due**
W 3/21	Prediction and Determinism	Bardon, Chap. 4, pp. 79-111 Philip K. Dick	*Next* (cont.)	
M 3/26	Mind as Brain?	*Gazzaniga, Chapter 3* *Gazzaniga Chapter 4*	Assorted clips TBA	
W 3/28	Mind as Brain?	G. H. Mead, *Mind Self and Society*, Part I; Santas Summary of Part II Bardon, Chap. 5, pp. 112-126	Assorted clips TBA	
M 4/2	Past as Present	Mead, *Present as the Locus of Reality* Bardon, Chap. 6, pp. 127-37	*Déjà vu*	**Film Response #3 Due** (P.K. Dick, etc)
W 4/4	Past as Present	Bardon, Chap. 7, pp. 138-52 Stanford Article on Mead and Emergence	*Déjà vu* (cont.)	

Unit IV: Final Projects

Day	Agenda	Activity			Assignment Due
M 4/9	**Final Project Planning**	Discuss Project Options			Final Project Intent Forms Distributed
W 4/11	**Final Project Planning**	TBA			Final Project Intent Forms Due
M 4/16	Project Proposals	*Visit Dr. Santas in his office for conference at assigned time*	**Papers**		Final Project Forms Due
W 4/18	Project Proposals	*Visit Dr. Santas in his office for conference at assigned time*	**Films**		Final Project Forms Due
M 4/23	Projects	Project Presentations	**Papers**		Paper Rough Drafts Due
W 4/25	Projects	Project Presentations	**Films**		Film Rough Cuts Due
M 4/30	All Final Projects Due				

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/29/2018 (mm/dd/yyyy)

Department Initiating Request: PHIL/REL	**Faculty Member Requesting:** A. Santas
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) REL 3920 Also offered as PHIL 3920	**Proposed New Course Title:** Fate, Free Will and Time **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Fate, Free Will & Time
Semester/Year to be Effective: Sp 2019	**Estimated Frequency of Course Offering:** every 2 years

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3920 Fate, Free Will and Time
Also offered as PHIL 3920
An in depth examination of the problem of free will and determinism, and its relation to the problem of time, using historical readings and their relation to modern science, fiction, and film.

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: Department Outcomes, 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

Approvals:	
Dept. Head: *Fred Downing*	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PHIL 3240 Also offered as REL 3240 and WGST 3240	**Proposed New Course Title:** Philosophy of Sex **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Philosophy of Sex
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) PHIL 3120 Philosophy of Sex
Also offered as REL 3240 and WGST 3240
An examination of the historic and current definitions and scholarly trends involving human sexuality. Emphasis will be given to religious and philosophical constructs in both Western and non-Western cultures. Specific topics will include LGBTQ+ issues, heterosexual/homosexual history, theories of monogamy and marriage, systemic constructs involving sexual abuse and assault, and theories involving pornography

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

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Approvals:	
Dept. Head: ~~Fred H Downing~~	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) REL 3240 Also offered as PHIL 3240 and WGST 3240	**Proposed New Course Title:** Philosophy of Sex **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Philosophy of Sex
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) REL 3240 Philosophy of Sex
Also offered as PHIL 3240 and WGST 3240
An examination of the historic and current definitions and scholarly trends involving human sexuality. Emphasis will be given to religious and philosophical constructs in both Western and non-Western cultures. Specific topics will include LGBTQ+ issues, heterosexual/homosexual history, theories of monogamy and marriage, systemic constructs involving sexual abuse and assault, and theories involving pornography

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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

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

Approvals:	
Dept. Head: *Fred Downing*	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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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Philosophy of Sex

Department of Philosophy and Religious Studies
Valdosta State University
PHIL 3120/REL 3120
WGST 3120

Instructor: Dr. L. Lovern
Email: llovern@valdosta.edu
Office: Ashley Hall 1217
Office Hours: MW 11-12 or by appointment
Phone: 229-333-7376; Main Office: 229-333-5949

VSU Title IX Policy

- **Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.
- **Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

VSU Educational Outcome:

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

Content and Course Objectives:

An examination of the historic and current definitions and scholarly trends involving human sexuality. Emphasis will be given to religious and philosophical constructs in both Western and non-Western cultures. Specific topics will include LGBTQ+ issues, heterosexual/homosexual history, theories of monogamy and marriage, systemic constructs involving sexual abuse and assault, and theories involving pornography

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Requirements and Evaluation:

Homework as needed
Quizzes as needed
10 Weekly writing assignments 10 points each
5 Discussion posts/replies 10 points each
3 Essay tests 100 points each
Final Paper 100 points
Total Points: 550

Grading System:

Grades will be additive based on a 90-100 A, 80-89 B, 70-79 C, 60-69 D, below 60 F. Grades on any given assignment or on the final score may be curved at the professor's discretion. Students may not negotiate grades.

Attendance and Participation:

Attendance and participation will be used to determine borderline grades. Attendance and participation are determined by the professor based on student attendance, student attempts to gain help from the professor when needed, and student attempts to gain help from the SSC. To earn the possibility of gaining attendance and participation consideration in the case of a borderline grade, the student must actively participate, both in and out of the classroom, showing efforts to achieve a complete understanding of the course material.

Weekly writing assignments:

Students will turn in a 3 page paper for **10** weeks of readings (each student can determine which of the 16 weeks of readings he/she would like to cover). The paper should show that the student has read and understood all the material for that week. The paper should contain questions, analysis and evaluations of the readings. Five are due by March 16 at 11:30 pm. The remaining five are due April 28 at 11:30 pm.

Grading Standards:

Weekly assignments will be graded based on coverage of all the readings for that week, analysis of the readings, and grammar. Personal information and opinions should *NOT* be the focus of these assignments. If personal information and opinions are given, they should be left till the final paragraph. These are academic discussions and should *NOT* included personal or political opinions. Information used from the readings should be properly cited (see final paper information for citation practices).

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4. <u>Use of Sources</u> : Have you used a variety of appropriate sources? Are sources properly documented? Is your citation style consistent?

***5 POINTS WILL BE TAKEN, FROM THE TOTAL GRADE, FOR EACH DAY THE TEST IS LATE.

Final Paper:

The final paper will be a topic of the student's choice (with the professor's approval). This paper will be researched and manufactured according to APA/MLA/Chicago style sheet. These papers will be due during the finals period. Each paper must have at least 8 sources. The sources must be academic peer-reviewed journal articles or books. Only one of the sources can be from the course readings. Students may not submit papers from other courses as work for this course. The papers must deal with topics examined in this course.

***PLEASE ENSURE THAT YOUR PAPER HAS A THESIS STATEMENT AND ARGUMENT.

***REMEMBER THAT RESEARCH PAPERS ARE NOT PERSONAL REFLECTION OR OPINION PAPERS.

****PLEASE PROOFREAD AND THEN PROOFREAD AGAIN!

***REGARDING INTERNET SOURCES: DO NOT USE INTERNET SOURCES OR WEB PAGES EXCEPT IN CONNECTION WITH ACADEMIC SITES SUCH AS GALILEO OR JSTOR.

***NEVER USE WIKIPEDIA!

<u>Format</u>: The papers must be typewritten (Times New Roman, font size 12), double-spaced and include page numbers. Do not add an extra double space between each paragraph. The title page should include your name, student number, course code, professor's name and submission date.

<u>Citations and Bibliography</u>: It is extremely important to <u>cite your sources of information</u> by providing both footnotes/in-text citations AND a bibliography. **Otherwise, you could be charged with plagiarism.** It is better to be overcautious in this regard. I prefer in-text citations or Chicago Style footnotes, but any other style is acceptable (e.g., APA, MLA, SBL, etc.,) as long as it is <u>consistent.</u>

In-text citation sample: "Regardless of what anyone may personally think or believe about him, Jesus of Nazareth has been the dominant figure in the history of Western culture for almost twenty centuries" (Pelikan, 1).

Chicago style footnote sample below. Do not manually type in the footnote at the end of the page, instead use the "references" icon or "insert footnote" icon in Word Document so that the footnote will be automatically formatted, otherwise it will shift and mess up the document.

Students must complete all course work on time unless approved by the professor. Any student wanting to turn in late work must have a doctor's excuse or equivalent documentation. Students have two weeks, after the original due date, to gain approval and complete late work.

Special Needs:

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 number is 229- 245-2498 (V) 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Statement Concerning Academic Standards:

Academic dishonesty will be dealt with as severely as possible. Cheating will not be tolerated. You are responsible for doing your own work, and for knowing all University policies concerning cheating, plagiarism, and other forms of academic dishonesty. In accordance with the policies of VSU, I will report violations to the Office of the Dean of Students, which is charged with responding when students are accused of committing a violation of the academic dishonesty policy. At the very least, students found guilty of academic dishonesty will fail this course.

Definition of scholastic dishonesty:
> Scholastic dishonesty is any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student's own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing (misrepresenting as one's own anything done by another); engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned; obtaining dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing records of academic achievement; depriving another of necessary course materials or sabotaging another's work.

If you have any questions or doubts about specific cases of documentation or citation, please ask me. If you have general questions about what constitutes scholastic dishonesty or wish to review the University policy, see the VSU guidelines at:

http://www.valdosta.edu/academic/AcademicHonestyPoliciesandProcedures.shtml

Course etiquette:
Students are expected to approach both the professor and other students professionally. Correspondence and discussions should be done with the understanding that emails and posts can

COURSE OUTLINE AND READINGS

Section 1 Background Information

Week 1 Jan. 8-12 Sexuality

Week 2: **Jan. 15-19** Gender

Week 3: Jan. 22-26 Gender

Week 4: Jan. 29- Feb. 2 Culture Inclusion   *Study Guide Distributed*

Week 5: Feb. 5-9 Legal Perspectives   *Test 1 Open 9th*

Week 6: Feb. 12-16 Legal Perspectives   *Test 1 due Saturday 17th by 11:30pm*

Section 2

Week 7: Feb. 19-23 Cultural definitions Differences vs. Perversions

Week 8: Feb. 26- Mar. 3 Cultural definitions Differences vs. Perversions

Week 9: Mar. 5-9 LGBTQ+ Community Issues   *Study Guide Distributed*

Week 10: Mar. 12-16   LGBTQ+ Community Issues   *Test 2 Open 16th*

Week 11: Mar. 19-23   LGBTQ+ Community   *Test 2 due Saturday 24th by 11:30pm*

Section 3

Week 12: Mar. 26-30 Issues involving Violence

Week 13: Apr. 2-6 Issues involving Violence

Week 14: Apr. 9-13 Pornography and Prostitution Issues   *Study Guide Distributed*

Week 15: Apr. 16-20   Pornography and Prostitution Issues *Test 3 open 20th*

Week 16: Apr. 23-27 *Test 3 due Saturday 28th by 11:30pm*

Week 17: December 5-9 Finals *Final paper due May 2 by 11:30 pm*

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Philosophy & Religious Studies	**Faculty Member Requesting:** Lavonna Lovern
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) WGST 3240 Also offered as PHIL 3240 and REL 3240	**Proposed New Course Title:** Philosophy of Sex **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Philosophy of Sex
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) WGST 3240 Philosophy of Sex
Also offered as PHIL 3240 and REL 3240
An examination of the historic and current definitions and scholarly trends involving human sexuality. Emphasis will be given to religious and philosophical constructs in both Western and non-Western cultures. Specific topics will include LGBTQ+ issues, heterosexual/homosexual history, theories of monogamy and marriage, systemic constructs involving sexual abuse and assault, and theories involving pornography

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

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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.

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

☐ Other:

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

Approvals:	
Dept. Head: *Fredd Downing*	Date: 2/13/18
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18
Dean/Director: *Connie Richards*	Date: 2/14/18
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 CURRICULUM CHANGE
Valdosta State University

Select Area of Change:

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

Current Catalog Page Number:	Proposed Effective Date for Curriculum Change: (Month/Year): Aug 2018	Degree & Program Name: (e.g., BFA, Art): B.A in PHIL/REL

Present Requirements: Senior College Curriculum (Philosophy Track). .... 60 hours (must include at least 39 hours of course work numbered 3000 or above) Courses Required for Philosophy ....24 hours Logic and Argumentation–PHIL 2020 .... 3 hours History of Philosophy–PHIL 3060, 3070, 3080, 3090 .... 6 hours Ethics– PHIL 3100, 3120, 3130, 3140, 3150, 3160, 3170, 3180, 3190, 3210, 4120, 4220 ......3 hours Philosophy, Society, and Culture–PHIL 3110, 3300, 3400, 3430, 3530, 3540, 3610, 3620, 3630,3650, 3700, 3710,3800, 3801, 3850, 3900 .... 3 hours Epistemology, Metaphysics, and Scientific Reasoning–PHIL 3200, 3220, 3230 .... 3 hours Senior-level Curriculum .... 3 hours PHIL 4800, 4810, 4900, or 4910 Senior Capstone PHIL 4920 .... 3 hours Upper Division REL courses (any REL 3XXX or 4XXX)...... 6 hours Minor and/or Elective Courses ....30 hours Total hours required for the degree .... 120 semester hours	Proposed Requirements (Underline changes after printing this form: Senior College Curriculum (Philosophy Track). .... 60 hours (must include at least 39 hours of course work numbered 3000 or above) Courses Required for Philosophy ....24 hours Logic and Argumentation–PHIL 2020 .... 3 hours History of Philosophy–PHIL 3060, 3070, 3080, 3090 .... 6 hours Ethics– PHIL 3100, 3120, 3130, 3140, 3150, 3160, 3170, 3180, 3190, 3210, 4120, 4220 ......3 hours Philosophy, Society, and Culture–PHIL 3110, <u>3130,3240,</u> 3300, 3400, 3430, 3530, 3540, 3610, 3620, 3630,3650, 3700, 3710,3800, 3801, 3850 3900. . . . . 3 hours Epistemology, Metaphysics, and Scientific Reasoning–PHIL 3200, 3220, 3230,<u>3920</u> .... 3 hours Senior-level Curriculum .... 3 hours PHIL 4800, 4810, 4900, or 4910 Senior Capstone PHIL 4920 .... 3 hours Upper Division REL courses (any REL 3XXX or 4XXX)...... 6 hours Minor and/or Elective Courses ....30 hours Total hours required for the degree .... 120 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: Department Outcomes 1, 2, 3

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☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

Data Sources:

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

<u>Approvals:</u>

Department Head: *Fred L Downing*	Date: 2/19/18
College/Division Exec. Committee: *Connie Richards*	Date: 2/21/18
Dean(s)/Director(s): *Connie Richards*	Date: 2/21/18
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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Academic Committee: Date:

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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:	Proposed Effective Date for Curriculum Change: (Month/Year): Aug 2018	Degree & Program Name: (e.g., BFA, Art): BA, Philosophy and Religious Studies (Religious Studies Track)

Present Requirements:	Proposed Requirements (Underline changes after printing this form:
Senior College Curriculum (Religious Studies Track) ...... 60 hrs (must include at least 39 hours of coursework numbered3000 or above)	Senior College Curriculum (Religious Studies Track)........ 60 hrs (must include at least 39 hours of coursework numbered 3000 or above)
Courses required for Religious Studies..24 hours	Courses required for Religious Studies...24 hours
Religious Traditions chosen from .. 6 hours REL 3510, REL 3520, REL 3610, REL 3700, REL 3710	Religious Traditions chosen from ... 6 hours REL 3510, REL 3520, REL 3610, REL 3700, REL 3710
History of Religions and Sacred Texts chosen from ....6 hours REL 3220, REL 3300, REL 3330, REL 3340, REL 3350,REL 3360, REL 3500, REL 3504, REL 3505, REL 3600, REL 3630, REL 3640	History of Religions and Sacred Texts chosen from ....6 hours REL 3220, REL 3300, REL 3330, REL 3340, REL 3350,REL 3360, REL 3500, REL 3504, REL 3505, REL 3600, REL 3630, REL 3640
Religion, Ethics, and Society chosen from .... 3 hours REL 3210, REL 3270, REL 3400, REL 3530, REL 3540, REL 3620, REL 3650, REL 3800	Religion, Ethics, and Society chosen from .... 3 hours REL 3130, REL 3210, REL 3240, REL 3270, REL 3400, REL 3530, REL 3540, REL 3620, REL 3650, REL 3800, REL 3920
Senior Capstone Course REL 4920........................….3 hours	Senior Capstone Course REL 4920 .... 3 hours
Upper Division REL Electives (3000-, 4000-level)..……...........6 hours	Upper Division REL Electives (3000-, 4000-level).....................6 hours
Upper Division PHIL Courses (3000-, 4000-level)….....................6 hours	Upper Division PHIL Courses (3000-, 4000-level)..6 hours
Minor and/or Elective Courses ....30 hours	Minor and/or Elective Courses ....30 hours
Total hours required for the degree ....120 semester hours	Total hours required for the degree ....120 semester hours

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Justification:

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

☒ Improve student learning outcomes: .Department Outcomes: 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☐ Other:

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs, student surveys, and alumni surveys
☐ **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. alumni surveys, and exit survey given to graduating seniors
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: _Fred L Downing_	Date:	2/19/18
College/Division Exec. Committee: _Connie Richards_	Date:	2/21/18
Dean(s)/Director(s): _Connie Richards_	Date:	2/21/18
Grad. Exec. Committee: (for graduate course)	Date:	
Graduate Dean: (for graduate course)	Date:	

Academic Committee:	Date:

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REQUEST FOR A REVISED CATALOGUE COPY 2018
(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change:	☐ Core	☐ Senior	☐ Graduate

Current Catalogue Page Number: N/A	Proposed Effective Date for Revised Catalogue Copy: (new or revised) 07/18

Degree and Program Name: Native American and Indigenous Studies

Present Requirements:	Proposed Requirements: (highlight changes after printing) Dr. F. E. Knowles, Jr., Advisor
Dr. Fred Knowles, Advisor Suite 1004, Nevins Hall	1024 Nevins Hall

Present Requirements:	Proposed Requirements:
The Native American Studies minor is committed to an interdisciplinary approach in the study of Native American cultures and their contributions to the global community. The program serves students of Native American descent as well as members of the larger University community. Course offerings include anthropology, art history, history, philosophy, religion, literature, and languages, providing the basis for a greater understanding of Native American cultures. The unique interdisciplinary nature of the program allows students to approach the study of Native American communities in a broad fashion. Additionally, the program will incorporate Native voices through student interaction with Native American communities in the Southeast via outreach programs, lectures, and events fostering student-community experiences.	The Native American and Indigenous Studies minor is committed to an interdisciplinary approach in the study of Native American and Indigenous cultures and their contributions to the global community. The program serves students of Native American and Indigenous descent as well as members of the larger University community. Course offerings include anthropology, history, philosophy, religion, literature, and languages, providing the basis for a greater understanding of Native American and Indigenous cultures. The unique interdisciplinary nature of the program allows students to approach the study of Native American and Indigenous communities in a broad fashion. Additionally, the program will incorporate indigenous voices through student interaction with Native American and Indigenous communities in the Southeast via outreach programs, lectures, and events fostering student-community experiences.
Selected Educational Outcomes Coursework in Native American Studies will enable students to: experience and analyze central issues and topics involving the Native American past. explain and interpret Native American value systems. explore contemporary relationships between Native American and other American cultures. write critically and logically and create independent research, synthesizing a variety of source materials.	Selected Educational Outcomes Coursework in Native American and Indigenous Studies will enable students to: - experience and analyze central issues and topics involving the Native American and Indigenous past. - explain and interpret Native American and Indigenous value systems. - explore contemporary relationships between Native American, Indigenous, and other American cultures.

Requirements for the Minor in Native American Studies

Course ListCode   Title   Hours

PHIL/REL 3610   Native American Thought and Cultures 3

Continental Native North America
Select one of the following: 3

ANTH 3130
Indians of North America

HIST 4241
Native American History to 1850

HIST 4242
Native American History Since 1850

NAS 4500
Special Topics in Native American Studies

Regional Native North America
Select one of the following: 3

HIST 4226
Colonial South

HIST 4243
Native People in the American Southeast

HIST 4303
U. S. Spanish Borderlands

ANTH 3120
Archaeology of Eastern North America

NAS 4500
Special Topics in Native American Studies

Contemporary Native North America
Select one of the folllowing: 3

NAS 3000
Survey of Native American Language

NAS 3500
Contemporary Native American Experience

PHIL 3620
Post-Colonization Issues in Indigenous Cultures

REL 3620
Post Colonization Issues in Indigenous Cultures

PHIL 3630
Native American Women

REL 3630
Native American Women

NAS 4500
Special Topics in Native American Studies

Total Hours   12

Note: The grade earned in each course in a minor must be a "C" or better.

- write critically and logically and create independent research, synthesizing a variety of source materials.

Requirements for the Minor in Native American Studies

Course ListCode   Title   Hours

NAIS/PHIL/REL 3610 Native American Thought and Cultures   3 (Required Course)

Select any four (4) of the following for twelve (12) hours, totaling fifteen (15) hours in the minor.

Culture
ANTH 3070
Magic, Religion and Witchcraft
ANTH 3130
Indians of North America
NAIS/PHIL/REL 3620
Post Colonization Issues in Indigenous Cultures
NAIS/PHIL/REL/WGST 3630
Native American Women
REL 3640
Alternative World Religions
NAIS/PHIL/REL/AFAM 3130
African to African American Philosophy and Religious Studies

History
HIST 4226
The Colonial South
HIST 4241
Native American History to 1850
HIST 4242
Native American History Since 1850
HIST 4243
Native American People in the Southeast
HIST 4244
The Hollywood Indian: Native Americans in Film
HIST 4303
U.S. Spanish Borderlands

Law and Contemporary Issues
NAIS 3500
Contemporary Native American Experience
NAIS 4100/CRJU 4680
Native Americans and Criminal Justice
NAS 4200
Federal Indian Law

	NAIS 4500 Special Topics in Native American Studies Note: The grade earned in each course in a minor must be a "C" or better.

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 expansion of the program to include Indigenous culture allows for a more expansive experience for the student.

☒ Adopting Current Best Practice(s) in Field The trend nationally is for Native American programs to include global Indigenous issues and curriculum.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other This expansion allows for the delivery of a more comprehensive and diverse educational experience for the student.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **We remain current on trends and emphases of national and international programs. The change is indicated by those trends.**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Annual assessment has indicated that our students would benefit, in education and experience, by a broadening of focus.**

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

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **We monior SOIs very carefully as well as maintain contact with the Native American and Indigenous global community**
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **We continue rigorous annual assessment of our program.**

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Approvals:	
Department Head _(signature)_	Date: *8 Feb 18*
College/Division Exec. Committee: *Connie Richards*	Date: *2/14/18*
Dean(s)/Director(s): *Connie Richards*	Date: *2/14/18*
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

120

Request for a Revised Course
Valdosta State University

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	**Faculty Member Requesting Revision:** F. E. Knowles, Jr. Ph.D.

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

NAS 3000- Survey of Native American Languages

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NAS 3000	Course Prefix and Number: <u>NAIS</u> 3000
Credit Hours: 3	Credit Hours: 3
Course Title: Survey of Native American Languages	Course Title: Survey of Native American Languages
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: A survey of the diversity in Native American languages families, problems of classification, language particulars and social uses, and contemporary issues. Topics include language mapping, language contact, historical language shift, oral histories, literacy, contemporary language shift, language revitalization programming, and the complex connections between language and identity.	Course Description: A survey of the diversity in Native American languages families, problems of classification, language particulars and social uses, and contemporary issues. Topics include language mapping, language contact, historical language shift, oral histories, literacy, contemporary language shift, language revitalization programming, and the complex connections between language and identity.

Semester/Year to be Effective: Summer '18	**Estimated Frequency of Course Offering:** biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

121

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8 Feb 18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

122

Request for a Revised Course FEB 22 2018
Valdosta State University
Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	**Faculty Member Requesting Revision:** F. E. Knowles, Jr. Ph.D.

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

NAS 3500- Contemporary Native American Experience

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NAS 3500	Course Prefix and Number: <u>NAIS</u> 3500
Credit Hours: 3	Credit Hours: 3
Course Title: Contemporary Native American Experience	Course Title: Contemporary Native American Experience
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: An examination of the Native American experience from WWII to the present. This course addresses issues of expectations of enfranchisement, poverty, termination, and self-determination as well as, the development of social movements focusing on issues of Native American enfranchisement, cultural revitalization, and civil rights is also addressed.	Course Description: An examination of the Native American experience from WWII to the present. This course addresses issues of expectations of enfranchisement, poverty, termination, and self-determination as well as the development of social movements focusing on issues of Native American enfranchisement, cultural revitalization, <u>and civil rights.</u>

Semester/Year to be Effective: Summer '18	**Estimated Frequency of Course Offering:** biannually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

123

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8 Feb 18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

124

Request for a Revised Course
Valdosta State University

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
NAIS	F. E. Knowles, Jr. Ph.D.

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

NAS 3610- Native American Thought and Culture

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: NAS 3610	Course Prefix and Number: <u>NAIS</u> 3610
Credit Hours: 3	Credit Hours: 3
Course Title: Native American Thought and Culture	Course Title: Native American Thought and Culture
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: Also offered as PHIL 3610 and REL 3610. A study of Native American cultures in the areas of epistemology, ontology, metaphysics, religion and spirituality. The course will examine historic and current trends related to the interaction between Native American and Western cultures.	Course Description: Also offered as PHIL 3610 and REL 3610. A study of Native American cultures in the areas of epistemology, ontology, metaphysics, religion and spirituality. The course will examine historic and current trends related to the interaction between Native American and Western cultures.

Semester/Year to be Effective:	Estimated Frequency of Course Offering:
Summer '18	annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

125

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8 Feb 18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

126

Request for a Revised Course
Valdosta State University

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	**Faculty Member Requesting Revision:** F. E. Knowles, Jr. Ph.D.

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

NAS 3620- Post Colonization Issues in Indigenous Cultures

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NAS 3620	Course Prefix and Number: <u>NAIS</u> 3620
Credit Hours: 3	Credit Hours: 3
Course Title: Post Colonization Issues in Indigenous Cultures	Course Title: Post Colonization Issues in Indigenous Cultures
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: Also offered as PHIL 3620 and REL 3620. An examination of post-colonial issues in Indigenous cultures throughout the world. The course will focus on the individual and academic voices of Indigenous people. Attention will be given to issues of epistemology, ontology, metaphysics, religion, spirituality, ethics, and a range of social and political issues.	Course Description: Also offered as PHIL 3620 and REL 3620. An examination of post-colonial issues in Indigenous cultures throughout the world. The course will focus on the individual and academic voices of Indigenous people. Attention will be given to issues of epistemology, ontology, metaphysics, religion, spirituality, ethics, and a range of social and political issues.

Semester/Year to be Effective: Summer '18	**Estimated Frequency of Course Offering:** annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

127

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8 Feb 18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

128

Request for a Revised Course Valdosta State University	

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	**Faculty Member Requesting Revision:** F. E. Knowles, Jr. Ph.D.

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

NAS 3630- Native American Women

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NAS 3630	Course Prefix and Number: <u>NAIS</u> 3630
Credit Hours: 3	Credit Hours: 3
Course Title: Native American Women	Course Title: Native American Women
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: Also offered as PHIL 3630 or REL 3630 or WGST 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western Hemisphere.	Course Description: Also offered as PHIL 3630 or REL 3630 or WGST 3630. An examination of the contributions of North and South American Indigenous women in the areas of epistemology, ontology, metaphysics, religion, spirituality, and ethics. The course will include a range of Indigenous cultures, such as Alaskan, Hawaiian, and Pacific and Atlantic islanders and will explore the issues faced by Indigenous women in the Western Hemisphere.

Semester/Year to be Effective: Summer '18	**Estimated Frequency of Course Offering:** annually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

129

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date:	2/14/18
Dept. Head: *[signature]*	Date:	8 Feb 18
Dean/Director: *Connie Richards*	Date:	2/14/18
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

130

Request for a Revised Course
Valdosta State University

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	Faculty Member Requesting Revision: F. E. Knowles, Jr. Ph.D.

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

NAS 4100- Native Americans and Criminal Justice

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: NAS 4100	Course Prefix and Number: NAIS 4100
Credit Hours: 3	Credit Hours: 3
Course Title: Native Americans and Criminal Justice	Course Title: Native Americans and Criminal Justice
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: Also offered as CRJU 4680. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.	Course Description: Also offered as CRJU 4680. An examination of the Native American experience in terms of the American criminal justice system. Cultural conflict, poverty, colonization, forced assimilation, and deculturalization will be examined as possible sources of crime in the Native American community. Further, the subject of victimization, as well as that of the importation of crime patterns and behaviors, will be explored.

Semester/Year to be Effective: Summer '18	Estimated Frequency of Course Offering: annually

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

131

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8 Feb 18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 8, 2018

132

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Request: Native American Studies	**Faculty Member Requesting:** F. E. Fred Knowles, Jr. Ph.D.
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NAIS 4200	**Proposed New Course Title:** Federal Indian Law **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Federal Indian Law
Semester/Year to be Effective: Fall 2018	**Estimated Frequency of Course Offering:** Annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

Lecture Hours: 3	**Lab Hours:** N/A	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Also offered as CRJU 4700 and POLS 4820. An examination of the development and state of Federal Indian Law. Included in the associated topics will be the legal premise of "discovery," matters of jurisdiction including the impact of Public Law 280, the plenary power of Congress, and the development of self-determination as a guiding federal policy. These points, and others, will be illustrated through a review of relevant federal case law. Topics vary.

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: Department Outcomes 1,2,3

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

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

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

133

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

Data Sources:

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

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

☐ Other:

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

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: 2/14/18	
Dept. Head: *[signature]*	Date: 8/16/18	
Dean/Director: *Connie Richards*	Date: 2/14/18	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

135

Request for a Revised Course Valdosta State University	FEB 2 2 2018

Date of Submission: 02/07/2018 (mm/dd/yyyy)

Department Initiating Revision: NAIS	**Faculty Member Requesting Revision:** F. E. Knowles, Jr. Ph.D.

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

NAS 4500- Special Topics in Native American Studies

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: NAS 4500	Course Prefix and Number: <u>NAIS</u> 4500
Credit Hours: 3	Credit Hours: 3
Course Title: Special Topics in Native American Studies	Course Title: Special Topics in Native American and Indigenous Studies
Pre-requisites:N/A	Pre-requisites:N/A
Course Description: Topics vary. An intensive study in a current topic relevant to Native American Studies. This course may be repeated twice for credit.	Course Description: Topics vary. An intensive study in a current topic relevant to Native American and <u>Indigneous Studies.</u> This course may be repeated twice for credit.

Semester/Year to be Effective: Summer '18	**Estimated Frequency of Course Offering:** annually

Indicate if Course will be : ☐ Requirement for Major ☒ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Relabeling in compliance with move from NAS to NAIS in program

13⁶

Approvals:		
College/Division Exec. Comm.: *Connie Richards*	Date: *2/14/18*	
Dept. Head: *[signature]*	Date: *8/16/18*	
Dean/Director: *Connie Richards*	Date: *2/14/18*	
Graduate Exec. Comm.(if needed):	Date:	
Graduate Dean (if needed):	Date:	
Academic Committee:	Date:	

Form last updated: February 7, 2018

137

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

Area of Change:	☐ Core	☒ Senior	☐ Graduate

Current Catalogue Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/adult-careereducation/bsed-workforce-education-development/	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2018

Degree and Program Name: Bachelor of Science in Education; WED (WTD option)

Present Requirements: Major Course Requirements: 60 hours	**Proposed Requirements:** (highlight changes after printing) 60 hours
ACED 3500 (3)	ACED 3500 (3)
ACED 3510 (3)	ACED 3510 (3)
ACED 3520 (3)	ACED 3520 (3)
ACED 3600 (3)	ACED 3600 (3)
ACED 3650 (3)	ACED 3650 (3)
ACED 3850 (3)	ACED 3850 (3)
ACED 3860 (3)	ACED 3860 (3)
ACED 4300 (3)	ACED 4300 (3)
ACED 4310 (3)	ACED 4310 (3)
ACED 4320 (3)	ACED 4320 (3)
ACED 4510 (3)	ACED 4510 (3)
ACED 4560 (3) Move to Elective	ACED 4600 (3)
ACED 4600 (3)	ACED 4670 (3)
ACED 4670 (3)	ACED 4690 (3)
ACED 4680 (3) Remove	ACED 4810 (3)
ACED 4690 (3) Revised	ACED 4820 (3)
ACED 4810 (3)	ACED 4710 (3)
ACED 4820 (3)	
	Guided ACED Electives (9)
	ACED 3610 (3)
	ACED 3800 (3)
Guided Electives (6)	ACED 4050 (3)
	ACED 4560 (3)
	ACED 4780 (6)
	ACED 4830 (3)

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

☒ Improving Student Learning Outcomes To enchance student success and improve matriculation

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Increase graduate enrollment by creating a better alignment between the undergraduate Bachelor of Science in Education and the Master of Education in ACED.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **SOIs; informal formative evaluations of students**
☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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

Data Sources:

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

139

Approvals:	
Department Head:	Date: 2/22/18
College/Division Exec. Committee: ~~Lynn C. Mui~~	Date: 2/22/18
Dean(s)/Director(s): ~~Lynn C. Mui~~	Date: 2/22/18
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

140

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:

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

☒ Senior Curriculum

☐ Graduate Curriculum

☐ Other Curriculum

Current Catalog Page Number: http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/adult-careereducation/bsed-workforce-education-development/	Proposed Effective Date for Curriculum Change: (Month/Year): August/Fall 2018	Degree & Program Name: (e.g., BFA, Art): Bachelor of Science in Education; WED (WTD option)

Present Requirements: Major Course Requirements: 60 hours	Proposed Requirements (Underline changes after printing this form: 60 hours
ACED 3500 (3) ACED 3510 (3) ACED 3520 (3) ACED 3600 (3) ACED 3650 (3) ACED 3850 (3) ACED 3860 (3) ACED 4300 (3) ACED 4310 (3) ACED 4320 (3) ACED 4510 (3) ACED 4560 (3) Move to Elective ACED 4600 (3) ACED 4670 (3) ACED 4680 (3) Remove ACED 4690 (3) Revised ACED 4810 (3) ACED 4820 (3) **Guided Electives (6)**	ACED 3500 (3) ACED 3510 (3) ACED 3520 (3) ACED 3600 (3) ACED 3650 (3) ACED 3850 (3) ACED 3860 (3) ACED 4300 (3) ACED 4310 (3) ACED 4320 (3) ACED 4510 (3) ACED 4600 (3) ACED 4670 (3) ACED 4690 (3) ACED 4810 (3) ACED 4820 (3) ACED 4710 (3) Guided ACED Electives (9) ACED 3610 (3) ACED 3800 (3) ACED 4050 (3) ACED 4560 (3) ACED 4780 (6) ACED 4830 (3)

Justification:

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

141

☒ Improve student learning outcomes: To enhance student success and improve matriculation

☐ Adopting current best practice(s) in field:

☐ Meeting mandates of state/federal/outside accrediting agencies:

☒ Other: Increase graduate enrollement by creating a better alignment between the undergraduate Bachelor of Science in Education and the Master of Education in ACED.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs; informal formative evaluation of students

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

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

Data Sources:

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs; student surveys; evaluations by advisory board

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

Approvals:		
Department Head:		Date: 2/22/18
College/Division Exec. Committee		Date: 2/22/18
Dean(s)/Director(s):		Date: 2/22/18
Grad. Exec. Committee: (for graduate course)		Date:
Graduate Dean: (for graduate course)		Date:
Academic Committee:		Date:

Request for a Revised Course
Valdosta State University

Date of Submission: 02/01/2018 (mm/dd/yyyy)

Department Initiating Revision:	Faculty Member Requesting Revision:
Adult and Career Education	Diane Wright

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

ACED 4690 Methods of Instruction in Adult and Career Education

List Current and Requested Revisions:

Current:	Requested:
Course Prefix and Number: ACED 4690	Course Prefix and Number: ACED 4690
Credit Hours: 3	Credit Hours: 3
Course Title: Methods of Instruction in Adult and Career Education	Course Title: Instructional Methods and Materials in Adult and Career Education
Pre-requisites:	Pre-requisites: ACED 4510
Course Description: Methods of effective teaching in the Technical, Trade, and Industrial classroom and laboratory. Emphasis is placed on the instructor's role in the classroom and the delivery of content.	Course Description: Principles and procedures for planning and developing instructional materials and methods of effective teaching in the Technical, Trade, and Industrial classroom and laboratory. Emphasis is placed on the instructor's role in the classroom and the delivery of content.

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

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Courses ACED 4680 and 4690 are being merged due to similar and compatible course content but necessary according to ONET and prior WED students.

143

Plans for assessing the effectiveness of the course: This course will continue to be evaluated through classroom observations and feedback from students.

144

Approvals:	
College/Division Exec. Comm.: *Lynn C. Nein*	Date: 2/22/18
Dept. Head: *[signature]*	Date: 2/22/18
Dean/Director: *Lynn C. Nein*	Date: 2/22/18
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: February 22, 2018

145

REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:
☐ Core Curriculum   ☐ Senior Curriculum   ☒ Graduate Curriculum   ☐ Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:	Proposed Effective Date for Curriculum Change: (Month/Year): Sp 18	Degree & Program Name: (e.g., BFA, Art): MLIS - Library & Information Studies

Present Requirements: Optional Track in Library Managment ~~12 hours~~	Proposed Requirements (Underline changes after printing this form: Optional Track in Library Management <u>15 hours</u>
MLIS 7200........................... 3 hours MLIS 7210, MLIS 7220, MLIS 7230 ....3 hours MLIS 7240, MLIS 7250, MLIS 7260, ~~MLIS 7270,~~ MLIS 7950*, MLIS 7960*, MLIS 7999* .... 6 hours *MLIS 7950, MLIS 7960, and MLIS 7999 must have a management emphasis. MLIS 7950 will be used only when the other courses are not available to the student	MLIS 7200................................. 3 hours MLIS 7210, MLIS 7220, MLIS 7230 ....3 hours <u>MLIS 7250, MLIS 7260.................6 hours</u> MLIS 7240, <u>MLIS 7222, MLIS 7280, MLIS 7290</u> MLIS7950*, MLIS 7960*, MLIS7999<u>*</u>...3 hours *MLIS 7950, MLIS 7960, and MLIS 7999 must have a management emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

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 requested change reflects the results of a comprehensive review of the library management track of the MLIS curriculum. We are adding MLIS 7280 Community Building and MLIS 7290 Project Management for Libraries, both formerly offered as Special Topics 799x courses, and deactivating MLIS 7270 Information Management.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The suggested change is based on stakeholder input gathered during the recent review of the MLIS library management track.

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☐ **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:	_Linda Most_	Date: 1/09/18
College/Division Exec. Committee:	_Lynn C. Mii_	Date: 1/18/18
Dean(s)/Director(s):	_Lynn C. Mii_	Date: 1/18/18
Grad. Exec. Committee: (for graduate course)	_J. T. Jдlн_	Date: 2-26-18
Graduate Dean: (for graduate course)	_J. T. Jнs_	Date: 2-26-18
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: Online	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Spring 2018

Degree and Program Name: MLIS

Present Requirements: Optional Track in Library Managment ~~12 hours~~	Proposed Requirements: (highlight changes after printing) Optional Track in Library Management 15 hours
MLIS 7200.............................. 3 hours	MLIS 7200............................... 3 hours
MLIS 7210, MLIS 7220, MLIS 7230 ....3 hours	MLIS 7210, MLIS 7220, MLIS 7230...3 hours
MLIS 7240, MLIS 7250, MLIS 7260, ~~MLIS 7270,~~ MLIS 7950*, MLIS 7960*, MLIS 7999* .... 6 hours	MLIS 7250, MLIS 7260.................6 hours
	MLIS 7240, MLIS 7222, MLIS 7280, MLIS 7290 MLIS7950*, MLIS 7960*, MLIS7999*...3 hours
*MLIS 7950, MLIS 7960, and MLIS 7999 must have a management emphasis. MLIS 7950 will be used only when the other courses are not available to the student	*MLIS 7950, MLIS 7960, and MLIS 7999 must have a management emphasis. MLIS 7950 will be used only when the other courses are not available to the student.

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 requested change reflects the results of a comprehensive review of the library management track of the MLIS curriculum. We are adding MLIS 7280 Community Building and MLIS 7290 Project Management for Libraries and removing MLIS 7270 Information Management.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The revision was made based on input from stakeholders including faculty, students, graduates and employers.**

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

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

Data Sources:

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

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Approvals:	
Department Head: _Linda Most_	Date: 1/09/18
College/Division Exec. Committee: _Lynn C. Mui_	Date: 1/18/18
Dean(s)/Director(s): _Lynn C. Mui_	Date: 1/18/18
Graduate Exec. Comm.: (for grad program) _T. JdN_	Date: 2-26-18
Graduate Dean: (for grad program) _T. JdN_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11/14/2017 (mm/dd/yyyy)

Department Initiating Request: MLIS	**Faculty Member Requesting:** M. Jewel Suddeth
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MLIS 7280	**Proposed New Course Title:** Community Building **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Community Building
Semester/Year to be Effective: 2018	**Estimated Frequency of Course Offering:** Fall--Odd Years

Indicate if Course will be : ☐ Requirement for Major ☒ Elective		
Lecture Hours:	**Lab Hours:**	**Credit Hours:** 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to theoretical and pragmatic aspects of community building through libraries in areas such as social services, social learning/media, civic engagement, cultural enrichment, and the creative spirit. The course emphasizes a partnership between libraries and the communities they serve.

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 MLIS Management Track Review Committee surveyed current and former students, employers, and other stakeholders. Survey results indicated that the concepts introduced in the Community Building course are crucial for professionals in the Library & Information Science field. This course has been offered as a Special Topics 799x course and is now being added to the MLIS curriculum.

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.)

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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 will be collected for student satisfaction. Surveys from alumni and employers will be used to assess the course outcomes.

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

☐ Other:

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

Approvals:	
Dept. Head: *Linda Most*	Date: 1/09/18
College/Division Exec. Comm.: *Lyn C. Mi*	Date: 1/18/18
Dean/Director: *Lyn C. Mi*	Date: 1/18/18
Graduate Exec. Comm.: (for graduate course): *J T. Ill*	Date: 2-26-18
Graduate Dean: (for graduate course): *J T. Ill*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7280
Community Building
Three Credit Hours

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

ALA's Core Competences of Librarianship

(Extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/education careers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. <u>Foundations of the Profession</u>: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. <u>Information Resources:</u> The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. <u>Organization of Recorded Knowledge and Information</u>: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

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5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)
Graduates of the VSU MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information.
[ALA CORE COMPETENCES 1,2,3,5,8]

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

COURSE DESCRIPTION

An introduction to theoretical and pragmatic aspects of community building through libraries in areas such as social services, social learning/media, civic engagement, cultural enrichment, and the creative spirit, the course emphasizes a partnership between libraries and the communities they serve.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Edwards, Julia Biano, Robinson, Melissa S. Unger, Kelley Rae. 2013.Transforming Libraries, Building Communities. Lanham: Scarecrow Press.

Other readings as provided or available via Odum Library.

COURSE OBJECTIVES (*align with MLIS Program Objective 1 on page 2 of this syllabus*)
Upon completion of this course, the student will be able to:

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SLO 1. Define the concept and context of community.

SLO 2. Identify community issues and challenges in a specific setting.

SLO 3. Specify the contributions that libraries make in building their communities.

SLO 4. Enumerate ways in which libraries and librarians can engage in civic, cultural, creative, and social development.

SLO 5. Evaluate methods in which libraries can engage in and sustain community building.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following list is a brief overview of the activities included in this course. Complete instructions for each assignment along with grading criteria will be posted on the BlazeView course site.

Assignments in Brief:

Weekly Discussion Board Posts   (SLO 1)   **25 points**

Post to discussion board prompts/topics each week during weeks 1-5. Each post worth 5 points.

Case Studies   (SLO 3)   **20 points**

To familiarize yourself with innovative community-building practices used by libraries, select two cases from the materials provided on the BlazeVIEW site - two that complement each other (one from a public library and one from an academic library. Report on these two libraries using the format outlined in the instructional document found in the *Assignments* folder.

Librarians as a Community Champion   (SLO 4)   **20 points**

Select one award-winning librarian from the materials provided in the *Assignments* folder. Describe her/his priorities for building community (social, civic, cultural, creative); describe programs instituted by that champion that met with success. Full instructions for this assignment are shown in the *Assignments* folder.

Community Building Plan   (SLO 1, 2, 4, 5)   **35 points**

Develop a plan for a library based upon the principles of community building covered in this course. Devise and format your plan according to the full instructions provided in the *Assignments* Folder.

COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:
100 - 90 points = A 89 - 80 points = B 79 - 70 points = C 69 - 60 points = D Below 60 points = F

Standards for MLIS core courses: **No grade below a C will be credited toward a VSU graduate degree.**

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To be eligible to receive an A in this course requires completing every assignment.

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification. Your final grade will be one of these letter grades:

A = Exceptionally exceeds minimum standards

B = Exceeds minimum standards

C= Meets minimum standards

D= Barely meets minimum standards

F = Fails to meet minimum standards

COURSE EVALUATION

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in all online discussions and class follow-up activities; (3) check the BlazeVIEW course site daily for messages and posted materials; (4) submit all projects on time and according to the format designated by the instructor, and (5) conduct your research and composition according to the rules of academic integrity. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/ master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

ATTENDANCE POLICY

This is a Web-delivered course with no required face-to-face meetings. The instructor may schedule real-time instruction using tools in BlazeView such as Chat or the Collaborate classroom. These lectures will be archived for students who cannot attend the live sessions.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the Faculty Office discussion board. You are expected to read the discussion boards regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone, please make contact during office hours.

SUBMITTING WRITTEN ASSIGNMENTS

All written work must be submitted as instructed on the BlazeView course website using Word formats (.doc or .docx suffixes only) or other formats designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://ww2.valdosta.edu/helpdesk/index.shtml. Their telephone hotline is 229-245-4357. BlazeVIEW is powered by the Desire2Learn (D2L) course learning system. D2L provides

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24/7 support 365 days a year. To contact D2L, go to https://D2LHelp.view.usg.edu or call the hotline at 855-772-0423.

LATE POLICY

Plan to submit all assignments by the deadlines designated on the Assignment Calendar (posted on the BlazeVIEW website). Points from the possible score will be deducted for each day assignments are submitted late. See the Assignment Calendar for late penalties. *There is no grace period for Discussion Board posts.*

Completely skipping an assignment is not acceptable in graduate school. To be eligible to receive an A in this course requires completion of every assignment and submission within the specified deadlines.

A grade of Incomplete is not an option unless a non-academic situation interferes with completion of assignments after the option to withdraw without academic penalty passed (July 1). A petition for an Incomplete must be submitted with documentation to the professor at the time an assignment is missed. Withdrawal from a course after July 1 requires a petition to the VSU Dean of Student Affairs.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

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

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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 of 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.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11/14/2017 (mm/dd/yyyy)

Department Initiating Request: MLIS	Faculty Member Requesting: Changwoo Yang
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) MLIS 7290	**Proposed New Course Title:** Project Management for Libraries **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Project Management for Lib
Semester/Year to be Effective: Sp2018	**Estimated Frequency of Course Offering:** Summer-Odd Year

Indicate if Course will be : ☐ Requirement for Major   ☒ Elective

Lecture Hours: 3	Lab Hours:	Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Introduction to fundamental concepts and practices of project management for libraries, including the five project management process groups and project management knowledge areas.

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 MLIS Management Track Review Committee indicated a need for a new course in this content area. This course was offered as Special Topics 799x course and is now being added to the MLIS curriculum.

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Current and former students, employers, and other stakeholders were surveyed as part of the departmental management track review and indicated the need for a new course focused in this content area.

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

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

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs will be collected for student satisfaction. Surveys from alumni and employers will be used to assess the course outcomes.

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

☐ Other:

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

Approvals:	
Dept. Head: _Linda Most_	Date: 1/09/18
College/Division Exec. Comm.: _Lynn C. Mi_	Date: 1/18/18
Dean/Director: _Lynn C. Mi_	Date: 1/18/18
Graduate Exec. Comm.: (for graduate course): _T. Ipht_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Ipha_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7290
Project Management for Libraries

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalc orecompstat09.pdf)

1. <u>Foundations of the Profession</u>: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. <u>Information Resources</u>: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. <u>Organization of Recorded Knowledge and Information</u>: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. <u>Research</u>: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. <u>Professionalism</u>. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. <u>Administration and Management</u>: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCE 4]*

PO 3. Integrate relevant research to enhance work in libraries and information centers. *[ALA CORE COMPETENCE 6]*

PO 4. Demonstrate professionalism in their work in libraries and information centers. *[ALA CORE COMPETENCE 7]*

Instructor

Course Description

Introduction to fundamental concepts and practices of project management for libraries, including the five project management process groups and project management knowledge areas.

Required Textbooks / Resource Materials

Required: Buser, R. A., Massis, B. E., & Pollack, M. (2014). Project management for libraries: a practical approach. Jefferson, North Carolina: McFarland & Company, Inc., 2014. ISBN 0786496061, 9780786496068

Optional: Schwalbe, K. (2014). Information Technology Project Management, 7th Edition, Course Technology, Information Technology Project Management, Kathy Schwalbe, Seventh Edition, Course Technology, ISBN: 978-1-133-52685-8, 1-333-52685-3

There are required, supplemental readings to cover broad areas of integrated library management systems. It is expected that each student will have the ability to download and open up both PDF files and MS Word files.

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Understand the role, responsibilities, and skills of a project manager.

2. Demonstrate knowledge of project management process groups and project management knowledge areas.
3. Use project management tools, techniques, and skills of project management.
4. Apply project management principles to projects for libraries.

Course Activities

This is a web-delivered course. All other course communications, activities, and materials will be available exclusively through the BlazeVIEW web site and require weekly checks for assignments. Class activities include a set of readings, streaming videos, and assignments.

Details for each learning module are posted in the appropriate folder on the course website. It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.

Course Assignments

The following descriptions provide an overview of the course assignments and the course objectives to which they relate. Additional details for each assignment are provided within the course website.

1. Activities (Topic discussions, exercises, and quizzes) –30% of Course Grade

2. Project Management Plan Assignment- 70% of Course Grade

- Initial project overview (15% of Course Grade)
- WBS and WBS Dictionary (15% of Course Grade)
- Schedule- Gantt Chart (10% of Course Grade)
- Communication management (5% of Course Grade)
- Risk assessment (5% of Course Grade)
- Final Project management plan (20% of Course Grade)

Course Evaluation – Grading scale

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf).

A: Excellent work - among the best at the graduate level (90%+ of possible points)

B: Satisfactory work - better than average work at the graduate level (80%-89%)

C: Honest attempt – needs moderate to major revision to be satisfactory (70%-79%)

D: Unsatisfactory, perfunctory, or missing work (60%-69%)

F: Lacking full or completed attempts to learn or do, dishonesty, plagiarism (Below 60%)

To be eligible to receive an A in this course requires completing every assignment.

Attendance Policy

All other course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Communication

A course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to read the Faculty Office discussion board regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please contact us during office hours.

Submitting written assignments

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word formats (.doc or .docx suffixes only). All written work file names should begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://ww2.valdosta.edu/helpdesk/index.shtml Their telephone hotline is 229-245-4357.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

A grace period of 24 hours is offered without penalty on assignments (this does not include discussion boards – due to the interactive nature of these, each module's discussion posts must be completed according to the course schedule). After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise identified). If you need additional time to work on an assignment or if you have a scheduling conflict you must contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

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

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

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

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php.

REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 11/14/2017

Department Initiating Deactivation: MLIS	**Semester & Year to be Effective:** Spring 2018

List of courses (or the program or track) to be deactivated:
MLIS 7270: Information Management

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other This courses was cross listed course with PADM 7110: Information Management. No MLIS students have taken this course over the last several years. It does not align with the outcomes of the recently completed review of the Management Track of the MLIS curriculum.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Feedback from students and instructors, results of Management Track review surveys and focus groups.

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

Approvals:		
College/Division Exec. Comm.: _Lynn C. Min_	Date:	1/17/18
Dept. Head: _Linda Moss_	Date:	1/09/18
Dean/Director: _Lynn C. Min_	Date:	1/17/18
Graduate Exec. Comm.: (for grad course/program) _T. Idlt_	Date:	2-26-18
Graduate Dean: (for grad course/program) _T. Idlt_	Date:	2-26-18
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: http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/mathematics-endorsement-k5-teachers/	**Proposed Effective Date for Revised Catalogue Copy:** (new or revised) Fall 2018

Degree and Program Name: Mathematics Endorsement for K-5 Teachers

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary mathematics. The K-5 mathematics endorsement may be pursued by individuals teaching mathematics in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Level Professional teaching certificate.	This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary mathematics. The K-5 mathematics endorsement may be pursued by individuals teaching mathematics in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Present (continued):

Requirements for the Mathematics Endorsement for K-5 Teachers
ECED 6010 Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers

3
ECED 6020 Advanced Applications of Measurement and Geometry for K-5 Teachers   3

ECED 6030 Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers   3

Total Hours Required for the Degree   9

Proposed (continued):

Admission Requirements

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

2. Must meet one of the following GPA requirements:
• cumulative grade point average of at least 2.75 on a 4.0 scale on all attempted undergraduate coursework.
• cumulative grade point average of at least 2.75 on a 4.0 scale on all attempted graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded).
• GPA exception based on admission to an education graduate degree program at VSU.
**Candidates not meeting these GPA requirements may be eligible for admission by Alternative Pathway Requirements.

3. Must hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional Certificate or hold a comparable valid

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professional certificate in another state.

4. Must have a minimum of one year of teaching experience.

5. Must be employed as an elementary teacher and must submit the Verification of Employment as a Teacher Form.

Admission by Alternative Pathway Requirements
1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA between 2.5 and 2.74 on a 4.0 scale AND meet requirements for one of the following alternative pathways:
• Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or
• Alternative Pathway 2: Have an undergraduate GPA between 2.5 and 2.74 earned ten or more years prior to admission.

Program Retention, Dismissal, and Readmission Policies

1. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning.

2. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed,

	and prior academic performance and student conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission. **Program Completion Requirements** 1. Candidates are required to successfully complete all requirements in the college's assessment management system. **Requirements for the Mathematics Endorsement for K-5 Teachers** ELED 6010 Advanced Applications of Numbers, Number Systems, and Operations for K-5 Teachers 3 ELED 6020 Advanced Applications of Measurement and Geometry for K-5 Teachers 3 ELED 6030 Advanced Applications of Algebra and Patterns with Data Analysis and Probability for K-5 Teachers 3 Total Hours Required for the Endorsement 9

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Admission requirements were updated to meet Georgia Professional Standards Commission rules.

Source of Data to Support Suggested Change:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Prospective student inquiries**
☐ **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.) **Number of applicants admitted who successfully complete the program.**

Approvals:	
Department Head: *Shirley P. Andrews*	Date: 2-5-18
College/Division Exec. Committee: *Lynn C. Mun*	Date: 2-5-18
Dean(s)/Director(s): *Lynn C. Mun*	Date: 2-5-18
Graduate Exec. Comm.: (for grad program) *T. Taft*	Date: 2-26-18
Graduate Dean: (for grad program) *T. Taft*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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

Area of Change: ☐ Core   ☐ Senior   ☒ Graduate

Current Catalogue Page Number:	**Proposed Effective Date for Revised**
http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/early-childhood-special-education/science-endorsement-k5-teachers/	**Catalogue Copy:** (new or revised) Fall 2018

Degree and Program Name: Science Endorsement for K-5 Teachers

Present Requirements:	**Proposed Requirements:** (highlight changes after printing)
This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary science. The K-5 science endorsement may be pursued by individuals teaching science in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Level Professional teaching certificate.	This endorsement program strengthens and enhances K-5 educator competency levels for teaching elementary science. The K-5 science endorsement may be pursued by individuals teaching science in grades K-5 who hold a valid level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.

Present Requirements (continued):

Requirements for the Science Endorsement for K-5 Teachers

ECED 6110 Advanced Science Content and Pedagogy in Life Science for K-5 Teachers	3
ECED 6120 Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers	3
ECED 6130 Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers	3
Total Hours Required for the Degree	9

Proposed Requirements (continued):

Admission Requirements

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

2. Must meet one of the following GPA requirements:
- cumulative grade point average of at least 2.75 on a 4.0 scale on all attempted undergraduate coursework.
- cumulative grade point average of at least 2.75 on a 4.0 scale on all attempted graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded).
- GPA exception based on admission to an education graduate degree program at VSU.
**Candidates not meeting these GPA requirements may be eligible for admission by Alternative Pathway Requirements.

3. Must hold a valid Georgia Induction, Initial Professional, or Advanced/Lead Professional

Certificate or hold a comparable valid professional certificate in another state.

4. Must have a minimum of one year of teaching experience.

5. Must be employed as an elementary teacher and must submit the Verification of Employment as a Teacher Form.

Admission by Alternative Pathway Requirements
1. Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA between 2.5 and 2.74 on a 4.0 scale AND meet requirements for one of the following alternative pathways:
• Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or
• Alternative Pathway 2: Have an undergraduate GPA between 2.5 and 2.74 earned ten or more years prior to admission.

Program Retention, Dismissal, and Readmission Policies

1. Earning grades below "B" in graduate courses will result in the following consequences: Students admitted Fall 2011 and thereafter will be dismissed from the Graduate School if they accumulate three or more academic deficiency points unless otherwise indicated by individual program policy. A grade of "C" (although it may be credited toward a degree) equals one deficiency point. A grade of "D," "WF" or "F," or "U" (none of which will be credited toward a degree) equals two deficiency points. Candidates admitted BEFORE Fall 2011 and receiving two grades below "C" ("D", "F", "WF","U") will be dismissed from the program. One grade below a "C" results in a warning.

2. If dismissed from the program a student must not be enrolled for two semesters. Application for readmission may be initiated during the second semester. Readmission is not guaranteed, and prior academic performance and student

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| | conduct/disposition in the program will be considered. The academic program reserves the right to place specific conditions and contingencies on any offer of readmission.

Program Completion Requirements

1. Candidates are required to successfully complete all requirements in the college's assessment management system.

Requirements for the Science Endorsement for K-5 Teachers
ELED 6110 Advanced Science Content and Pedagogy in Life Science for K-5 Teachers
3

ELED 6120 Advanced Science Content and Pedagogy in Earth and Space Science for K-5 Teachers
3

ELED 6130 Advanced Science Content and Pedagogy in Physical Science for K-5 Teachers
3

Total Hours Required for the <u>Endorsement</u>
9 |
|---|---|

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

☐ Improving Student Learning Outcomes

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Admission requirements were updated to meet Georgia Professional Standards Commission rules.

Source of Data to Support Suggested Change:

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

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

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

Data Sources:

☐ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) **Number of applicants admitted who successfully complete the program.**

Approvals:

Department Head: *Shirley P. Andrews*	Date: 2·5-18
College/Division Exec. Committee: *Lynn C. Meni*	Date: 2-5-18
Dean(s)/Director(s): *Lynn C. Meni*	Date: 2-5-18
Graduate Exec. Comm.: (for grad program) *T. Isht*	Date: 2-26-18
Graduate Dean: (for grad program) *T. Isht*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

Request for a Revised Course
Valdosta State University

Date of Submission: 1-8-2018 (mm/dd/yyyy)

Department Initiating Revision: CLT	**Faculty Member Requesting Revision:** James Pate

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

LEAD 8920 - Advanced Field-Based Experiences I

List Current and Requested Revisions:

Current:	**Requested:**
Course Prefix and Number: LEAD 8920	Course Prefix and Number: LEAD 8920
Credit Hours: 6	Credit Hours: 3
Course Title: Advanced Field-Based Experiences I	Course Title: Advanced Field-Based Experiences I
Pre-requisites: None	Pre-requisites: None
Course Description: A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop the skills to lead a school district. The candidate performs substantial, sustained standards-basesd work in real settings, planned and guided cooperatively by faculty supervisors and school district perssonnel.	Course Description: A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop the skills to lead a school district. The candidate performs substantial, sustained standards-basesd work in real settings, planned and guided cooperatively by faculty supervisors and school district perssonnel.

Semester/Year to be Effective: Summer 2018	**Estimated Frequency of Course Offering:** Each semester

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

☒ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

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Plans for assessing the effectiveness of the course: Completion of a portion of the Inventory of Leadership Expereinces which is the field-based component of the program.

Approvals:		
College/Division Exec. Comm.: *Lyn C. Min*	Date:	1/18/18
Dept. Head: *D. L. Pt*	Date:	1/8/2018
Dean/Director: *Lyn C Min*	Date:	1/18/18
Graduate Exec. Comm.(if needed): *T. Zlb*	Date:	2-26-18
Graduate Dean (if needed): *T. Zlb*	Date:	2-26-18
Academic Committee:	Date:	

Form last updated: January 8, 2018

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

Area of Change: ☐ Core ☐ Senior ☒ Graduate

Current Catalogue Page Number: http://www.valdosta.edu/academics/graduate-school/our-programs/master-of-arts-in-teaching-in-music-education.php	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2018

Degree and Program Name: Master of Arts in Teaching in Music Education

Present Requirements:	Proposed Requirements: (highlight changes after printing)
ADMISSION REQUIREMENTS	ADMISSION REQUIREMENTS

Present Requirements:

ADMISSION REQUIREMENTS

• Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music).
• Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Probationary admission may be granted to applicants lacking the specified prerequisites.
• Minimum undergraduate GPA of 2.75 on a 4.0 scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

IMPORTANT PROGRAM INFORMATION
•Program considerations for Provisional Admission: Students admitted without the prerequisites listed below must take these courses during the first summer and/or fall semester to be eligible for clinical practice spring semester. Prerequisites are:
•EDUC 2120 or equivalent educational diversity course
•EDUC 2130 or PSYC 7010 Educational Psychology or equivalent educational psychology course
•SPEC 3000 or equivalent course
•MUE 3000 or EDUC 2110 or equivalent introduction to education course
•MUSC 3100 or equivalent arranging course
•MUSC 3132 or piano proficiency exam
•MUE 3650 or equivalent beginning conducting course

Proposed Requirements: (highlight changes after printing)

ADMISSION REQUIREMENTS

• Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music).
• Must have fulfilled the specified prerequisites (see below) for acceptance into the program. Probationary admission may be granted to applicants lacking the specified prerequisites.*
• Minimum undergraduate GPA of 2.75 on a 4.0 scale. GPA will be calculated on all attempted undergraduate coursework in which a letter grade was awarded.

VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway. (See below).

ADMISSION BY ALTERNATIVE PATHWAY REQUIREMENTS

Students with GPAs between 2.5 and 2.749 on a 4.0 scale may qualify for admission by one of the following alternative pathways, as determined by the Department of Music.
1. Must have a cumulative undergraduate GPA between 2.5 and 2.749 on a 4.0 scale AND meet requirements for one of the following alternative pathways:
•Alternative Pathway 1: The GPA is equal to or above 3.0 on a 4.0 scale for undergraduate music content courses; or

	•Alternative Pathway 2: The combined GPA is equal to or above 3.0 on a 4.0 scale for upper division music content courses (3000-4000 level) and MAT (Music Education) prerequisites (EDUC, PSYC, and SPEC)
	2. Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music).

(Content in right column:)

•Alternative Pathway 2: The combined GPA is equal to or above 3.0 on a 4.0 scale for upper division music content courses (3000-4000 level) and MAT (Music Education) prerequisites (EDUC, PSYC, and SPEC)

2.   Must hold a bachelor's degree in music from a regionally-accredited institution (Bachelor of Arts or Bachelor of Music).

Interview
Applicants will undergo an interview with the Music Education Coordinator and two area faculty.

Dispositions
Applicants must provide contact information for four references who have had academic or professional experience with the applicant to complete the Candidate Assessment of Dispositions Form. Friends and family may not serve as references. The Music Education Coordinator and area faculty will contact references and review the completed form.

Piano Proficiency
All applicants must take and pass the Piano Proficiency Exam.

IMPORTANT PROGRAM INFORMATION
Students who do not complete the VSU Bachelor of Arts with a Major in Music (Education Track) must complete the following prerequisites prior to Clinical Practice*:
•EDUC 2120 or education diversity course
•EDUC 2130, PSYC 7010, or education psychology course
•MUE 3650 or beginning conducting course
•MUE 3000, EDUC 2110, or introduction to education course
•MUSC 3100 or orchestration course
•SPEC 3000 or teaching students with special needs course

*The Department of Music reserves the right to deny acceptance to the program due to a significant deficiency (four or more) in prerequisites.

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 Consideration of GPAs in music courses and MAT (Music Education) prerequisistes will allow more students the opportunity to pursue this program.

☐ Adopting Current Best Practice(s) in Field

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☒ Other Clarification of admission requirements will assist prospective students outside of VSU or those who did not pursue the B.A. in Music (Education Track) degree in determining their eligibility for the Master of Arts in Teaching in Music Education degree program. Additionally, by including an interview as part of the admission requirements, the Music Education Coordinator and area faculty can better assess a prospective student's future success in this program.

Source of Data to Support Suggested Change:

☒ **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.)

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.) **Assessment of the number of students successfully completing the Master of Arts in Teaching in Music Education degree program.**

Approvals:		
Department Head: *[signature]*	Date:	2/8/18
[signature] Lynn C. Minor College/Division Exec. Committee: *[signature]*	Date:	2/8/18
[signature] Lynn C. Minor Dean(s)/Director(s): *[signature]*	Date:	2/8/18
Graduate Exec. Comm.: (for grad program) *[signature] T. Ish*	Date:	2-26-18
Graduate Dean: (for grad program) *[signature] T. Ish*	Date:	2-26-18
Academic Committee:	Date:	

Form last updated: January 6, 2010

REQUEST FOR A NEW PROGRAM
Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

	Degree and Program Name: MAT in Education with a Concentration in Health and Physical Education
Proposed Effective Date: Summer 2018	

Requirements: (attach new or revised course proposals separately) See attached

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

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field See Research for online MAT HPE programs.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies

☐ Other

Source of Data to Support Suggested Change:

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

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

Assessment Plan for the proposed program: See the Continuous Improvement Matrix

Data Sources:

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. See List of prospective students.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) See the Continuous Improvement Matrix

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head: *Sonya Sanderson*	Date:	2-8-18
College/Division Exec. Comm.: *Lynn C. Minor*	Date:	2-8-18
Dean/Director: *Lynn C. Min*	Date:	2-8-18
Graduate Exec. Comm.: (for graduate program) *T. Left*	Date:	2-26-18
Graduate Dean (for graduate program): *T. Left*	Date:	2-26-18
Academic Committee:	Date:	

Form last updated: January 21, 2010

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Program: MAT HPE (CI Matrix)

	Diversity DL	Technology TL	Ethics/ Dispositions EDL	Assessment AL	Field Experience FL	Content Pedagogy CPL
Level 1						
Level 1.1	6790/6890 6700	6301, 6101	6101, 6700 6220, 6301, 6911	6700	6700 6710, 6790/6890 6911	6790/6890, 6911, 6101, 6200, 6301
Level 1.2	6790/6890, 6301, 6101	6401	6700, 6911, 6710, 6790/6890,	6401	6710, 6700 6911, 6790/6890	6301, 6790/6890
Level 1.3	6200, 6911	6200	XXXXXXXXXX	6150	6710, 6911 6790/6890, 6700	6911, 6401, 6790/6890,
Level 2						
	Diversity DL	Technology TL	Ethics/ Dispositions EDL	Assessment AL	Field Experience FL	Content Pedagogy CPL
Level 2.1	6790/6890	6790/6890, 6911, 6101	6790/6890	6401, 6911 6790/6890	6710, 6700 6911, 6790/6890	6700 6710, 6911 6790/6890
Level 2.2	6911, 6401 6790/6890, 6710	6790/6890, 6790/6890 6911	6790/6890, 6700	6790/6890, 6401 6911	6710, 6700 6911, 6790/6890	6401, 6700 6710, 6911 6790/6890
Level 2.3	6790/6890, 6911	6710	XXXXXXXXXX	6401, 6911	6710, 6700 6911, 6790/6890	6700 6710, 6911 6790/6890
Level 2a	6911	6101	6790/6890	6710	6700	6710
LEVEL 3						
	Diversity DL	Technology TL	Ethics/ Dispositions EDL	Assessment AL	Field Experience FL	Content Pedagogy CPL
Level 3.1	6790/6890	6401	6790/6890, 6911	6790/6890, 6911	6790/6890, 6911	6790/6890, 6911
Level 3.2	6911, 6790/6890,	6401	6790/6890	6911, 6790/6890	6790/6890, 6911	6790/6890
Level 3.3	6911, 6790/6890	6401, 6220	XXXXXXXXXX	6911, 6790/6890	6790/6890, 6911	6790/6890
Level 3.4	XXXXXXXX	XXXXXXXX	XXXXXXXXXX	XXXXXXXXXXX	6710, 6700 6911, 6790/6890	XXXXXXXXX
Level 3a	6790/6890	6401	6911	6401	6790/6890	6911

12 THEME PROFICIENCY LEVEL ASSESSMENTS

Theme Proficiency Levels	Assessment	Course (KSPE)
Diversity		
DL$_{2a}$	**Accessibility Assignment**	**6911**
DL$_{3a}$	**Week 11 Discussion post**	**6790/6890**
Technology		
TL$_{2a}$	**History Research Assessment**	**6101**
TL$_{3a}$	**Analysis Project**	**6401**
Ethics and Dispositions		
EDL $_{2a}$	**Student Teacher/Internship Final Reflection Assessment**	**6790/6890**
EDL$_{3a}$	**Case Study Notebook**	**6911**
Assessment		
AL$_{2a}$	**Quiz development Project**	**6710**
AL$_{3a}$	**Assessment Final**	**6401**
Content Pedagogy		
CPL$_{2a}$	**edTPA Task 2 Assessment**	**6710**
CPL$_{3a}$	**Field Experience Notebook**	**6911**
Field Experience		
FL$_{2a}$	**Early Field Experience/Practicum**	**6700**
FL$_{3a}$	**Teacher Candidate Lesson Plan**	**6790 /6890**

Sanderson 2-2-2018

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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: NA	Proposed Effective Date for Curriculum Change: (Month/Year): Summer 2018	Degree & Program Name: (e.g., BFA, Art): MAT in Education with a Concentration in Health & Physical Education

Present Requirements: NA	Proposed Requirements (Underline changes after printing this form:
	Admission Requirements Must apply to the Valdosta State University Graduate School through Online Graduate Application One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). GRE or MAT Official Score Report (if not meeting the 2.75 GPA requirement) 1. Must hold a minimum of a Bachelor's degree from a regionally-accredited institution. 2. Minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway.* *Admission by Alternative Pathway Requirements Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways: •Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or •Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

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	•Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:
•GRE: Verbal - 143 and Quantitative -138 (or 750 combined higher if taken before August 1, 2011)
•MAT: 375

Have a transcript evaluation on file. Transcripts from ALL undergraduate and graduate institutions previously attended must be included for evaluation.

Must have completed all specified prerequisite content coursework listed on the transcript evaluation.

If content courses are still required, applicants must seek admission to Valdosta State University as a certification student.

GACE Program Admission Assessment (previously GACE Basic Skills). Submit passing scores on the GACE Program Admission Assessment or exempt by acceptable SAT, ACT, or GRE scores.
Exemption Scores
•an SAT score of 1000 or greater
or
•an ACT score of 43 or greater
or
•a GRE score of 297 Verbal and Quantitative (or 1030 or higher if taken before August 1, 2011)

GACE Content Assessments: Submit a passing score on the GACE Content Assessment(s) in the intended area(s) for certification.

Two Recommendations: Two recommendations from professionals familiar with your professional or academic background. Recommendation forms can be accessed via the Graduate School website.

Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

Verification of Lawful Presence |

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	This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver.This documentation 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.Complete list of accepted documents and information on residency.
	Required Courses:
	KSPE 2999 Entry To Education 0
	KSPE 6401 Instructional Planning & Evaluation 3
	KSPE 6301 Contemporary and Comprehensive Health Issues 3
	KSPE 6200 Nutrition for Health & Human Performance 3
	KSPE 6700 Elementary Physical Education Content & Methods 3
	KSPE 6710 Middle Grades & Secondary Phys. Ed. And Health Content & Methods 3
	KSPE 6150 Applied Sciences 3
	KSPE 6101 Foundations & Technology in Health and Physical Education 3
	KSPE 2150 CPR and First Aid 2
	KSPE 1011 Personal Fitness 1
	KSPE 6911 Special Populations & Diversity in Sport and Phys. Ed. Methods 3
	KSPE 6220 Management of Physical Education Programs 3
	KSPE 6790 Student Teaching in Health & Physical Education or
	KSPE 6890 Internship in Health and Physical Education 5
	KSPE 6800 Student Teaching in Health & Physical Education Seminar or
	KSPE 6900 Internship Seminar in Health and Physical Education 1
	36 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: See all evidence provided with the Request for a New Program.

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

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

Data Sources:

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

Approvals:

Department Head: *Sonya Sanderson*	Date: 2-8-18	
College/Division Exec. Committee: *Lynn C. Mii*	Date: 2-8-18	
Dean(s)/Director(s): *Lynn C. Mii*	Date: 2-8-18	
Grad. Exec. Committee: (for graduate course)	*T. Ipk*	Date: 2-26-18
Graduate Dean: (for graduate course)	*T. Ipk*	Date: 2-21-18
Academic Committee:		Date:

Form last updated: January 6, 2010

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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: NA	Proposed Effective Date for Revised Catalogue Copy: (new or revised) Summer 2018

Degree and Program Name: MAT in Education with a Concentration in Health & Physical Education

Present Requirements: NA	Proposed Requirements: (highlight changes after printing) Admission Requirements Must apply to the Valdosta State University Graduate School through Online Graduate Application One Official Transcript from each institution where you have previously enrolled (undergraduate and graduate). GRE or MAT Official Score Report (if not meeting the 2.75 GPA requirement) 1.Must hold a minimum of a Bachelor's degree from a regionally-accredited institution. 2.Minimum cumulative undergraduate grade point average (GPA) or combined undergraduate and graduate GPA of 2.75 on a 4.0 scale. VSU has a "no forgiveness policy" when calculating GPAs. Applicants not meeting the required GPA may be eligible for admission by an alternative pathway.* *Admission by Alternative Pathway Requirements Must have a minimum cumulative undergraduate GPA or combined undergraduate and graduate GPA of 2.5 on a 4.0 scale AND meet requirements for one of the following alternative pathways: •Alternative Pathway 1: Have a minimum GPA of 3.0 on a 4.0 scale in all coursework attempted while registered as an upper-division undergraduate student working towards a bachelor's degree (i.e. 3000 and 4000 level coursework); or

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	•Alternative Pathway 2: Have a minimum GPA of 2.75 on a 4.0 scale in all graduate coursework (must have completed at least 6 credit hours of graduate work in which a letter grade was awarded); or

•Alternative Pathway 3: Have an undergraduate GPA earned ten or more years prior to admission

Must have a competitive score on either the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Recommended minimum scores:
•GRE: Verbal - 143 and Quantitative -138 (or 750 combined higher if taken before August 1, 2011)
•MAT: 375

Have a transcript evaluation on file. Transcripts from ALL undergraduate and graduate institutions previously attended must be included for evaluation.

Must have completed all specified prerequisite content coursework listed on the transcript evaluation.

If content courses are still required, applicants must seek admission to Valdosta State University as a certification student.

GACE Program Admission Assessment (previously GACE Basic Skills); Submit passing scores on the GACE Program Admission Assessment or exempt by acceptable SAT, ACT, or GRE scores.
Exemption Scores
•an SAT score of 1000 or greater
or
•an ACT score of 43 or greater
or
•a GRE score of 297 Verbal and Quantitative (or 1030 or higher if taken before August 1, 2011)

GACE Content Assessments: Submit a passing score on the GACE Content Assessment(s) in the intended area(s) for certification.

Two Recommendations: Two recommendations from professionals familiar with your professional or academic background. Recommendation forms can be accessed via the Graduate School website |

	Personal statement explaining what has led to your decision to become an educator. The statement should be no longer than 300 words.

Verification of Lawful Presence
This documentation is not required for individuals who do not qualify for in-state tuition or a residency waiver. This documentation 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. Complete list of accepted documents and information on residency.

Required Courses:
KSPE 2999 Entry To Education   0
KSPE 6401 Instructional Planning & Evaluation 3
KSPE 6301 Contemporary and Comprehensive Health Issues   3
KSPE 6200 Nutrition for Health & Human Performance   3
KSPE 6700 Elementary Physical Education Content & Methods   3
KSPE 6710 Middle Grades & Secondary Phys. Ed. And Health Content & Methods   3
KSPE 6150 Applied Sciences   3
KSPE 6101 Foundations & Technology in Health and Physical Education   3
KSPE 2150 CPR and First Aid   2
KSPE 1011 Personal Fitness   1
KSPE 6911 Special Populations & Diversity in Sport and Phys. Ed. Methods   3
KSPE 6220 Management of Physical Education Programs   3
KSPE 6790 Student Teaching in Health & Physical Education or
KSPE 6890 Internship in Health and Physical Education   5
KSPE 6800 Student Teaching in Health & Physical Education Seminar or
KSPE 6900 Internship Seminar in Health and Physical Education   1
                                                   36 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.)

☐ Improving Student Learning Outcomes

☒ Adopting Current Best Practice(s) in Field See all evidence provided with the Request for a New Program.

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

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

Data Sources:

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

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Approvals:	
Department Head: *Sonya Sanderson*	Date: 2-8-18
College/Division Exec. Committee: *Lynn C-Mi*	Date: 2-8-18
Dean(s)/Director(s): *Lynn C-Mi*	Date: 2-8-18
Graduate Exec. Comm.: (for grad program)	Date: 2-26-18
Graduate Dean: (for grad program)	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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MAT in Education with a Concentration in Health & Physical Education

Program of Study

KSPE 2999 Entry To Education	0
KSPE 6401 Instructional Planning & Evaluation	3
KSPE 6301 Contemporary and Comprehensive Health Issues	3
KSPE 6200 Nutrition for Health & Human Performance	3
KSPE 6700 Elementary Physical Education Content & Methods	3
KSPE 6710 Middle Grades & Secondary Phys. Ed. And Health Content & Methods	3
KSPE 6150 Applied Sciences	3
KSPE 6101 Foundations & Technology in Health and Physical Education	3
KSPE 2150 CPR and First Aid	2
KSPE 1011 Personal Fitness	1
KSPE 6911 Special Populations & Diversity in Sport and Phys. Ed. Methods	3
KSPE 6220 Management of Physical Education Programs	3
KSPE 6790 Student Teaching in Health & Physical Education or KSPE 6890 Internship in Health and Physical Education	5
KSPE 6800 Student Teaching in Health & Physical Education Seminar or KSPE 6900 Internship Seminar in Health and Physical Education	1
	36 hours

Candidates must succefully complete the KSPE 2999 requirement the first semseter of enrollment to progress in the program.

Candidates must fulfill the SPEC 3000 requirement prior to program completion.

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MAT in Education with a Concentration in Health and Physical Education

Course Descriptions

KSPE 1011. Personal Fitness. 1 Hour.

Designed for students who are motivated to improving fitness levels, managing body mass, and achieving optimal fitness by following a custom-made exercise plan.

KSPE 2150. First Aid - CPR. 2 Hours.

A study of the techniques of emergency first aid, cardiopulmonary resuscitation (adult, child, and infant) and accident prevention. Emphasis will be placed on examining the interrelationships among human behavior, the environment and accidents.

KSPE 2999. Entry to the Education Profession. 0 Hours.

Graded Satisfactory/Unsatisfactory. A required non-credit course for all teacher education candidates pursuing a VSU recommendation for initial certification; must be successfully completed prior to admission to teacher education. Candidates are required to establish an electronic portfolio and provide evidence that all teacher education admission requirements have been satisfactorily met. If an unsatisfactory grade is earned, the course must be repeated until a satisfactory grade is received.

KSPE 6101. Foundations & Technology in Health and Physical Education. 3 Hours.

An introduction to the historical, theoretical, practical, principles and technologies of physical education and sport.

KSPE 6150 Applied Sports Science

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

KSPE 6200. Nutrition for Health and Human Performance. 3 Hours.

An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

KSPE 6220. Management of Physical Education Programs. 3 Hours.

A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

KSPE 6301. Contemporary and Comprehensive Health Issues. 3 Hours.

Designed to provide information relative to health content designed to investigate nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic

lung diseases, cancer, death and dying, human sexuality, character education, violence, and mental and emotional health. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

KSPE 6401. Instructional Planning and Evaluation. 3 Hours.

Prerequisite: KSPE 2999; Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluative procedures and instruments across the psychomotor, cognitive and affective domains. Students will apply this content within health and physical education setting.

KSPE 6700. Elementary Physical Education Methods and Content. 3 Hours.

Prerequisite: KSPE 2999; Designed to provide the student with information related to instruction in physical education methodologies and content for preschool through fifth grade public school students. Field experiences are required.

KSPE 6710. Middle Grade & Secondary Physical Education Health Methods & Content. 3 Hours.

Prerequisite: KSPE 2999. Information related to instruction in physical education methodologies and health instructional content for middle grade and secondary public school students. Field experiences are required.

KSPE 6790. Student Teaching in Health and Physical Education. 5 Hours.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates not currently teaching in a p-12 setting.*

KSPE 6800. Student Teaching Seminar in Health and Physical Education. 1 Hour.

Prerequisite: Completion of all requirements prior to student teaching as listed in the university's undergraduate catalog. Corequisite: KSPE 6790. This is a reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates not currently teaching in a p-12 setting.*

KSPE 6890. Internship in Health and Physical Education. 5 Hours.

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who are currently teaching in a p-12 setting.*

KSPE 6900. Internship Seminar in Health and Physical Education. 1 Hour.

Prerequisite: Completion of all requirements prior to student teaching as listed in the university's undergraduate catalog. Corequisite: KSPE 6890. This is a reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who are currently teaching in a p-12 setting.*

KSPE 6911. Diversity in Sport and Physical Education. 3 Hours.

Prerequisite: KSPE 2999; Introduction to physical education and sport for exceptional children and diverse populations. The course provides an overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experiences are required.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6101	**Proposed New Course Title:** Foundations & Technology in Health and Physical Education
	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Foundations & Tech in HPE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to the historical, theoretical, practical, principles and technologies of physical education and sport.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C. Mui_	Date: 2-8-18
Dean/Director: _Lynn C. Mui_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Iple_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Iple_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6101
Foundation and Technology in Health and Physical Education
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

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

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

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

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from <u>*http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*</u>

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 6: Professionalism

Positively Impacting Learning Through Evidence-Based Practices   i

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.

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

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

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

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

INSTRUCTOR

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

COURSE DESCRIPTION

An introduction to the historical, theoretical, practical, principles and technologies of physical education and sport.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Shimon, J. M. (2011). *Introduction to Teaching Physical Education: Principles and Strategies*. Champaign, IL: Human Kinetics. ISBN 10: 0736086455 ISBN 13: 9780736086455

Suggested resources:

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

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

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

   1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
   2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
   3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES

At completion of this course, candidates will be able to

1. List the characteristics of an effective teacher and be able to differentiate between effective and ineffective teaching (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104).
Activities/Assignments/Assessments: effective teaching presentation

2. Demonstrate an understanding for different fitness assessments including the President Challenge and Fitnessgram. (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104).
Activities/Assignments/Assessments: tests

3. Discuss the differences between criteria-referenced and norm-referenced assessment (InTASC S4; CPL1.1), (NASPE 1.4), (GA PSC 1.0104).
Activities/Assignments/Assessments: tests

3. Analyze the differences in physical education from various countries (InTASC S2), (NASPE 1.4), (GA PSC 1.0104), $(DL_{1.2})$.
Activities/Assignments/Assessments: reflection

4. List the principles and scope of physical education and sport studies (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), $(CPL_{1.1})$.
Activities/Assignments/Assessments: tests

5. Summarize (e.g., website, textbook, peer-reviewed journal articles) the history and development of physical education as well as historians contributing to the field of physical education and sports (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), $(TL_{2.1})$, (TL_{2a}).
Activities/Assignments/Assessments: history research

6. Defend the importance of physical education and sport (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), $(CPL_{1.1})$.
Activities/Assignments/Assessments: tests

7. Demonstrate (through electronic exchange via e-mail, chat room, discussion posts, etc.) the ability to share ideas and feedback when corresponding with peers (teacher education students studying physical education) with regard to targeted needs and best practices involving physical education in P-12 settings $(TL_{2.3})$.
Activities/Assignments/Assessments: Professional Development: Ideas Exchange Assignment

8. Identify pedagogy uses in physical education and adapted physical education (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), $(CPL_{1.1})$.
Activities/Assignments/Assessments: tests

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9. Demonstrate an understanding of various technologies such as online journal searches and Livetext software as well as utilize these technologies to complete assignments (InTASC S4), (NASPE 6.2), (GA PSC 6.0102), (TL$_{1.1}$).
Activities/Assignments/Assessments: online journal search and history research; Livetext assignments submission

10. Describe issues facing physical education and sport such as ethics, morals, and values (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (EDL$_{1.1}$).
Activities/Assignments/Assessments: tests

11. Explain the impact of federal legislation on physical education and sport programs with an emphasis on Title IX (InTASC S4), (NASPE 1.4), (GA PSC 1.0104), (DL$_{1.2}$).
Activities/Assignments/Assessments: tests

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

COURSE EVALUATION

Each candidates grade will be based on the following criteria:

Tests (4 X 100)	400 pts.
Introduction	10 pts.
Syllabus/Originality Statement	10 pts.
Philosophy Submission	50 pts.
Journal Article Critiques (4 X 25)	100 pts.
History Research Submission in Livetext *(TL$_{2a}$)*	100 pts.

This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

Discussion Posts	100 pts.
Chapter Assignments	<u>100 pts.</u>
Total	**870 pts.**

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

No Late Assignments: Late material will receive a grade of zero (0). Sloppy/mediocre assignments or ones with consistent spelling or grammar errors will be returned with a failing grade. All assignments in this course MUST have the Statement of Originality affixed to it, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course.

ATTENDANCE POLICY AND PARTICIPATION

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

PROFESSIONALISM

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Professional Improvement Plan (PIP)

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process, linked below: *http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc*

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

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

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

ACADEMIC INTEGRITY

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

Writing/Grammar Competencies

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

Course Requirements and Assignments

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. You must monitor email regularly and inform the instructor of any email problems or changes.

Diversity

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

Technology

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. Since this is an on-line course, you will be submitting assignments electronically, reviewing electronic materials, reviewing peer reviewed material, and searching/researching websites. Make sure you backup your work on more than one source.

SafeAssign:

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6150	**Proposed New Course Title:** Applied Sports Science **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Applied Sports Science
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE.There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 30 calls or emails about HPE certification online.

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

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

Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C. Mui_	Date: 2-8-18
Dean/Director: _Lynn C. Mui_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Isht_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Isht_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 6150
APPLIED SPORTS SCIENCE
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

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

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

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and
   theoretical concepts critical to the development of physically educated individuals.
Elements – Teacher candidates will:
1.1 Describe and apply physiological and biomechanical concepts related to skillful
   movement, physical activity and fitness.

GA PSC Standards
Standard 1: Professional Knowledge
1.1 The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.
1.01 The program shall prepare candidates who can describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.

INSTRUCTOR

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

COURSE DESCRIPTION

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

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Watkins, J. (2014). Fundamental Biomechanics of Sport and Exercise. Routledge.
    *Save up to 80% by choosing the eTextbook option for ISBN: 9781135074951, 113507495X. The print version of this textbook is ISBN: 9780415815079, 041581507X.

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES

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

1. Identify and apply motor learning, pedagogy, skill analysis, and qualitative movements (InTASC 1, 4), (NASPE 1.1).
2. List the functions of various body systems, especially the following: circulatory, respiratory, nervous, and muscular (InTASC S1, S4) (NASPE 1.1) (GA PSC 1, 1.1, 1.01).
3. Determine how physical capacity and performance may be modified through systematic training programs (InTASC S1, S4), (NASPE 1.1).

4. Demonstrate knowledge of the physiological principles of physical activity and fitness. (InTASC S4), (NASPE 1.1)
5. Explain the physiological concepts and functions of the human body and human performance (InTASC S1, S4), (NASPE 1.1) (CPL$_{1.1}$).
6. Display a basic understanding of the various anatomical components of the structure of the human body (InTASC S4), (NASPE1.1) (CPL$_{1.1}$).
7. Discuss relationships between structure and mechanical functions of the musculoskeletal system (InTASC S4), (NASPE1.1).
8. Identify efficient and/or inefficient movement in the performance of motor skills by typical or atypical individuals and to utilize the knowledge obtained to improve performance of motor skills (InTASC S4), (NASPE1.3, 1.5) (CPL$_{1.1}$).
9. Recognize the principles pertaining to the prevention of physical trauma to the body in the performance of motor skills (InTASC S4), (NASPE 1.5).
10. Assess biomechanical principles of physical activity as a basis for the analysis of movement, motor behavior, and learning including life-span, motor development and psychosocial dimensions of physical activity (InTASCS1, S4), (NASPE1.1, 1.2, 1.3. 1.5).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

Course Expectations:

1. **Course Syllabus –** *It is the responsibility of each student to read this syllabus. If changes are made to the course, these changes will be communicated far in advance.*
2. **Staying on Track -** One of the biggest challenges in online learning environment is staying on task. Although you get to choose when to work during the week, you must complete your assignments on time! Have the technology needed to complete class assignments (internet, computer, video equipment, Livetext, etc.).
3. Complete all reading assignments, video observations and projects, powerpoints, etc. in order to participate in on-line discussions.
4. **Late Assignments:** Late material will receive a grade of zero.
5. **Content Reflections** Content Reflections will cover material from required readings, lectures, and videos.
6. All assignments are due in APA format.

COURSE EVALUATION

Content Reading & Reflections (3 x60)	180 points
Discussion Boards (3x20)	60 points
Formative Observation project	60 points
Qualitative Analysis Project	80 points
Total	**380 points**

GRADING SCALE

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

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

ACCESS STATEMENT:

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

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STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

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

TEACHER EDUCATION DISPOSITIONS

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

1. **Responsibility**: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
2. **Communication**: Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.
3. **Interpersonal Skills**: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.
4. **Classroom Characteristics**: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and

creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

5.   **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

6.   **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

7.   **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6200	**Proposed New Course Title:** Nutrition for Health and Human Performance **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Nutri for Hlth & Human Perform
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

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

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

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

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

Approvals:	
Dept. Head: *Sonya Sanduson*	Date: 2-8-18
College/Division Exec. Comm.: *Lynn C. Mui*	Date: 2-8-18
Dean/Director: *Lynn C. Mui*	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): *T. Iplt*	Date: 2-26-18
Graduate Dean: (for graduate course): *T. Iplt*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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

KSPE 6200
NUTRITION FOR HEALTH AND HUMAN PERFORMENCE
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
   (Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)
<u>Dispositions</u> Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
<u>Equity</u> Principle: All learners deserve high expectations and support.
<u>Process</u> Principle: Learning is a lifelong process of development and growth.
<u>Ownership</u> Principle: Professionals are committed to and assume responsibility for the future of their disciplines.
<u>Support</u> Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
<u>Impact</u> Principle: Effective practice yields evidence of learning.
<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.
<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*
   (To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)
   Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures
      of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and
      meaningful for learners to assure mastery of the content.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning
progressions for teachers 1.0. Retrieved from
<u>http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf</u>*

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
*Physical education teacher candidates know and apply discipline-specific scientific and
theoretical concepts critical to the development of physically educated individuals.*
Elements – Teacher candidates will:
1.1 Describe and apply physiological and biomechanical concepts related to skillful
      movement, physical activity and fitness.

GA PSC Standards

Standard 1: Professional Knowledge

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

AAHE Standards

**Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate
educator.**
Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.
Key Element C: Candidates describe practices that promote health or safety

INSTRUCTOR
Name: Professor.
Office Number:
Telephone Number:
Email Address:

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Office Hours:

COURSE DESCRIPTION
An introduction to the characteristics of the essential dietary nutrients and their respective roles in the body. Emphasis is placed on the effects of nutritional practices on health and human performance.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS
Jeukendrup, A.; Gleeson, M. (2010) Sport Nutrition, (2th ed.). Champaign, IL: Human Kinetics.

<u>**Required Video Equipment & Video Upload and Video Submission Options**</u>
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

  1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
  2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
  3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES
At the completion of the course the candidate should be able to:
1. List the factors that influence food choices of different people through the life cycle and during performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C) (GA PSC 1.1)
   *Activities/Assignments/Assessments: tests, discussions, issue papers
2. Define the impact of nutrition on health status and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)
   *Activities/Assignments/Assessments: tests, discussions, issue papers
3. Identify the characteristics, qualities, and quantities of essential dietary nutrients and their roles as they contribute to health, wellness and performance.(InTASC S4), (NASPE 1.1), (AAHE I A,C)
   *Activities/Assignments/Assessments: tests, discussions, issue papers
4. Identify food sources of essential dietary nutrients.(InTASC S4), (AAHE I A,C)
   *Activities/Assignments/Assessments: tests, discussions, issue papers
5. Compare American dietary habits and patterns in comparison to other world cultures. (InTASC S4), (AAHE I A,C) (DL$_{1.3}$)
   *Activities/Assignments/Assessments: tests, discussions, issue papers
6. Analyze the roles of essential dietary nutrients and how the body uses food for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I C) (CPL$_{1.1}$)

*Activities/Assignments/Assessments: tests, discussions, issue papers

7. Recognize the importance of dietary nutrients on physical performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)
    *Activities/Assignments/Assessments: tests, discussions, issue papers

8. Explain how nutrition effects weight control, body composition, weight loss, energy, exercise levels, training, physical performance, illness, and disease. (InTASC S4), (NASPE 1.1), (AAHE I A,C)
    *Activities/Assignments/Assessments: tests, discussions, issue papers

9. Exhibit an understanding of optimal nutrition for exercise, conditioning, and performance among athletes and recreational participants. (InTASC S4), (NASPE 1.1), (AAHE I A,C)
    *Activities/Assignments/Assessments: tests, discussions, issue papers

10. Describe metabolism in exercise and training. (InTASC S4), (NASPE 1.1)
    *Activities/Assignments/Assessments: tests, discussions, issue papers

11. Identify and make healthy choices in selecting a nutritional diet for health and human performance. (InTASC S4), (NASPE 1.1), (AAHE I A,C)
    *Activities/Assignments/Assessments: tests, discussions, issue papers

COURSE EVALUATION

Each student will earn a letter grade based on the following evaluation:

1. Midterm Exam	= 15
2. Final Exam	= 15
3. Six Practice Exams	= 36
4. One day food diary	= 7
5. Essay paper	= 7
6. Two discussions.	= 12
7. PP	= 8
TOTAL	100 points

Grading Scale

A=90-100 points   B=80-89p.   C=70-79p.   D=60-69p.   F=Below 60points

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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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.

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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**.

Positively Impacting Learning Through Evidence-Based Practices   4

Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond 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.

Unforeseen Circumstances

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

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

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

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6220	**Proposed New Course Title:** Management of Physical Education Programs **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Management of PE Programs

Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: _Smg Snderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lyn C. Mi_	Date: 2-8-18
Dean/Director: _Lyn C. Mi_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. JaRa_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. JaRa_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 6220
MANAGEMENT OF PHYSICAL EDUCATION AND COACHING PROGRAMS
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

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

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

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

NASPE Standards
Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:

Positively Impacting Learning Through Evidence-Based Practices   i

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

GA PSC Standards
Standard 1: Professional Knowledge
1.1. The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.
Elements - Teacher candidates will:
1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

Standard 6: Professionalism
6.1.The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
6.0101. The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.
6.0102. The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.
6.0103. The program shall prepare candidates who can model appropriate professional behaviors.

INSTRUCTOR

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

COURSE DESCRIPTION

A study of administrative theory and principles as they relate to the process of planning, organizing, supervision, personnel, budget, facility design, risk management, and other issues that are related to operating physical education and sport programs in educational and community settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Lussier N. R., & Kimball C. D. (2014). Applied Sport Management Skills 2nd Edition. Human Kinetics
ISBN-10:1-4504-3415-0 ISBN-13:978-1-4504-3415-7

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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- 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 D2L account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview D2L. Students must check their Blazeview D2L class site daily for class requirements. To access Blazeview D2Learn: https://vsu.view.usg.edu/?failed=1&authCode=2
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE OBJECTIVES: At the completion of this course the candidate will be able to:

1. Describe the nature, scope and processes of administrative functions **(InTASC S4)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
2. Describe the relationships among administrators **(InTASC S4)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
3. Define the role of the administrator and the responsibility for personnel **(InTASC S4)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam Discussion board.
4. Describe the philosophy of physical education and interscholastic athletics and their place in the educational curriculum **(InTASC S4., NASPE 1.4., GA PSC 1.0104)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board case Case Studies
5. Develop critical thinking skills, leadership skills, policies and procedures and display an understanding of their implications **(InTASC S10., NASPE 6.2, 6.3 & 6.4., GA PSC 6.0101,6.0102, 6.0103)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies
6. Describe the levels of control in school and sport administration **(InTASC S4., NASPE 6.3 & 6.4., GA PSC 6.0103) Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies**
7. Demonstrate knowledge and concepts of management and organizational principles including scheduling, budgeting, purchasing and maintaining facilities and equipment and the factors to be considered in designing facilities **(InTASC S4)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies, Pseudo-budget preparation
8. Develop and understand ethical and professional communication skills that could be useful with students, parents, teachers, administrators, coaches, and the general public **(InTASC S4, NASPE 6.4)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
9. Demonstrate knowledge of school and sport law relating to tort liability **(InTASC S4., NASPE 1.4., GA PSC 1.0104)**
   Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
10. Demonstrate professional qualities essential to effective management such as delegation of authority, acceptance of responsibility, ethical behaviors, leadership, critical thinking, communication, and productivity **(InTASC S9 & S10., NASPE 6.3 & 6.4., GA PSC 6.0101, 6.0102, 6.0103)**
    Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,
11. Develop the ability to establish and maintain favorable public relations **(InTASC S4, NASPE 6.2)**
    Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
12. List ways to avoid negligence in providing management of physical education and sport programs **(InTASC S4., NASPE 1.4., GA PSC 1.0104)**
    Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies,

Positively Impacting Learning Through Evidence-Based Practices   3

13. Analyze effective utilization of facilities, equipment, and supplies and the ability to make decisions on the selection and purchasing of equipment (**InTASC S4**)
    Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board, Case Studies.
14. Demonstrate the ability to relate to colleagues in a professional manner (**InTASC S9 & S10, NASPE 6.4., GA PSC 6.0103**) **Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.**
15. Define the sociological and psychological principles and problems related to sport and physical activity. (**InTASC S4., NASPE 1.4., GA PSC 1.0104**)
    Activities/Assignments:-Tests/quizzes, Comprehensive knowledge exam, Discussion board.
16. Model ethical and professional practices pertaining to the use of various electronic resources including websites, legal liability case studies and videos.
    Activities/Assignments:-Tests/quizzes Comprehensive knowledge exam, Classroom discussions, Case Studies and micro presentations.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

COURSE EVALUATION

1.	Tests/quizzes (3x50)	150 pts.
2.	Comprehensive knowledge exam	100 pts.
3.	Discussion board	50 pts.
4.	Case studies	50 pts.
6.	Pseudo-budget preparation	<u>50 pts.</u>
	Total Points	**400 pts.**

<u>Grade System</u>
         A = 100-90%
         B = 89-80%
         C = 79-70%
         D = 69-60%
         F = 59% & below

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

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communication skills indicate a need for assistance will be referred to the appropriate services on campus.

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

Unforeseen Circumstances

Due to unforeseen circumstances, this syllabus is subject to change and may be altered if the instructor deems necessary. If a change is necessary, the instructor will give notice to the students in the class at the appropriate time and will always be in the best interest of the students.
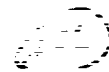
All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6301	**Proposed New Course Title:** Contemporary and Comprehensive Health Issues **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Contemp & Comp Hlth Issues
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Designed to provide information relative to health content and explore nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, cancer, death and dying, human sexuality, character education, violence, and mental and emotional health. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

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: VSU would be the only university in Georgia to have a fully online MAT in HPE.There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

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☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?) **Data Sources:** ☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. see syllabus ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) see syllabus ☒ Other: see syllabus

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

Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C. Minn_	Date: 2-8-18
Dean/Director: _Lynn C. Minn_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Jdla_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Jdla_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6301
CONTEMPORARY AND COMPREHENSIVE ISSUES IN HEALTH
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

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

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health
Standard II: Needs Assessment. Candidates assess needs to determine priorities for school health education.
Key Element A: Candidates access a variety of reliable data sources related to health.
Standard VII: Being a Resource. Candidates serve as a resource person in health education.
Key Element A: Candidates use health information resources.
Key Element C: Candidates select educational resource materials for dissemination.
Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.
Key Element D: Candidates demonstrate professionalism.

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Standard 2: Skill and Fitness Based Competence
The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.
Elements – Teacher candidates will:
2.0104 The program shall prepare candidates who can demonstrate health literacy skills of an informed consumer using a variety of reliable data resources related to health.

Standard 5: Impact on Student Learning
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.

Standard 6: Professionalism
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

INSTRUCTOR

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

REQUIRED TEXTBOOKS

Teague, M., Mackenzie, S., and Rosenthal, D. M. (2017). *Your Health Today: Choices in a Changing Society*, (6th ed). McGraw-Hill, Boston. ISBN10: 1259753700 | ISBN13: 9781259753701

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

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

COURSE DESCRIPTION

Designed to provide information relative to health content and explore nutrition, fitness, body weight/composition, alcohol/tobacco, drugs, infectious diseases, cardiovascular diseases/diabetes/chronic lung diseases, cancer, death and dying, human sexuality, character education, violence, and mental and emotional health. Emphasis is placed primarily on content of each health category across elementary, middle, and secondary school levels.

COURSE OBJECTIVES (CO):

1. Identify and discuss a variety of contemporary/controversial health issues including but not limited to death and dying, relationships, sexuality, diseases, nutrition, and eating disorders *(InTASC S4; AAHE VII A, C; DL 1.2).*
2. Identify and use various approaches and methodologies for teaching health education in schools *(InTASC S4; AAHE VII A, C; CPL 1.2).*
3. Demonstrate and model professional standards of practice for health education *(InTASC S9; AAHE VIII D; GA PSC 6.0103; EDL 1.1).*
4. Describe major contemporary health issues and trends in public school education with a particular focus on Georgia *(InTASC S4; AAHE I F; GA PSC 2.0104; CPL 1.1).*
5. Demonstrate proficiency in using a variety of technological platforms, i.e., e-mail, computer searches, PowerPoint presentations, etc.... *(InTASC S4, S5, S8; AAHE II A; TL 1.1).*
6. List the health problems of alcohol and tobacco (InTASC S4) (AAHE I C, D).
7. Recognize the need for school health education (InTASC S4) (AAHE I A).
8. Explain the health problems of drugs (AAHE I D).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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

EVALUATION

1.	Tests (4)	400 pts.
2.	Article Summaries (4)	200 pts.
3.	Professional Research (paper)	100 pts.
4	Professional Research (ppt)	50 pts
5.	Quizzes (chapter quizzes/worksheets)	100 pts
6.	Debate Discussion Post (research paper)	100 pts
	Total	950 pts.

GRADING SCALE

A = (90%-100)
B = (80%-89.9%)

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C = (70%-79.9%)
D = (60%-69.9%)
F = (Below 59%)

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

No Late Assignments: Late material will receive a grade of zero (0). Sloppy assignments or ones with consistent spelling or grammar errors will be returned with a failing grade.

PROFESSIONALISM

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

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

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

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

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All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

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

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6401	**Proposed New Course Title:** Instructional Planning and Evaluation **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Instruct Plan and Eval

Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: KSPE 2999; Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluative procedures and instruments across the psychomotor, cognitive and affective domains. Students will apply this content within health and physical education settings.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: *Sonya Sanderson*	Date: 2-8-18
College/Division Exec. Comm.: *Lynn C. Mi*	Date: 2-8-18
Dean/Director: *Lynn C. Min*	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): *T. Taft*	Date: 2-26-18
Graduate Dean: (for graduate course): *T. Taft*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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

KSPE 6401
Instructional Planning and Evaluation
3 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

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

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

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Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: KSPE 2999; Provides the student with pertinent information relative to basic instructional and planning methodologies, basic statistics, data analysis, assessment and evaluative procedures and instruments across the psychomotor, cognitive and affective domains. Students will apply this content within health and physical education settings.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

edTPA Handbook.

All other required texts will be available through BlazeView

Recommended Resources:

Baumgartner, T., Jackson, A., Mahar, M., & Rowe, D. (2007). *Measurement for evaluation: In physical education & exercise science* (8th ed.). New York: McGraw Hill.

Required Video Equipment & Video Upload and Video Submission Options

- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES

The students will be able to:
1. Develop content-specific, department-formatted lesson plans and commonly accepted assessments (related to physical education and health) that address diverse learners' prior knowledge; learners' personal, community, and cultural assets; academic language; learning activities; and learning outcomes, as prescribed by edTPA and Standard requirements. (InTASC S4, S7) (NASPE 3.1, 3.2, 3.3) (GA PSC 3.0101, 3.0102, 3.0103) (CPL$_{1.3}$, CPL$_{2.2}$, DL$_{2.2}$, TL$_{1.2}$, AL$_{2.1}$, AL$_{2.2}$, AL$_{2.3}$)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: lesson plans**
2. Determine the relationship between and across long-range (annual planning), unit planning, and developing daily lesson plans. (InTASC S7) (NASPE 3.1, 3.2, 3.3) (GA PSC 3.0101, 3.0102, 3.0103) (CPL$_{1.3}$)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: lesson plans, curriculum plan, and unit plan**
3. Characterize the three learning domains associated with physical education and analyze them from the perspective of different school settings and teaching situations. (InTASC S4)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: initial considerations per unit, curriculum plan, unit plan, edTPA project, Analysis Project/Final**
4. Create assessments in three learning domains in accordance with standard test construction practices. (InTASC S5, S6) (NASPE 5.1) (GA PSC 5.0101) (AL$_{2.1}$, AL$_{2.2}$, AL$_{2.3}$, AL$_{3a}$)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: assessment plan**
5. List and describe various ways that measurement and evaluation can be used in conjunction with student performance. (InTASC S6), (NASPE 5.1) (GA PSC 5.0101)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: assessment plan, edTPA project, Analysis Project/Final, curriculum plan, and unit plan**
6. Identify, understand and calculate basic statistical analysis required within teaching when gaining insights into planning and effectiveness of instruction. (InTASC S4) (TL$_{1.2}$)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: assessment plan, edTPA project, and Analysis Project/Final (AL$_{2A}$)**
7. Differentiate between norm-based, criterion-based, authentic and alternative grading. (InTASC S4)
   ***Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: curriculum plan, unit plan, and assessment plan**
8. Record and evaluate student data (InTASC S4) (NASPE 5.1) (GA PSC 5.0101) (AL$_{2.2}$)

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*Activities/Assignments: class readings, discussion, participation, assignments and lectures
Assessments: edTPA project and Analysis Project/Final

9. Understand the basics of EXCEL for calculating and making reports. (InTASC S4;)
   Activities/Assignments: class readings, discussion, participation, assignments and lectures
   Assessments: edTPA project and Analysis Project/Final

10. Understand all three tasks of edTPA (planning, instruction, and assessment) and be able to complete Task 1 during the three-week practicum, which includes planning a central focus, objectives, academic language, learning activities, assessments, modification based on student needs and reflection on the process through a commentary. (InTASC S4) (NASPE 3.1, 3.2, 3.3, 3.7, 5.1, 5.2) (GA PSC 3.0101, 3.0102, 3.0103, 5.0101, 5.0102) (CPL$_{2.2}$, DL$_{2.2}$, TL$_{1.2}$, AL$_{2.1}$, AL$_{2.2}$, AL$_{2.3}$)
    Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: edTPA project and Analysis Project/Final

11. Create and use a formal, pre-/post-test that corresponds with the edTPA Project that will allow students to calculate learning by P-12 students and adjust their teaching and better understand the value of formal assessments within a curriculum, unit, and learning segment. (InTASC S4), (NASPE 3.1, 3.2, 3.3, 3.7, 5.1, 5.2) (GA PSC 3.0101, 3.0102, 3.0103, 5.0101, 5.0102) (CPL$_{2.2}$, DL$_{2.2}$, TL$_{3.1}$, TL$_{1.2}$, TL$_{3.2}$, TL$_{3.3}$, AL$_{2.1}$, AL$_{2.2}$, AL$_{2.3}$, TL$_{3a}$)**Activities/Assignments: class readings, discussion, participation, assignments and lectures**
    Assessments: edTPA Project and Analysis Project/Final

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Lesson Plans**: Students will create various lesson plans throughout the entire semester. There will be several created per each of the following teaching situations: elementary, middle school, high school, and health education. Due dates will be indicated by the instructor. One lesson plan will be submitted via LiveText for assessment purposes.

2. **Curriculum Plan**: Students will create a one-semester (18-week) curriculum plan for elementary schools. This is will include scope, sequence, breadth, general objectives, and behavioral objectives as well as one unit within the semester.

3. **edTPA Project**: Students will complete Task one of edTPA during their practicum. This is graded as part of the Elementary Physical Education Content and Methods Course [KSPE 3700]. To prepare for this assignment and other edTPA tasks, which are part of practicums in Middle Grades and Secondary Physical Education Content and Methods [KSPE 4710] and Special Populations and Diversity in Physical Education and Sport [KSPE 3911], students will begin to plan and create commentaries that align with edTPA Tasks 1-3.

4. **Assessments Final**: Students will create a portfolio of assessments that represent the various types and uses throughout the semester. This will include commentary regarding the appropriate use of the assessment within a physical education classroom. (AL$_{3a}$)

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

5. **Analysis Project/Final**: Students will be given a final examination project. This project will require students during their practicum experience to design and implement an assessment (cognitive, affective and psychomotor) with elementary students. Data will be analyzed in accordance with current, acceptable practices and requirements of edTPA. Student will then reflect on student results. (TL$_{3a}$)

This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

6. **Participation/Assignments**: Students will be required to participate in each class as well as complete the class assignments throughout the semester.

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

Positively Impacting Learning Through Evidence-Based Practices   4

LESSON PLANS (ALL IN COURSE)	25%
CURRICULUM PLAN	25%
edTPA DEVELOPMENT	No Grade
ASSESSMENT FINAL (AL$_{3a}$)	25%
ANALYSIS PROJECT/FINAL (TL$_{3a}$)	25%
Total	100%

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GRADING SCALE

Grade Points (scored like a GPA calculation)
A 3.5 – 4.0
B 2.5 – 3.49
C 1.5 – 2.49
D 0.5 – 1.49
F 0.0 – 0.49

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

Positively Impacting Learning Through Evidence-Based Practices

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

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

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

TEACHER EDUCATION DISPOSITIONS

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

1. **Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

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

TURNITIN.COM

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

EMAIL CORRESPONDENCES

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6700	**Proposed New Course Title:** Elementary Physical Education Methods and Content **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Elem PE Methods and Content
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: KSPE 2999; Designed to provide the student with information related to instruction in physical education methodologies and content for preschool through fifth grade public school students. Field experiences are required.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE.There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C. Minor_	Date: 2-8-18
Dean/Director: _Lynn C. Minor_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. LaPlt_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. LaPt_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

KSPE 6700
ELEMENTARY PHYSICAL EDUCATION METHODS AND CONTENT
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

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

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

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

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
1.4 Identify historical, philosophical, and social perspectives of physical education issues and Legislation

Standard 3: Planning and Implementation. *Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*
Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

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

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

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

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

Standard 6: Professionalism. *Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.*

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Elements – Teacher candidates will:

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

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

6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.

6.4 Communicate in ways that convey respect and sensitivity.

GA PSC Standards
Standard 1: Professional Knowledge
1.1: The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.

Elements - Teacher candidates will:

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

1.0102 The program shall prepare candidates who can describe and apply motor learning, psychological/behavioral theory related to skillful movement, physical activity, and fitness.

1.0103 The program shall prepare candidates who can describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

1.0105 The program shall prepare candidates who can describe and apply critical elements of motor skills and performance concepts.

Standard 2: Skil and Fitness Based Competence
2.1: The program shall prepare candidates who have the knowledge and skills necessary to demonstrate competent movement performance, health-enhancing fitness and health literacy skills.

2.0101 The program shall prepare candidates who can demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.

2.0103 The program shall prepare candidates who can demonstrate appropriate application of performance concepts related to skillful movement in a variety of physical activities.

Standard 3: Planning and Implementation
3.1: The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.

3.0101 The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

3.0102 The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.0103 The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.

3.0104 The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.

3.0105 The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

Standard 4: Instructional Delivery and Management
4.1: The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.

4.0101 The program shall prepare candidates who can demonstrate effective verbal and non-verbal

communication skills across a variety of instructional formats.

4.0102 The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.

4.0103 The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.

4.0104 The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.0105 The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.

4.0106 The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.

Standard 5:Impact on Student Learning

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

5.0101 The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.

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

5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism

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

6.0101 The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

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

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

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: KSPE 2999; Designed to provide the student with information related to instruction in physical education methodologies and content for preschool through fifth grade public school students. Field experiences are required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Rink, J. (2014). *Teaching physical education for learning.* 7th Ed. New York: McGraw-Hill Companies. ISBN
    978-0-07-802269-2

Required Video Equipment & Video Upload and Video Submission Options

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- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

  1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
  2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
  3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES

Teacher candidate will (TCW)..........

1. Understand how to design developmentally appropriate physical education lessons for elementary school age. *(InTASC S1, S4, S7., NASPE 3.1 – 3.4.,GA PSC 3.1, 3.0102., CPL2.1, 2.2, 2.3).*
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.

2. Understand the appropriate activities suitable for k-2 and 3-5 grade levels, respectively for the growth and development of the associated school age children, *(InTASC S1, S4., NASPE 3.1 – 3.4., GA PSC 3.1, 3.0102., CPL $_{2.1, 2.2, 2.3}$)*
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.

3. Use multiple resources to create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets. *(InTASC 1 2, 3, 4, 5, 7, 8; NASPE 1.2, 1.3, 2.3, 4.2, 4.3, 4.4, 6.3, 6.4., GA PSC 1.1, 1.0105, 2.0103, 3.0101, 3.0102.,4.0102.,4.0103.,4.0104; AAHE IA, IB, IC, IF, IIA, IIB, IIC, IIIB, IIIC, IIID, IIIE, IVA, VIIB) (FL $_{1.1}$, DL $_{1.1}$).*
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

4. Understand the rationale to improve physical fitness and the methods to integrate health related fitness into physical education class. *(InTASC S4, S8, NASPE 3.3, 3.4, GA PSC 3.1, 3.0102).*
   Activities/Assignments:-Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

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5. Understand and use different teaching styles including both direct and indirect instruction. *(InTASC S4, S8., NASPE 3.3-3.5., 4.4., GA PSC 3.0102, 3.0106, 4.0104., CPL 2.1, 2.2, 2.3)*.
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

6. Create learning objectives that align with current curriculum standards (NASPE/AAHE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners. *(InTASC S1, S2, S3, S4, S5, S7, S8; NASPE 3.1, 3.2, 3.3, 3.6, GA PSC 3.0102, 3.0106, 4.0104., AAHE IA, IB, IC, IF, IIIB, IIIC, IIID, IIIE, VA, VD) (FL 1.2) (DL 1.1)*.
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

7. Understand the methods of analyzing movement, fitness development, and knowledge in such a way to evaluate students learning including formative and summative assessments, during both peer teaching and clinical teaching experience *(InTASC S4, S5, S6., NASPE 4.4, 5.1, 5.2., GA PSC 3.0102, 3.0106, 4.0103., (FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3) (AL 1.1)*.
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & 3 Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam

8. Organize, allocate, and manage resources (e.g., time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. *(InTASC S4, S7., NASPE 3.4., GA PSC 3.0104)*
   Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

9. Apply theory into practice through field experience in authentic setting. *(InTASC S5, NASPE 4.6., GA PSC 4.0102., FL 1.1,1.2,1.3,2.1,2.2,2.3, FL2a)*.
   Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.

10. Gain professionalism through working with a mentor and students in the public schools. *(InTASC S9; NASPE 6.2., GA PSC 6.0102., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3)*.
    Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.

11. Complete various assignments during practicum teaching to meet the edTPA requirements. *(InTASC S4, S7, NASPE 1.3, 3.3., GA PSC 3.0104)*.
    Activities/Assignments:-edTPA Task 1, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

12. Write reflective journals during practicum teaching involving description of teaching, justification of teaching performance, critique of teaching performance, goals setting, and the implementation of change. *(InTASC S9., NASPE 6.2., GA PSC 5.0103., FL 1.1, 1.2,1.3, 2.1, 2.2, 2.3)*.
    Activities/Assignments:-Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam

13. Gain professionalism through working with a mentor and students in the public schools. *(InTASC S9, NASPE 6.2., GA PSC 6.0102, 6.0103, FL 1.1, 1.2,1.3, 2.1, 2.2, 2.3) (FL2a)*.
    Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Self-

Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam.

14. Understand expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf . *(InTASC S9., EDL 1.1, 1.2, 2.2, NASPE 6.2; GA PSC 6.1, 6.0102, 6.0103)*
Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

15. Be able to effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery. *(InTASC S9, NASPE 6.2., GA PSC 6.0102, 6.010; EDL 1.1, 1.2, 2.2,).*
Activities/Assignments:-Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.

16. Understand academic language and how to use it appropriately when preparing and delivering lessons to P-12 students. *(InTASC S5, S7, NASPE 3.4, 3.5, 5.1., GA PSC 3.0106., CPL 2.2., FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3,).*
Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam

17. Develop task (i.e. real world activities/situations) that applies content knowledge and skills when delivering lessons to the P-12 student. *(InTASC S5, S8, NASPE 3.3., GA PSC 3.0102., CPL 2.3, FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3).*
Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum FL2a, Final Exam

18. Gain experience using various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience. *(InTASC 1, 2, 3, 4, 5, 7, 8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; GA PSC 3.1, 3.0106., AAHE IIIB, IIIC, IIID, IIIE; FL1.3).*
Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

19. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials). *(InTASC S2, S3, S4, S5, S8; NASPE 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.5., GA PSC 3.1.3.0106., AAHE IVC; FL2.1).*
Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam

20. Plan and comment upon a learning segment (3-5 lessons) that aligns a central focus, objectives, standards, and learning activities and sequences learning activities that lead to greater skill development. *(InTASC S1, S2, S3, S4, S5, S7, S6, S8; NASPE 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 6.3, 6.4., GA PSC 1.0105, 3.0101, 3.0102, 3.0106., AAHE IVA, IVB, IVC, IVD) (FL2.2).* **Activities/Assignments:- Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**

21. Provide learners with the opportunity to responsibly use interactive technology within lessons in order to promote greater learning about movement patterns, performance concepts, and/or health-enhancing fitness. *(InTASC S1, S3, S7, S8; NASPE 3.7, 4.6., GA PSC 3.0104, 4.0104., AAHE IVB; FL$_{2.3}$).* **Activities/Assignments:-Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam**

22. Create and implements routines within the classroom that articulates explicit expectations and procedures for a safe, positive learning environment, which include norms for behavior, respect for others, and responsibility for preparation and completion of work. *(InTASC S1, S3, S7; NASPE 3.4, 4.5, 6.3., GA PSC 3.0104, 4.0105., AAHE IVC; FL$_{3.5}$).* **Activities/Assignments: - Effective Teaching behavior analysis (authentic assessments), Developmental/Task Analysis, edTPA Task 1:- (planning, commentary & Lesson Plans), Self-Evaluation/Reflection, Quizzes, Mid-Term exam, Early Field Experience/Practicum, Final Exam.**

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

COURSE EVALUATION (Point System)

1. Effective Teaching behavior analysis (2 authentic assessments)   50 points

2. Developmental/Task Analysis (2 x 50)   100 points

3. edTPA Task 1Practice:- (planning = 20, commentary = 20 & 3 LPs = 60) 100 points

4. Self-Evaluation/Reflection 40 (Intro-Bio = 10)   50 points

5. Quizzes (2 x 25)   50 points

6. Mid-Term exam   50 points

7. Early Field Experience/Practicum (FL$_{2a}$)   100 points
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

8. Final Exam   100 points

   Total   **600 points**

All prospective teachers must demonstrate the ability to apply content knowledge in a clinical teaching experience. Prospective teachers must create unit and lesson plans. They will then have several opportunities to be checked off on their ability to exhibit the elements of effective teaching behaviors. Lessons will be videotaped and they will have an opportunity to view, analyze and reflect on their teaching. Prospective students will be required to repeat teaching lessons until they have demonstrated the ability to exhibit the elements of effective teaching behaviors. Effective teaching behavior list/template will be provided. Finally, a final portfolio with all units, lesson plans, and reflections must be submitted for evaluation. A rubric for the portfolio evaluation is provided below.

The Teaching Portfolio will be a final compilation of all unit plans, lesson plans, lesson evaluations, and self-analyses performed as part of the clinical teaching component of the course. Lessons will be videotaped and the teacher will be expected to conduct detailed analyses of their teaching using both quantitative and qualitative observation instruments. The objective is for the teacher to identify weaknesses and strengths in their teaching and

develop strategies that maintain and improve on the strengths while eliminating or reducing the weaknesses. The following instrument will be used to evaluate the portfolios.

<u>**Grading Scale**</u>:

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

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6710	**Proposed New Course Title:** Middle Grade & Secondary Physical Education Health Methods & Content **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Middle Grades/Sec HPE Methods
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be :   ☒ Requirement for Major   ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: KSPE 2999. Information related to instruction in physical education methodologies and health instructional content for middle grade and secondary public school students. Field experiences are required.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 30 calls or emails about HPE certification online.

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

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?) **Data Sources:** ☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. see syllabus ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) see syllabus ☒ Other: see syllabus

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

Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C Mui_	Date: 2-8-18
Dean/Director: _Lynn C Mui_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Idol_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Idol_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6710
Middle Grade & Secondary Physical Education Health Methods & Content
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

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

<u>Standard #3: Learning Environments.</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

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

<u>Standard #6: Assessment.</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

<u>Standard #7: Planning for Instruction.</u> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<u>Standard #8: Instructional Strategies.</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

AAHE Standards

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.
Key Element B: Candidates describe the National Health Education Standards
Key Element C: Candidates describe practices that promote health or safety
Key Element D: Candidates describe behaviors that might compromise health or safety
Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health
Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
Key Element B: Candidates design a logical scope and sequence of learning experiences that accommodate all students.
Key Element C: Candidates create appropriate and measure-able learner objectives that align with assessments and scoring guides.
Key Element D: Candidates select developmentally appropriate strategies to meet learning objectives.
Key Element E: Candidates align health education curricula with needs assessment data and the National Health Education Standards.
Standard IV: Implementation: Candidates implement health education instruction
Key Element A: Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.
Key Element B: Candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners.
Key Element C: Candidates exhibit competence in classroom management.
Key Element D: Candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.
Standard V: Assessment. Candidates assess student learning.
Key Element A: Candidates develop assessment plans.
Key Element D: Candidates implement plans to assess student learning.
Standard VII: Being a Resource. Candidates serve as a resource person in health education.
Key Element A: Candidates use health information resources.
Key Element D: Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.
Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.
Key Element D: Candidates demonstrate professionalism.

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
Elements – Teacher candidates will:
1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.3 Design and implement content that is aligned with lesson objectives.

3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

Standard 6: Professionalism

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

Elements – Teacher candidates will:

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

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: <u>KSPE 2999</u>. Information related to instruction in physical education methodologies and health instructional content for middle grade and secondary public school students. Field experiences are required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Darst, P.W., Pangrazi, R.P., Brusseau, T., Erwin, H. (2015). Dynamics physical education for secondary school students (8th ed.). San Francisco, CA: Benjamin-Cummings.

SUGGESTED TEXTS

Metzler, M. (2011). *Instructional models for physical education* (3rd ed.). Scottsdale, AZ: Holcomb-Hathaway. ISBN: 978-1-934432-13-6

Schempp, P. (2003). *Teaching Sport and Physical Activity*. Champaign, IL: Human Kinetics. ISBN: 0-7360-3387-4.

Carpenter, J., & Sinclair, C. (Eds.) (2011). *Physical best activity guide: Middle and high school levels.*
Champaign, IL: Human Kinetics. ISBN: 978-0-7360-8118-4.
Lund, J. L., & Kirk, M. F. (2002). *Performance-based assessment for middle and high school physical education.*
Champaign, IL: Human Kinetics. ISBN: 0-7360-3270-3.

Required Video Equipment & Video Upload and Video Submission Options

- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

COURSE OBJECTIVES

At the conclusion of this course, candidates will able to:
1.   List expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf (EDL$_{1.2}$)
      *Activities/Assignments: class readings, discussion, lectures, edTPA project, edTPA handbook, and field experience activities manual
      Assessments: lesson plans, curriculum plan, unit plan, edTPA project and field experience activities
2.   Effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery. (CPL$_{2.1}$)
      *Activities/Assignments: class readings, discussion, lectures, edTPA project, edTPA handbook, and field experience activities manual
      Assessments: lesson plans, curriculum plan, unit plan, edTPA project and field experience activities
3.   Identify academic language and how to use it appropriately when preparing and delivering lessons to P-12 students. (CPL$_{2.2}$)
      *Activities/Assignments: class readings, discussion, lectures, edTPA project, edTPA handbook, and field experience activities manual
      Assessments: lesson plans, curriculum plan, unit plan, edTPA project and field experience activities
4.   Apply a planning and an organization model for a middle grades/secondary physical education/health program. (InTASC S1, S4), (NASPE 3.1 – 3.4)
      *Activities/Assignments: class readings, discussion, participation, assignments and lectures
      Assessments: exams, lesson plans, curriculum plan, unit plan
5.   Apply appropriate activities suitable for lessons with regard to developmental characteristics (e.g., age; physical, cognitive, and emotional maturity) and philosophy of appropriate physical education/health

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practices for middle grades and secondary students and programs, respectively. (InTASC S1, S4), (NASPE 3.1 – 3.4)

*Activities/Assignments: class readings, discussion, participation, assignments and lectures
Assessments: exams, lesson plans, clinical teaching

6. Relate knowledge of adolescent growth and development to a physical learning environment. (InTASC S1, S4), (NASPE 1.3)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, curriculum plan, unit plan, clinical teaching

7. Describe the importance of human wellness and physical fitness and the relationship physical education/health plays in the total education of adolescents when developing curriculum, unit and lesson plans within a public school setting. (NASPE 3.1, 3.3, 3.5) (InTASC S4)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, curriculum plan, unit plan

8. Differentiate instructional models that can be implemented in a physical education/health classroom. (InTASC S4, S8) (NASPE 4.4)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, clinical teaching

9. Adapt physical education/health for adolescents to meet diverse individual and group needs. (InTASC S2, S4), (NASPE 3.5) (FL$_{1.1}$, DL$_{2.2}$)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, curriculum plan, unit plan

10. Align central focus, objectives, standards, learning theory, learning activities, and daily assessments in order to evaluate learning outcomes of students. (InTASC S6), (NASPE 5.1, 5.2)

    * Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, curriculum plan, unit plan, edTPA project

11. Assess the skills, knowledge, and socialization of middle grades and secondary students within a learning segment and/or unit through daily and pre-/post- testing. (InTASC S6), (NASPE 5.1, 5.2)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, unit plan, edTPA project

12. Develop and implement basic planning and organization of a middle grades/secondary physical education/health program in accordance with accepted practices within the field and edTPA credentialing requirements. (InTASC S4, S7), (NASPE 3.1–3.4)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans, curriculum plan, unit plan, edTPA project

13. Write feasible daily lesson plans in accordance with departmental requirements and expectations. (InTASC S4, S7) (NASPE 3.1–3.4)

    *Activities/Assignments: class readings, discussion, participation, assignments and lectures
    Assessments: exams, lesson plans

PRACTICUM OBJECTIVES:

14. Relate theory into practice through field experiences in middle grades/secondary physical education/health. (InTASC S4, S5) (NASPE 4.6)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

15. Apply multiple resources to create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets. (InTASC S1–S5, S7, S8; NASPE 1.2, 1.3, 2.3, 4.2–4.4, 6.3, 6.4; AAHE IA–IC, IF, IIA–IIC, IIIB–IIIE, IVA, VIIB) (FL$_{1.1}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

16. Create learning objectives that align with current curriculum standards (NASPE/AAHE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners. (InTASC S1–S5, S7, S8; NASPE 3.1–3.3, 3.6; AAHE IA–IC, IF, IIIB–IIIE, VA, VD) (FL$_{1.2}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

17. Apply experience using various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience. (InTASC S1–S5, S7, S8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; AAHE IIIB–IIIE) (FL$_{1.3}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

18. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials). (InTASC S2–S5, S8; NASPE 3.4–3.6, 4.1–4.3, 4.5; AAHE IVC) (FL$_{2.1}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

19. Plan, teach, and comment upon a learning segment (3-5 lessons) that aligns a central focus, objectives, standards, and learning activities; sequences learning activities that lead to greater skill development; and assesses learning outcomes based on criteria for the unit and future instruction. (InTASC S1-S8; NASPE 1.1–1.5, 2.1, 2.3, 3.1–3.7, 4.1–4.6, 5.1–5.3, 6.3, 6.4; AAHE IVA, IVB–IVD) (FL$_{2.2}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

20. Provide learners with the opportunity to responsibly use interactive technology within lessons in order to promote greater learning about movement patterns, performance concepts, and/or health-enhancing fitness. (InTASC S1, S3, S7, S8; NASPE 3.7, 4.6; AAHE IVB) (FL$_{2.3}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

21. Create and implements routines within the classroom that articulates explicit expectations and procedures for a safe, positive learning environment, which include norms for behavior, respect for others, and responsibility for preparation and completion of work. (InTACS S1, S3, S7; NASPE 3.4, 4.5, 6.3; AAHE IVC) (FL$_{3.5}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

22. Engage in discussions with international physical education/health teachers regarding different manners of dealing with planning, instruction and assessment issues. (InTASC S6, S7, S8, S9) (NASPE 6.2) (TL$_{2.3}$)
    *Activities/Assignments: edTPA project, edTPA handbook, and field experience activities manual
    Assessments: edTPA project and field experience activities

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Teaching:** Practicing teaching is critical for the education of teaching candidates. Students will create a learning segment of four (4) classes to teach at their placements. This should align with edTPA and show a progression of skills.

2. **Exams:** There will be three exams that covers information provided in the readings and discussions during class.

3. **Practicum/edTPA (Tasks 1&2):** A three-week practicum experience in a middle school or high school setting is required. During the last three weeks of the semester, students are required be on-site for 15 days, approximately 120 hours, and submit lesson plans, notebook, discussion board, observations, and self-reflection assignments (field experience). This is not an observational experience, but time to teach and apply teaching methods learned during class time into a middle school/secondary physical education/health classroom. A student who is removed from a placement due to lack of professionalism or inefficient teaching expectations will receive an automatic 0% for all assignments in this field experience/practicum section of the course. Please be sure you plan your schedule accordingly so that you are present during these 15 days. Communication with employers, coaches, and family is the responsibility of the student so that time is not missed.
   Within the practicum experience, students will complete edTPA Tasks 1 and 2. The purpose of this assignment is to complete the lesson planning, instruction, video clips, and commentary for a learning segment during practicum. This will complete Task 2 for edTPA. All documents will conform to the specifications of edTPA. This assignment will be assessed throughout the semester with final submission following practicum. (CPL$_{2a}$)*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

4. **Assignments:** Throughout the semester, assignments will be required. These might include, but are not limited to, a plagiarism tutorial, syllabus agreement form, plagiarism policy tutorial, APA tutorial, reflections, discussion, and article summaries. The following are examples of some of the assignments due during the class:

Atomic Learning Tutorials: This is a program that has over 50,000 tutorials (http://www.valdosta.edu/academics/elearning/atomic-learning.php). Each student must watch the tutorials entitled "Avoiding Plagiarism" (16m:18s) and "APA (6ᵗʰ Ed.) Research Basics" (1h:21m:13s). Complete all the sections of the Plagiarism tutorial. Then sign and submit the plagiarism acknowledgement page located on BlazeView to Dr. Grant by January 22, 2018 at the beginning of class. For the APA formatting, please watch and learning the following sections:

    i.   Quick Overview of APA Guidelines (6ᵗʰ Ed): all sections
    ii.   The Title Page & Abstract: sections 1, 2, 3, & 7
    iii.   The Body of Your Paper: sections 1, 2, 3, 4, 5, & 7
    iv.   The Reference List: sections 1, 2, 3, 4, 5, 6, & 7
    v. The remaining sections should be viewed when dealing with those topics in the future.

Syllabus Reading Acknowledgement: After reading the syllabus, each student will sign and submit the syllabus agreement form located on BlazeView

COURSE EVALUATION

PRACTICUM NOTEBOOK/edTPA PROJECT (CPL$_{2a}$)	40%
IN-CLASS TEACHING & REFLECTION	25%
EXAMS	25%
ASSIGNMENTS	10%
Total	100%

GRADING SCALE

90% - 100%   = A
80% - 89.99% = B
70% - 70.99% = C

285

60% - 69.99% = D
Below 60 %   = F

TURNITIN.COM

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

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

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

TEACHER EDUCATION DISPOSITIONS

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

1. **Responsibility**: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.
2. **Communication**: Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.
3. **Interpersonal Skills**: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks;

establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

4. **Classroom Characteristics**: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

5. **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

6. **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

EMAIL CORRESPONDENCES

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	Faculty Member Requesting: Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6790	**Proposed New Course Title:** Student Teaching in Health and Physical Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Student Teaching in HPE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major   ☐ Elective

Lecture Hours: 5	**Lab Hours:** 0	**Credit Hours:** 5

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: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from the student teaching experience. Required for candidates who are not currently employed in a P-12 setting.

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: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lyn C. Mii_	Date: 2-8-18
Dean/Director: _Lyn C. Mii_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Taft_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Taft_	Date: 2-26-18
Academic Committee:	Date:

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KSPE 6790
Student Teaching in Health & Physical Education
5 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

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

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

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

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

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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

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

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Elements – Teacher candidates will:
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Elements – Teacher candidates will:
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity

GA PSC standards

Standard 1: Professional Knowledge
The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.
Elements – Teacher candidates will:
1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

Standard 3: Planning and Implementation
The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.
Elements – Teacher candidates will:
3.0101 The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.
3.0102 The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.0103 The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.
3.0104 The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.
3.0105 The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

Standard 4: Instructional Delivery and Management
The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.
Elements – Teacher candidates will:
4.0101 The program shall prepare candidates who can demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.0102 The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.
4.0103 The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.
4.0104 The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.0105 The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.
4.0106 The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.\

Standard 5: Impact on Student Learning
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0101 The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.
5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.
5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

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Standard 6: Professionalism
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.
6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who **are not** currently employed in a P-12 setting.*

SUGGGESTED TEXTBOOKS / RESOURCE MATERIALS

Livetext and BlazeVIEW will be used along with:

RESOURCE MATERIALS
http://gace.ets.org/

GACE—Ethics Exit Assessment

edTPA---Pearson

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

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COURSE OBJECTIVES (CO)

The teacher candidate should be able to:

1. Instruct students with varying diverse background and needs *(InTASC S2-S4; NASPE 3.5, 4.4; GA PSC 3.0105, 4.0104; DL 1.1)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
2. Analyze gender roles and sexual identities of the P-12 students and their families and treat each with dignity and equality *(InTASC S4; NASPE 3.4, 4.6, 6.4; GA PSC 3.0104, 4.0106; DL 1.2)*.
   *Activities/Assignments/Assessments: COEHS handbook
3. Plan lessons that can be adapted to meet the needs of diverse learners *(InTASC S1-S4; NASPE 3.2, 3.5, 6.1; GA PSC 3.0102, 3.0105, 6.0101; DL 2.2)*.
   *Activities/Assignments/Assessments: lesson plans
4. Define how different cultures and environments play a role in comprehension and student success for meeting standards to create a positive learning environment *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 2.3)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
5. Utilize the strengths and needs of diverse populations, sexual identities, and historical representations of the P-12 student as during planning of lessons and implementing to meet the needs of all students *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 3.1, CPL 3.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
6. Apply student's prior knowledge and experiences to promote values of multilingual and multicultural perspectives when planning and implementing lesson *(InTASC S2-S4, S7, S8; NASPE 3.1 – 3.7; GA PSC 3.0104-3.0105; DL 3.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
7. Identify multiple sources of data (pretests, fitness tests, student learning outcomes, etc.) for both formative and summative purposes to inform, guide, and adjust instruction *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0105, 5.0101; DL 3.3)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
8. Identify which technology platform is appropriate to use for planning and delivering lessons *(InTASC S7, S8; NASPE 3.7; TL 2.1)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
9. Locate websites/videos/interactive sites and adapt those to promote student learning *(InTASC S7, S8; NASPE 3.7; TL 2.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
10. Demonstrate expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105-4.0106; EDL 1.2)*.
    *Activities/Assignments/Assessments: student teaching final assessment/ COEHS handbook
11. Select other health or physical educators, community leaders, and/or administrators to assist in problem solving and reflective feedback for instructional purposes *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
12. Interpret feedback received from supervisors, mentors and other peers to evaluate their teaching effectiveness *(InTASC S9, S10; NASPE 6.4; EDL 2.2)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
13. Develop ways to adjust or modify planning and instruction *(InTASC S9, S10; NASPE 6.4; EDL 3.1)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
14. Collaborate effectively with mentors, students, families, the community, and with other health or physical educators *(InTASC S9, S10; NASPE 6.4; EDL 3.2)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
15. Plan a variety of formal and informal assessments that align with instructional strategies and measure student's mastery of learning objectives *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.1)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

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16. Analyze diagnostic assessment data to develop learning goals for individual students and whole groups, to differentiate instruction, and to document learning *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL$_{2.2, 3.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

17. Define which students or groups of students who need accommodations in testing situations and implement those accommodations fairly and equitable *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL $_{3.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, , impact project

18. Apply instructional decisions by using assessments that align with established curriculum and state standards *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL $_{3.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

19. Observe students' learning patterns and developmentally sequence learning activities *(InTASC S1, S2, S4; NASPE 3.2; GA PSC 3.0102; FL $_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

20. Apply pedagogical knowledge relevant to the health and/or physical education when developing measurable objectives *(InTASC S7; NASPE 4.2; GA PSC 4.0102; FL $_{1.2}$; CPL $_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

21. Deliver instructional learning experiences that are linked to GPS standards and objectives *(InTASC S3; NASPE 3.2; GA PSC 3.0102; FL $_{1.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

22. Maximize instructional learning time during teaching episodes *(InTASC S8; NASPE 3.1, 4.1-4.4; GA PSC 3.0101, 4.0101-4.0104; FL $_{2.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

23. Plan effective lessons for content mastery, pacing, and transitions that are linked to learning objectives *(InTASC S 3, S7; NASPE 4.2, 4.3, 4.5; GA PSC 4.0102, 4.0103, 4.0105; FL $_{2.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

28. Provide students with opportunities to use technology (i.e. smart board, heart rate monitors, pedometers, etc.) *(InTASC S7, S8; NASPE 3.7; TL $_{2.1, 2.2}$; FL $_{2.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

29. Analyze and use student data to inform planning *(InTASC S6; NASPE 5.1, 5.2; GA PSC 5.0101, 5.0102; AL $_{2.2}$; FL $_{3.1}$)*. **(FL $_{3a}$)**
    *Activities/Assignments/Assessments: lesson plans, impact project

30. Differentiate instructional content and the learning environment to meet individual developmental needs of students based on IEPs or other legal requirements *(InTASC S2; S3 NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL $_{3.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

31. Model and provide students with opportunities to use academic language *(InTASC S8; NASPE 3.4, 4.3; GA PSC 3.0104, 4.0103; FL $_{3.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

32. Establish clear expectations for classroom rules, routines, and procedures while creating a warm, attractive, inviting, and supportive classroom environment *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL $_{3.4}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

33. Demonstrate health and/or physical education pedagogical content *(InTASC S7; NASPE 4.2; GA PSC 4.0102; FL $_{1.2}$; CPL $_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

34. Guide students through discovery opportunities to assist in debunking "myths" or negative attitudes of health and/or physical education skills, drills, activities, or games *(InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL $_{1.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

35. Effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery *(InTASC S2, S7; NASPE 3.2, 4.1; GA PSC 3.010, 4.0101; CPL $_{1.3}$, CPL $_{2.1}$)*.
    *Activities/Assignments/Assessments: lesson plan, impact project

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36. Apply academic language and use it appropriately when preparing and delivering lessons to P-12 students *(InTASC S7; NASPE 4.1; GA PSC 4.0101; CPL 2.2)*.
    *Activities/Assignments/Assessments: lesson plans, impact project
37. Develop tasks that engage and allow students to make connections in an authentic learning environment by providing real-life examples and interdisciplinary connections *(InTASC S3; S8; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; CPL 2.3, CPL 3.1)*.
    *Activities/Assignments/Assessments: lesson plans, impact project
38. Employ student reflections, prior knowledge, and experiences to link to new concepts *(InTASC S7, S8; NASPE 1.4, 5.3; GA PSC 1.0104, 5.0103; CPL 3.1)*.
    *Activities/Assignments/Assessments: lesson plans, impact project
39. Engage and introduce students to critical thinking applications to help address possible issues or problems that may arise locally or even globally in health (i.e. obesity, heart disease, diabetes, etc.) and or physical education (i.e. decrease time, deletion of programs, non-credit course, etc.) *(InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL 3.3)*.
    *Activities/Assignments/Assessments: lesson plans, impact project
40. Develop a working knowledge of the school's teaching schedule and annual plans for health and or physical education *(InTASC S7; NASPE 1.4; GA PSC 1.0104; CPL 1.1)*.
    *Activities/Assignments/Assessments: Hourly teaching schedule, 15 week tentative schedule
41. Create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets *(InTASC 1-5, 7, 8; NASPE 1.2, 1.3, 2.3, 4.2, 4.3, 4.4, 6.3, 6.4; GA PSC 1.0102, 1.01013, 4.0102, 4.0104, 6.0103; $FL_{1.1}$)*.
    *Activities/Assignments/Assessments: FEX, lesson plans, impact project
42. Create learning objectives that align with current curriculum standards (NASPE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners *(InTASC 1-5, 7, 8; NASPE 3.1-3.3, 3.6; GA PSC 3.0101-3.0103, 3.0106; $FL_{1.2}$)*.
    *Activities/Assignments/Assessments: FEX, lesson plans, impact project
43. Apply various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience *(InTASC 1-5, 7, 8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; GA PSC 2.0103, 3.0101, 3.0103, 3.0105, 4.0106; $FL_{1.3}$)*.
    *Activities/Assignments/Assessments: FEX, lesson plans, impact project
44. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials) *(InTASC 2-5, 8; NASPE 3.4-3.6, 4.1, 4.2, 4.3, 4.5; GA PSC 3.0104-3.0106, 4.0101, 4.0102, 4.0105; $FL_{2.1}$)*.
    *Activities/Assignments/Assessments: FEX, lesson plans, impact project

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Hourly teaching schedule:** Candidates will submit a word document to their supervisor that contains their mentors daily work schedule (bus duty, faculty meetings, cafeteria duty, lunch, planning, etc.).
2. **15 week tentative schedule**: Candidates will submit a word document to their supervisor that contains a tentative 15 week schedule of activities that will be taught during student teaching.
    (InTASC S1-S10; NASPE 5.3, 6.2; $FL_{2.1}$).
3. **Lesson Plan and Weekly Lesson Plans:** Candidates will submit one lesson plan to the supervisor for review in livetext before the end of the student teaching experience. Candidates will all submit all lesson plans ONE week *ahead of time* to your mentor and supervisor for *all* classes where you are responsible for the instruction. Break lessons down by: (K-2, 3-5, 6-8, 9-12). Present to the university supervisor with daily lesson plans on both planned and spontaneous visits. A copy of each plan for each lesson taught must be presented when the university supervisor visits your school. A notebook of all lesson plans must be maintained for review during each visit and at the end of the semester **(InTASC S1-S8; NASPE 3.1– 3.7, 4.1- 4.6; CPL 2.2, 2.3, FL 3a).**

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4. **Field Experience:** Candidates should read and have a working knowledge of the student teaching handbook provided by the COEHS **(InTASC S1-S10; NASPE 5.3, 6.2; FL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, and 3.5).**
5. **Impact on the P-12 Learner:** Candidates will complete a pre/posttest on students, discuss findings, discuss what was changed from results and why. Submitted as a hard copy and in livetext **(InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6).**
6. **edTPA:** Prepare/organize all typed materials pertaining to the edTPA project (handouts, resource materials, lesson plans, videos, commentaries, etc. **(InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6).**

COURSE EVALUATION

1. Hourly teaching schedule (on time and complete)   100
2. 15 week tentative schedule (on time and complete)   100
3. Lesson Plan (Livetext) **(FL$_{3a}$)**   100
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
4. Weekly Lesson Plans (submitted each Friday)   1400
5. Field Experience   1500
6. Reflection Paper **(EDL$_{2a}$)**   100
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
7. Discussion posts/comments in Blazeview **(DL$_{3a}$)**   260
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
8. Final Teachers' Sense of Efficacy Scale   100
9. Professional Learning Plan for Induction   100
10. Impact on the P-12 Learner   100
11. edTPA (submitted successfully to livetext)   <u>1000</u>
                        Total   **4860**

GRADING SYSTEM:
        Acceptable (70%-100%)
        Unacceptable (69% and below)

ATTENDANCE POLICY

Students are expected to attend and participate professionally in all instructionally related aspects of public school teaching relative the responsibilities of the public school supervising teacher. Any missed time that has been pre-approved by the university supervisor and Dr. Sanderson will be made up at the end of the student teaching placement. Students who do not complete all requirements will receive a "U" and repeat student teaching the following semester. Students who do not have all days completed in student teaching may receive a "U" until all days are complete or all materials are deemed satisfactory for passing student teaching.

EMERGENCIES

Students are expected to call their mentors and supervisor's cell, home, and or office number, text, and email, until they have spoken with each their mentor and supervisor, if an emergency has occurred that the student will be late or will miss a day of student teaching. If you are late or miss a day and fail to contact the appropriate people, you will receive a professional improvement plan and may have to repeat student teaching.

PROFESSIONALISM

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

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

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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.

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS & 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.

TECHCNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

STATEMENT OF ORIGINALITY

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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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

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REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6800	**Proposed New Course Title:** Student Teaching Seminar in Health and Physical Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Student Teach Seminar in HPE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major	☐ Elective	
Lecture Hours: 1	**Lab Hours:** 0	**Credit Hours:** 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from the student teaching experience. Required for candidates who are not currently employed in a P-12 setting.

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: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 30 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C Mui_	Date: 2-8-18
Dean/Director: _Lynn C. Mui_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Jolt_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Jolt_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6800
Student Teaching Seminar in Health and Physical Education
1 SEMESTER HOURS

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

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

Equity Principle: All learners deserve high expectations and support.

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

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

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

Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards*

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

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

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

NASPE Standards

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Elements – Teacher candidates will:
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.
Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.4 Communicate in ways that convey respect and sensitivity

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Standard 5: Impact on Student Learning
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

INSTRUCTOR

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

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who **are not** currently employed in a P-12 setting.*

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Livetext and BlazeVIEW will be used along with:

RESOURCE MATERIALS
http://gace.ets.org/
Health and Physical Education---Test I---115 (2.5 hours)
Health and Physical Education---Test II---116 (2.5 hours)
Combined Test for Health and PE---Test 615 (5 hours) (cheaper if take the combined test)

edTPA resources found in BlazeVIEW.

GACE website: **Ethics Exit Assessment**

COURSE OBJECTIVES

Through exposures with the student teaching experience, the teacher candidate should be able to:
1. Interact with peers and university personnel during the required seminar sessions *(InTASC S3, S9, S10; NASPE 6.4; DL $_{2.1}$ EDL $_{2.2}$)*.
    *****Activities/Assignments/Assessments: Seminar meetings**
2. Reflect upon the roles and responsibilities involved in the teaching process throughout the semester *(InTASC S3, S9, S10; NASPE 5.3 GA PSC 5.0103; EDL $_{2.2}$)*.
    *****Activities/Assignments/Assessments: Discussion posts**
3. Determine personal areas of growth and instructional needs as the student teaching experience progresses through the semester (InTASC S9; NASPE 6.2; *GA PSC 6.0102;* TL $_{2.2}$; *EDL $_{2.2}$*).
    *****Activities/Assignments/Assessments: Seminar meetings, discussion posts, interview stream, resume.**
4. Participate in all seminars involving topics including but not limited to resume building, interviewing techniques, GACE Content, edTPA, TCKES, fitness testing, etc. *(InTASC S3, S9, S10; NASPE 6.4)*.

*Activities/Assignments/Assessments: Seminar meetings, fitnessgram, discussion posts, interviews, resume.

5. Seek out health or physical educators, community leaders, and/or administrators to assist in problem solving and reflective feedback for instructional purposes *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
   *Activities/Assignments/Assessments: Seminar meetings, discussion posts, reflections

6. Present and reflect on a compilation of all courses, training, and experiences throughout the health and physical education major *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
   *Activities/Assignments/Assessments: Presentation

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Seminar Meetings:** Candidates will attend and actively participate in ALL KSPE and COEHS student teaching seminars during the semester. Be responsible! All meetings will be held in either room 180 or 181 in the Physical Education Complex and possibly one in the COEHS computer lab to practice presentations. Attendance is required. If you are late to any meeting, you will receive a 0 for that meeting day and may receive a professional improvement plan.

2. **Presentation:** Candidates will complete and present a professional presentation to faculty and peers.

3. **Fitnessgram (participation and submission in livetext):** Candidates will complete and submit a post physical fitness test (Fitnessgram) with passing 4/5 of the components in livetext.

4. **Reflection Paper:** Teacher candidates will complete no less than 3 pages a personal reflection (lessons learned, positives, negatives) during their HPE major courses (including practicums, courses, student teaching, etc.). **(EDL$_{2a}$)**

5. **Discussion Posts/Reflections and Comments:** Candidates will complete weekly discussion posts in BlazeVIEW and make sure to list a reference for every original post made. Specifically, Week 11's discussion post will be placed not only in the 4800 course, but in livetext for the theme assessment. **(DL$_{3a}$)**

6. **Resume (Career Opportunities)**

COURSE EVALUATION

Reflection Paper **(EDL$_{2a}$)**   100
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
Discussion posts/comments in Blazeview **(DL$_{3a}$)**   520
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
Final Teachers' Sense of Efficacy Scale   100
Professional Learning Plan for Induction   100
Resume   100
                         Total   920

Acceptable (70%-100%)

Unacceptable (69% and below)

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

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Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

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COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

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All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond 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.

Unforeseen Circumstances

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

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6890	**Proposed New Course Title:** Intership in Health and Physical Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Internship in HPE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

| **Indicate if Course will be :** ☒ Requirement for Major ☐ Elective |||

Lecture Hours: 5	**Lab Hours:** 0	**Credit Hours:** 5

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: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from the student teaching experience. Required for candidates who are currently employed in a P-12 setting.

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: VSU would be the only university in Georgia to have a fully online MAT in HPE.There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

313

Approvals:	
Dept. Head: *Sonya Sanderson*	Date: 2-8-18
College/Division Exec. Comm.: *Lynn C. Mix*	Date: 2-8-18
Dean/Director: *Lynn C. Mix*	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): *J. T. Gibbs*	Date: 2-26-18
Graduate Dean: (for graduate course): *T. Gibbs*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6890
Internship in Health & Physical Education
5 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Elements – Teacher candidates will:
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Elements – Teacher candidates will:
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
6.4 Communicate in ways that convey respect and sensitivity

GA PSC standards

Standard 1: Professional Knowledge
The program shall prepare candidates who know and apply disciplinary-content knowledge and concepts critical to the development of healthy and physically educated individuals.
Elements – Teacher candidates will:
1.0104 The program shall prepare candidates who can describe and apply historical, philosophical, and social perspectives of health and physical education issues and legislation.

Standard 3: Planning and Implementation
The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.
Elements – Teacher candidates will:
3.0101 The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.
3.0102 The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.0103 The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.
3.0104 The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.
3.0105 The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

Standard 4: Instructional Delivery and Management
The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.
Elements – Teacher candidates will:
4.0101 The program shall prepare candidates who can demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.0102 The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.
4.0103 The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.
4.0104 The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.0105 The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.
4.0106 The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.\

Standard 5: Impact on Student Learning
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0101 The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.
5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.
5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.
6.0103 The program shall prepare candidates who can model appropriate professional behaviors.

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who **are currently** employed in a P-12 setting.*

SUGGGESTED TEXTBOOKS / RESOURCE MATERIALS

Livetext and BlazeVIEW will be used along with:

RESOURCE MATERIALS
http://gace.ets.org/

GACE—Ethics Exit Assessment

edTPA---Pearson

Required Video Equipment & Video Upload and Video Submission Options
- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

  1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
  2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
  3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

Positively Impacting Learning Through Evidence-Based Practices 4 3 18

COURSE OBJECTIVES (CO)

The teacher candidate should be able to:

1. Instruct students with varying diverse background and needs *(InTASC S2-S4; NASPE 3.5, 4.4; GA PSC 3.0105, 4.0104; DL 1.1)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
2. Analyze gender roles and sexual identities of the P-12 students and their families and treat each with dignity and equality *(InTASC S4; NASPE 3.4, 4.6, 6.4; GA PSC 3.0104, 4.0106; DL 1.2)*.
   *Activities/Assignments/Assessments: COEHS handbook
3. Plan lessons that can be adapted to meet the needs of diverse learners *(InTASC S1-S4; NASPE 3.2, 3.5, 6.1; GA PSC 3.0102, 3.0105, 6.0101; DL 2.2)*.
   *Activities/Assignments/Assessments: lesson plans
4. Define how different cultures and environments play a role in comprehension and student success for meeting standards to create a positive learning environment *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 2.3)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
5. Utilize the strengths and needs of diverse populations, sexual identities, and historical representations of the P-12 student as during planning of lessons and implementing to meet the needs of all students *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 3.1, CPL 3.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
6. Apply student's prior knowledge and experiences to promote values of multilingual and multicultural perspectives when planning and implementing lesson *(InTASC S2-S4, S7, S8; NASPE 3.1 – 3.7; GA PSC 3.0104-3.0105; DL 3.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
7. Identify multiple sources of data (pretests, fitness tests, student learning outcomes, etc.) for both formative and summative purposes to inform, guide, and adjust instruction *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0105, 5.0101; DL 3.3)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
8. Identify which technology platform is appropriate to use for planning and delivering lessons *(InTASC S7, S8; NASPE 3.7; TL 2.1)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
9. Locate websites/videos/interactive sites and adapt those to promote student learning *(InTASC S7, S8; NASPE 3.7; TL 2.2)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
10. Demonstrate expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105-4.0106; EDL 1.2)*.
    *Activities/Assignments/Assessments: student teaching final assessment/ COEHS handbook
11. Select other health or physical educators, community leaders, and/or administrators to assist in problem solving and reflective feedback for instructional purposes *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
12. Interpret feedback received from supervisors, mentors and other peers to evaluate their teaching effectiveness *(InTASC S9, S10; NASPE 6.4; EDL 2.2)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
13. Develop ways to adjust or modify planning and instruction *(InTASC S9, S10; NASPE 6.4; EDL 3.1)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
14. Collaborate effectively with mentors, students, families, the community, and with other health or physical educators *(InTASC S9, S10; NASPE 6.4; EDL 3.2)*.
    *Activities/Assignments/Assessments: Disposition Assessment; Weekly Reflections
15. Plan a variety of formal and informal assessments that align with instructional strategies and measure student's mastery of learning objectives *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.1)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

Positively Impacting Learning Through Evidence-Based Practices

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16. Analyze diagnostic assessment data to develop learning goals for individual students and whole groups, to differentiate instruction, and to document learning *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL$_{2.2, 3.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

17. Define which students or groups of students who need accommodations in testing situations and implement those accommodations fairly and equitable *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL$_{3.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, , impact project

18. Apply instructional decisions by using assessments that align with established curriculum and state standards *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL$_{3.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

19. Observe students' learning patterns and developmentally sequence learning activities *(InTASC S1, S2, S4; NASPE 3.2; GA PSC 3.0102; FL$_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

20. Apply pedagogical knowledge relevant to the health and/or physical education when developing measurable objectives *(InTASC S7; NASPE 4.2; GA PSC 4.0102; FL$_{1.2}$; CPL$_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

21. Deliver instructional learning experiences that are linked to GPS standards and objectives *(InTASC S3; NASPE 3.2; GA PSC 3.0102; FL$_{1.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

22. Maximize instructional learning time during teaching episodes *(InTASC S8; NASPE 3.1, 4.1-4.4; GA PSC 3.0101, 4.0101-4.0104; FL$_{2.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

23. Plan effective lessons for content mastery, pacing, and transitions that are linked to learning objectives *(InTASC S 3, S7; NASPE 4.2, 4.3, 4.5; GA PSC 4.0102, 4.0103, 4.0105; FL$_{2.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

28. Provide students with opportunities to use technology (i.e. smart board, heart rate monitors, pedometers, etc.) *(InTASC S7, S8; NASPE 3.7; TL$_{2.1, 2.2}$; FL$_{2.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

29. Analyze and use student data to inform planning *(InTASC S6; NASPE 5.1, 5.2; GA PSC 5.0101, 5.0102; AL$_{2.2}$; FL$_{3.1}$)*. **(FL$_{3a}$)**
    *Activities/Assignments/Assessments: lesson plans, impact project

30. Differentiate instructional content and the learning environment to meet individual developmental needs of students based on IEPs or other legal requirements *(InTASC S2; S3 NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL$_{3.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

31. Model and provide students with opportunities to use academic language *(InTASC S8; NASPE 3.4, 4.3; GA PSC 3.0104, 4.0103; FL$_{3.3}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

32. Establish clear expectations for classroom rules, routines, and procedures while creating a warm, attractive, inviting, and supportive classroom environment *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL$_{3.4}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

33. Demonstrate health and/or physical education pedagogical content *(InTASC S7; NASPE 4.2; GA PSC 4.0102; FL$_{1.2}$; CPL$_{1.1}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

34. Guide students through discovery opportunities to assist in debunking "myths" or negative attitudes of health and/or physical education skills, drills, activities, or games *(InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL$_{1.2}$)*.
    *Activities/Assignments/Assessments: lesson plans, impact project

35. Effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery *(InTASC S2, S7; NASPE 3.2, 4.1; GA PSC 3.010, 4.0101; CPL$_{1.3}$, CPL$_{2.1}$)*.
    *Activities/Assignments/Assessments: lesson plan, impact project

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36. Apply academic language and use it appropriately when preparing and delivering lessons to P-12 students *(InTASC S7; NASPE 4.1; GA PSC 4.0101; CPL $_{2.2}$)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
37. Develop tasks that engage and allow students to make connections in an authentic learning environment by providing real-life examples and interdisciplinary connections *(InTASC S3; S8; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; CPL $_{2.3}$, CPL $_{3.1}$)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
38. Employ student reflections, prior knowledge, and experiences to link to new concepts *(InTASC S7, S8; NASPE 1.4, 5.3; GA PSC 1.0104, 5.0103; CPL $_{3.1}$)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
39. Engage and introduce students to critical thinking applications to help address possible issues or problems that may arise locally or even globally in health (i.e. obesity, heart disease, diabetes, etc.) and or physical education (i.e. decrease time, deletion of programs, non-credit course, etc.) *(InTASC S5; NASPE 1.4; GA PSC 1.0104; CPL $_{3.3}$)*.
   *Activities/Assignments/Assessments: lesson plans, impact project
40. Develop a working knowledge of the school's teaching schedule and annual plans for health and or physical education *(InTASC S7; NASPE 1.4; GA PSC 1.0104; CPL $_{1.1}$)*.
   *Activities/Assignments/Assessments: Hourly teaching schedule, 15 week tentative schedule
41. Create and teach developmentally appropriate lesson plans based upon observation, learners' knowledge, and learners' personal, cultural and community assets *(InTASC 1-5, 7, 8; NASPE 1.2, 1.3, 2.3, 4.2, 4.3, 4.4, 6.3, 6.4; GA PSC 1.0102, 1.01013, 4.0102, 4.0104, 6.0103; FL$_{1.1}$)*.
   *Activities/Assignments/Assessments: FEX, lesson plans, impact project
42. Create learning objectives that align with current curriculum standards (NASPE/GPS) and the central focus (essential question) and provide criteria for assessment for diverse groups of learners *(InTASC 1-5, 7, 8; NASPE 3.1-3.3, 3.6; GA PSC 3.0101-3.0103, 3.0106; FL$_{1.2}$)*.
   *Activities/Assignments/Assessments: FEX, lesson plans, impact project
43. Apply various instructional strategies based upon university course materials, unit/lesson plan development, adaptation to diverse learners, and requirements for field experience *(InTASC 1-5, 7, 8; NASPE 2.3, 3.1, 3.3, 3.5, 4.6; GA PSC 2.0103, 3.0101, 3.0103, 3.0105, 4.0106; FL$_{1.3}$)*.
   *Activities/Assignments/Assessments: FEX, lesson plans, impact project
44. Practice classroom management skills to promote learner engagement with minimal loss of instructional time through monitoring learners, organizing learning activities, allocating academic learning time, coordinating resources (e.g., time, space, materials) *(InTASC 2-5, 8; NASPE 3.4-3.6, 4.1, 4.2, 4.3, 4.5; GA PSC 3.0104-3.0106, 4.0101, 4.0102, 4.0105; FL$_{2.1}$)*.
   *Activities/Assignments/Assessments: FEX, lesson plans, impact project

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Hourly teaching schedule:** Candidates will submit a word document to their supervisor that contains their mentors daily work schedule (bus duty, faculty meetings, cafeteria duty, lunch, planning, etc.).
2. **15 week tentative schedule**: Candidates will submit a word document to their supervisor that contains a tentative 15 week schedule of activities that will be taught during student teaching.
   (InTASC S1-S10; NASPE 5.3, 6.2; FL$_{2.1}$).
3. **Lesson Plan and Weekly Lesson Plans:** Candidates will submit one lesson plan to the supervisor for review in livetext before the end of the student teaching experience. Candidates will all submit all lesson plans ONE week *ahead of time* to your mentor and supervisor for *all* classes where you are responsible for the instruction. Break lessons down by: (K-2, 3-5, 6-8, 9-12). Present to the university supervisor with daily lesson plans on both planned and spontaneous visits. A copy of each plan for each lesson taught must be presented when the university supervisor visits your school. A notebook of all lesson plans must be maintained for review during each visit and at the end of the semester **(InTASC S1-S8; NASPE 3.1–3.7, 4.1- 4.6; CPL $_{2.2, 2.3}$, FL $_{3a}$)**.

4. **Field Experience:** Candidates should read and have a working knowledge of the student teaching handbook provided by the COEHS **(InTASC S1-S10; NASPE 5.3, 6.2; FL** 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, and 3.5**).**
5. **Impact on the P-12 Learner:** Candidates will complete a pre/posttest on students, discuss findings, discuss what was changed from results and why. Submitted as a hard copy and in livetext **(InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6).**
6. **edTPA:** Prepare/organize all typed materials pertaining to the edTPA project (handouts, resource materials, lesson plans, videos, commentaries, etc. **(InTASC S1-S10; NASPE 3.1, 3.2, 3.3, 3.6).**

COURSE EVALUATION

1. Hourly teaching schedule (on time and complete)   100
2. 15 week tentative schedule (on time and complete)   100
3. Lesson Plan (Livetext) **(FL₃ₐ)**   100
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
4. Weekly Lesson Plans (submitted each Friday)   1400
5. Field Experience   1500
6. Reflection Paper **(EDL₂ₐ)**   100
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
7. Discussion posts/comments in Blazeview **(DL₃ₐ)**   260
   This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
8. Final Teachers' Sense of Efficacy Scale   100
9. Professional Learning Plan for Induction   100
10. Impact on the P-12 Learner   100
11. edTPA (submitted successfully to livetext)   <u>1000</u>
                                  Total   **4860**

GRADING SYSTEM:
         Acceptable (70%-100%)
         Unacceptable (69% and below)

ATTENDANCE POLICY

Students are expected to attend and participate professionally in all instructionally related aspects of public school teaching relative the responsibilities of the public school supervising teacher. Any missed time that has been pre-approved by the university supervisor and Dr. Sanderson will be made up at the end of the student teaching placement. Students who do not complete all requirements will receive a "U" and repeat student teaching the following semester. Students who do not have all days completed in student teaching may receive a "U" until all days are complete or all materials are deemed satisfactory for passing student teaching.

EMERGENCIES

Students are expected to call their mentors and supervisor's cell, home, and or office number, text, and email, until they have spoken with each their mentor and supervisor, if an emergency has occurred that the student will be late or will miss a day of student teaching. If you are late or miss a day and fail to contact the appropriate people, you will receive a professional improvement plan and may have to repeat student teaching.

PROFESSIONALISM

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

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

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

ACCESSIBILITY STATEMENT

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.

TITLE IX STATEMENT

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS & 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.

TECHCNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

STATEMENT OF ORIGINALITY

Positively Impacting Learning Through Evidence-Based Practices

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 fond and size you like, type in your name and save it for future use. Be sure that the signature you use is always the same.

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	Faculty Member Requesting: Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6900	**Proposed New Course Title:** Internship Seminar in Health and Physical Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Internship Seminar in HPE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

Lecture Hours: 1	Lab Hours: 0	Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from the student teaching experience. Required for candidates who are currently employed in a P-12 setting.

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: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 30 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

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Approvals:	
Dept. Head: _Sonya Sanderson_	Date: 2-8-18
College/Division Exec. Comm.: _Lynn C. Min_	Date: 2-8-18
Dean/Director: _Lynn C. Min_	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): _T. Salt_	Date: 2-26-18
Graduate Dean: (for graduate course): _T. Salt_	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6900
Internship Seminar in Health and Physical Education
1 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

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

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NASPE Standards

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Elements – Teacher candidates will:
5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.
Elements – Teacher candidates will:
6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
6.4 Communicate in ways that convey respect and sensitivity

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GA PSC standards

<u>**Standard 5: Impact on Student Learning**</u>
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

<u>**Standard 6: Professionalism**</u>
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0102 The program shall prepare candidates who can participate in activities that enhance collaboration and lead to continuous professional learning.

INSTRUCTOR

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

Prerequisite: Completion of all requirements to student teach as listed in the university's undergraduate catalog. Reflection of educational practices and refinement of concepts emanating from student teaching experience. *Required for candidates who are currently employed in a P-12 setting.*

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Livetext and BlazeVIEW will be used along with:

RESOURCE MATERIALS
http://gace.ets.org/
Health and Physical Education---Test I---115 (2.5 hours)
Health and Physical Education---Test II---116 (2.5 hours)
Combined Test for Health and PE---Test 615 (5 hours) (cheaper if take the combined test)

edTPA resources found in BlazeVIEW.

GACE website: **Ethics Exit Assessment**

COURSE OBJECTIVES

Through exposures with the student teaching experience, the teacher candidate should be able to:
1.   Interact with peers and university personnel during the required seminar sessions *(InTASC S3, S9, S10; NASPE 6.4; DL 2.1 EDL 2.2)*.
        *Activities/Assignments/Assessments: Seminar meetings
2.   Reflect upon the roles and responsibilities involved in the teaching process throughout the semester *(InTASC S3, S9, S10; NASPE 5.3 GA PSC 5.0103; EDL 2.2)*.
        *Activities/Assignments/Assessments: Discussion posts
3.   Determine personal areas of growth and instructional needs as the student teaching experience progresses through the semester (InTASC S9; NASPE 6.2; *GA PSC 6.0102;* TL 2.2; *EDL 2.2)*.
        *Activities/Assignments/Assessments: Seminar meetings, discussion posts, interview stream, resume.
4.   Participate in all seminars involving topics including but not limited to resume building, interviewing techniques, GACE Content, edTPA, TCKES, fitness testing, etc. *(InTASC S3, S9, S10; NASPE 6.4)*.

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     *Activities/Assignments/Assessments: Seminar meetings, fitnessgram, discussion posts, interviews, resume.

5.   Seek out health or physical educators, community leaders, and/or administrators to assist in problem solving and reflective feedback for instructional purposes *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
   *Activities/Assignments/Assessments: Seminar meetings, discussion posts, reflections

6.   Present and reflect on a compilation of all courses, training, and experiences throughout the health and physical education major *(InTASC S9, S10; NASPE 6.4; EDL 2.1)*.
   *Activities/Assignments/Assessments: Presentation

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1.   **Seminar Meetings:** Candidates will attend and actively participate in ALL KSPE and COEHS student teaching seminars during the semester. Be responsible! All meetings will be held in either room 180 or 181 in the Physical Education Complex and possibly one in the COEHS computer lab to practice presentations. Attendance is required. If you are late to any meeting, you will receive a 0 for that meeting day and may receive a professional improvement plan.

2.   **Presentation:** Candidates will complete and present a professional presentation to faculty and peers.

3.   **Fitnessgram (participation and submission in livetext):** Candidates will complete and submit a post physical fitness test (Fitnessgram) with passing 4/5 of the components in livetext.

4.   **Reflection Paper:** Teacher candidates will complete no less than 3 pages a personal reflection (lessons learned, positives, negatives) during their HPE major courses (including practicums, courses, student teaching, etc.). **(EDL₂ₐ)**

5.   **Discussion Posts/Reflections and Comments:** Candidates will complete weekly discussion posts in BlazeVIEW and make sure to list a reference for every original post made. Specifically, Week 11's discussion post will be placed not only in the 4800 course, but in livetext for the theme assessment. **(DL₃ₐ)**

6.   **Resume (Career Opportunities)**

COURSE EVALUATION

Reflection Paper   **(EDL₂ₐ)**   100
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
Discussion posts/comments in Blazeview **(DL₃ₐ)**   520
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.
Final Teachers' Sense of Efficacy Scale   100
Professional Learning Plan for Induction   100
Resume   100
                       Total   920

Acceptable (70%-100%)

Unacceptable (69% and below)

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

1. **Responsibility**: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

2. **Communication**: Uses appropriate language; demonstrates ability to speak and write clearly; uses standard English in writing and speaking; demonstrates appropriate listening skills.

3. **Interpersonal Skills**: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

4. **Classroom Characteristics**: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

5. **Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

6. **Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

7. **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond 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.

Unforeseen Circumstances

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

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/5/18 (mm/dd/yyyy)

Department Initiating Request: KSPE	**Faculty Member Requesting:** Dr. Sonya Sanderson
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) KSPE 6911	**Proposed New Course Title:** Diversity in Sport and Physical Education **Proposed New Course Title Abbreviation:** (For student transcript, limit to 30 character spaces) Diversity in Sport & PE
Semester/Year to be Effective: summer 2018	**Estimated Frequency of Course Offering:** 1 time a year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective

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

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: KSPE 2999; Introduction to physical education and sport for exceptional children and diverse populations. The course provides an overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experiences are required.

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field: VSU would be the only university in Georgia to have a fully online MAT in HPE. There were only three schools across the US with fully online MAT programs found.

☐ 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. Fielded over 20 calls or emails about HPE certification online.

☐ 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. see syllabus

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

☒ Other: see syllabus

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

Approvals:	
Dept. Head: *Denny Sanderson*	Date: 2-8-18
College/Division Exec. Comm.: *Lynn C. Min*	Date: 2-8-18
Dean/Director: *Lynn C. Min*	Date: 2-8-18
Graduate Exec. Comm.: (for graduate course): *T. Iplt*	Date: 2-26-18
Graduate Dean: (for graduate course): *T. Iplr*	Date: 2-26-18
Academic Committee:	Date:

Form last updated: January 6, 2010

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KSPE 6911
Diversity in Sport and Physical Education
3 SEMESTER HOURS

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

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

<u>Equity</u> Principle: All learners deserve high expectations and support.

<u>Process</u> Principle: Learning is a lifelong process of development and growth.

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

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

<u>Impact</u> Principle: Effective practice yields evidence of learning.

<u>Technology</u> Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

<u>Standards</u> Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices

and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

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

NASPE Standards

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
Elements – Teacher candidates will:
1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
Elements – Teacher candidates will:
3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
3.3 Design and implement content that is aligned with lesson objectives.
3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
Elements – Teacher candidates will:
4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning
Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.
Elements – Teacher candidates will:
5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism

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

Elements – Teacher candidates will:

6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.

6.4 Communicate in ways that convey respect and sensitivity

GA PSC standards

Standard 1: Professional Knowledge

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

Elements – Teacher candidates will:

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

Standard 3: Planning and Implementation

The program shall prepare candidates who can plan and implement a variety of developmentally appropriate learning experiences and content aligned with local, state and national standards in both health education and physical education.

Elements – Teacher candidates will:

3.0101 The program shall prepare candidates who can design and implement short and long-term plans that are linked to program and instructional goals as well as a variety of student needs.

3.0102 The program shall prepare candidates who can develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.

3.0103 The program shall prepare candidates who can design and implement content that is aligned with lesson objectives.

3.0104 The program shall prepare candidates who can plan for and manage resources to provide active, fair, and equitable learning experiences.

3.0105 The program shall prepare candidates who can plan and differentiate sequential instruction to accommodate learner capabilities and needs.

Standard 4: Instructional Delivery and Management

The program shall prepare candidates who can use effective communication and pedagogical skills and strategies to enhance student engagement and learning in both health education and physical education.

Elements – Teacher candidates will:

4.0101 The program shall prepare candidates who can demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.

4.0102 The program shall prepare candidates who can implement effective demonstrations, explanations, and instructional cues and prompts to link concepts to appropriate learning experiences.

4.0103 The program shall prepare candidates who can analyze student performance and provide instructional feedback which results in skill acquisition, student learning, and motivation.

4.0104 The program shall prepare candidates who can recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.

4.0105 The program shall prepare candidates who can utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.

4.0106 The program shall prepare candidates who can implement strategies to help students demonstrate responsible personal and social behaviors.

Standard 5: Impact on Student Learning
The program shall prepare candidates who can utilize assessments and reflection to foster student learning and inform instructional decisions in both health education and physical education.
Elements – Teacher candidates will:
5.0101 The program shall prepare candidates who can select or create appropriate assessments that will measure student achievement of goals and objectives.
5.0102 The program shall prepare candidates who can use a variety of appropriate assessments to evaluate student learning.
5.0103 The program shall prepare candidates who can utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism
The program shall prepare candidates who can demonstrate dispositions essential to becoming effective professionals in both health education and physical education.
Elements – Teacher candidates will:
6.0101 The program shall prepare candidates who can demonstrate behaviors that are consistent with the belief that all students can become healthy and physically educated individuals.

INSTRUCTOR

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

COURSE DESCRIPTION

Prerequisite: <u>KSPE 2999</u>; Introduction to physical education and sport for exceptional children and diverse populations. The course provides an overview of litigation and the passage of various federal laws pertaining to human diversity in physical education and sport, including diverse cultures, physical differences, communication diversity, behavior differences, sensory diversity, and family diversity. Field experiences are required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Auxter, D., Pyfer, J., Zittel, L., and Roth, K. (2010). *Principles and Methods of Adapted Physical Education and*

> *Recreation*, 11th ed., McGraw-Hill, New York, NY.

Required Video Equipment & Video Upload and Video Submission Options

- Students are required to have access to video equipment (flip camera, IPhone, etc.) in order to complete the video requirements and final project for the course.

- There are several options for video upload and submission. These include the following:

    1) Google Drive (Google Drive - Cloud Storage & File Backup for Photos - You simply need to create an account.) https://www.google.com/drive/
    2) Box (Secure Content & Online File Sharing for Businesses - You simply need to create an account.) https://www.box.com/home/b/
    3) Share Stream (VSU – supported program). Note: This program requires a very long upload time.

Online Resources:

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

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- All students are required to become familiar with their VSU Blazeview D2L account. Information about this class, handouts, readings, and updates to assignments will be uploaded via Blazeview D2L. Students must check their Blazeview D2L class site daily for class requirements. To access Blazeview D2Learn: https://vsu.view.usg.edu/?failed=1&authCode=2
- Students will also locate and utilize additional websites and readings as needed to support assignments and projects.

COURSE OBJECTIVES (CO)

The teacher candidate should be able to:

1. Define federal laws and other litigation affect the teaching of health and physical education that affect diverse populations *(InTASC S2, S4; NASPE 1.4; GA PSC 1.0104; EDL 1.1).*
   *Activities/Assignments/Assessments: tests, accessibility assignment, FEX

2. Develop, implement, and monitor a designed physical education program for a learner with a disability *(InTASC S2, S4-S7; NASPE 3.2, 3.3, 4.4; GA PSC 3.0102, 3.0103, 4.0104)*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

3. Identify the importance of an individualized education program for learners with disabilities and plan instruction based on IEP goals (InTASC S2-S4; NASPE 3.5, 6.1; GA PSC 3.0105, 6.0101; *DL 2.2).*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

4. Identify the need for inclusion of learners with disabilities within the physical education program and adjust instruction as appropriate *(InTASC S2, S4; NASPE 3.5; GA PSC 3.0105; DL 2.2).*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

5. Observe the different developmental disorders and disabilities of learners in physical education *(InTASC S1, S2, S4; NASPE 3.2; GA PSC 3.0102; FL 1.1).*
   *Activities/Assignments/Assessments: tests, lesson plans, case study, FEX

6. Examine the psychological and sociological forces affecting participants during physical activity *(InTASC S2, S4; NASPE 1.4, 4.6; GA PSC 1.0104, 4.0106; DL 1.3).*
   *Activities/Assignments/Assessments: tests, lesson plans, case study, FEX

7. Identify the special needs of students with physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers to build on learners' prior knowledge and experiences *(InTASC S2, S4; NASPE 3.4-3.6, 4.6; GA PSC 3.0104-3.0105, 4.0106; DL3.2).*
   *Activities/Assignments/Assessments: tests, lesson plans, case study, FEX

8. Demonstrate appropriate learning activities, teaching strategies, teaching styles, services, and resources to meet the special and diverse learning needs of students *(InTASC S2, S4, S8; NASPE 3.4-3.6, 4.2; GA PSC 3.0104-3.0106, 4.0102; FL 1.3).*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

9. Plan and deliver instruction in an environment which respects and incorporates the learner's family, culture, and community experiences *(InTASC S2-S4, S7, S8; NASPE 3.1 – 3.7; GA PSC 3.0101-3.0106; DL 2.3).*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

10. Plan and develop a case study involving one or more student learners and demonstrating assessment outcomes which would be appropriate for individualized learning *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; DL 3.3, AL 2.2, AL3.1, FL 2.2).*
   *Activities/Assignments/Assessments: lesson plans, case study, FEX

11. Employ the value of human diversity and appreciates and shows respect for varied talents and other perspectives *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106).*
   *Activities/Assignments/Assessments: tests, FEX

12. Define a learner's cultural values, community, and family as they relate to physical activity *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106).*
   *Activities/Assignments/Assessments: tests, FEX

13. Demonstrate sensitivity to ethnic, cultural, economic, ability, gender, and environmental differences *(InTASC S2-S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106).*
   *Activities/Assignments/Assessments: tests, FEX

14. Develop and use a curriculum that encourages learners to question, see, and interpret physical activity from diverse perspectives *(InTASC S2, S4, S7, S8; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

15. Understands the school functions related to diversity in culture, inclusion, and school based management *(InTASC S2, S4; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; DL 1.3)*.
    *Activities/Assignments/Assessments: tests, field experience, FEX

16. List expectations of the teaching profession and act in accordance with the standards of performance and the Code of Ethics for Georgia educators. See link for more detail: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; EDL 1.3)*.
    *Activities/Assignments/Assessments: tests, FEX

17. Plan a variety of formal and informal assessments that align with instructional strategies and measure student's mastery of learning objectives *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

18. Analyze diagnostic assessment data to develop learning goals for individual students and whole groups, to differentiate instruction, and to document learning *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.2, 3.1)*.

19. Analyze mock data to guide planning, interventions, and objective writing for the case study *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 2.3)*.
    *Activities/Assignments/Assessments: lesson plans, mock case study

20. Categorize which students or groups of students who need accommodations in testing situations and implement those accommodations fairly and equitable *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 3.2)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

21. Justify instructional decisions by using assessments that align with established curriculum and state standards *(InTASC S2, S6, S7; NASPE 3.4-3.6, 5.1, 5.2; GA PSC 3.0104-3.0106, 5.0101, 5.0102; AL 3.3)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

22. Observe students' learning patterns and developmentally sequence learning activities *(InTASC S1, S2, S4; NASPE 3.2; GA PSC 3.0102; FL 1.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

23. List pedagogical knowledge relevant to the health and/or physical education when developing measurable objectives *(InTASC S7; NASPE 4.2; GA PSC 4.0102; FL 1.2, CPL 1.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

24. Deliver instructional learning experiences that are linked to GPS standards and objectives *(InTASC S3; NASPE 3.2; GA PSC 3.0102; FL 1.3)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

25. Maximize instructional learning time during teaching episodes *(InTASC S3; S8; NASPE 3.1, 4.1-4.4; GA PSC 3.010, 4.0101-4.0104; FL 2.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

26. Plan effective lessons for content mastery, pacing, and transitions that are linked to learning objectives *(InTASC S7; NASPE 4.2, 4.3, 4.5; GA PSC 4.0102, 4.0103, 4.0105; FL 2.2)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

27. Provide students with opportunities to use technology (i.e. smart board, heart rate monitors, pedometers, etc.)*(InTASC S7, S8; NASPE 3.7; GA PSC 3.0107; TL 2.1, 2.2; FL 2.3)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

28. Analyze and use student data to inform planning *(InTASC S6; NASPE 5.1, 5.2; GA PSC 5.0101, 5.0102; AL 2.2, FL 3.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

29. Differentiate instructional content and the learning environment to meet individual developmental needs of students based on IEPs or other legal requirements *(InTASC S2; S3 NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL 3.2)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

30. Model and provide students with opportunities to use academic language *(InTASC S8; NASPE 3.4, 4.3; GA PSC 3.0104, 4.0103; FL 3.3)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

31. Establish clear expectations for classroom rules, routines, and procedures while creating a warm, attractive, inviting, and supportive classroom environment *(InTASC S2, S3; NASPE 4.5, 4.6; GA PSC 4.0105, 4.0106; FL 3.4)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

32. Effectively communicate appropriate Georgia mandated P-12 standards (Health/Physical Education) through lesson plan writing and instructional delivery *(InTASC S2, S4, S7; NASPE 3.2, 4.1; GA PSC 3.0102, 4.0101; CPL 1.3, CPL 2.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

33. Define academic language and use it appropriately when preparing and delivering lessons to P-12 students *(InTASC S7; NASPE 4.1; GA PSC 4.0101; CPL 2.2)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

34. Develop tasks that engage and allow students to make connections in an authentic learning environment by providing real-life examples and interdisciplinary connections *(InTASC S3; S4; S8; NASPE 3.4, 4.6; GA PSC 3.0104, 4.0106; CPL 2.3, CPL 3.1)*.
    *Activities/Assignments/Assessments: lesson plans, case study, FEX

35. Incorporate daily reflections to help adjust or modify planning and instruction *(InTASC S9, S10; NASPE 6.4; GA PSC 6.0104; EDL 3.1)*.
    *Activities/Assignments/Assessments: Notebooks, professionalism

36. Use technology to evaluate and reflects on personal teaching proficiencies *(InTASC S7, S8; NASPE 3.7; TL 2.1)*.
    *Activities/Assignments/Assessments: case study video/reflections, livetext

37. Develop a working knowledge of the school's teaching schedule and annual plans for health and or physical education *(InTASC S4; S7; NASPE 1.4; GA PSC 1.0104; CPL 1.3)*.
    *Activities/Assignments/Assessments: Professionalism

38. Plan, teach, assess and comment upon a learning segment (3-5 lessons) that aligns a central focus, objectives, standards, and learning activities; sequences learning activities that lead to greater skill development; and assesses learning outcomes based on criteria for the unit and future instruction *(InTASC 1-8; NASPE 1.1- 1.5, 2.1, 2.3, 3.1-3.7, 4.1-4.6, 5.1-5.3, 6.3, 6.4; GA PSC 1.0101-1.0105, 2.0101, 2.0103, 3.0101-3.0107, 4.0101-4.0106, 5.0101-5.0103, 6.0103; FL 2.2)*.
    *Activities/Assignments/Assessments: FEX, case study

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Tests:** Candidates will complete four tests covering text readings and PowerPoints.
2. **Field Experience (FEX):** Candidates will participate in a dual field experience for adaptive education and physical education.
3. **Accessibility Assignment:** Candidates will report on six different buildings in their community dealing with accessibility. Candidates will prepare this document either in excel or make a table then following the table you will write up the differences you find from building to building (at least 3 pages (APA); not including the table) **(DL 2a).**
4. **Professionalism (schedule, reflections, 3 week schedule (including both classrooms):** Candidates are required to send a daily hourly schedule and a 3 week tentative schedule that will include both classroom schedules.
5. **FEX Notebook (Context for learning, Videos, Commentaries, Lesson plans, etc.):** Candidates will complete all three edTPA tasks for this notebook. All context for learning, lesson plans, assessments, commentaries, evaluations, etc. Candidates will record at least 3-5 lessons, with no more than 20 minutes of evidence, determine three focus students, etc. See blazeview for edTPA rubrics, handbook, commentaries, context for learning, rubric level progressions, etc. **(CPL 3a).**
6. **Case Study Notebook** (pre-test/lessons/interventions/reflections/analyses): Candidates will work with the special education mentor to determine a p-12 student with physical deficiencies to strengthen. Candidates will develop a pre-test for this student testing deficiencies. Once the pre-test is concluded, the candidate

will write out daily objectives, daily interventions based on pre-test results and record daily reflections after each intervention is completed. Near the conclusion of the practical experience, the candidate will deliver the post test to determine if the interventions had an effect (positive/negative). Candidates will then write up an analysis reporting the results and conclusions and share with the mentor and stakeholders (**EDL 3ₐ**).

7. **Disability Fact Sheet.** See handout for requirements.
8. **CAPS evaluation.** Candidates will be observed at least one time using CAPS. The lesson observed must be placed in LT to receive feedback and a grade.

COURSE EVALUATION

Tests (4)	400 pts
Field Experience (FEX) Practicum (attendance/typed materials/professionalism)	100 pts

Professionalism:

Weekly Emails/Reflections	120 pts
Tentative Teaching Schedule (Tentative 3 week activity schedule)	100 pts
Practicum Hourly Daily Time Schedule	100 pts

Accessibility Assignment (**DL₂ₐ**)   100 pts
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

CAPS lesson plan/observation (put LP in LT after I observe you!)   200 pts

Disability Fact Sheet   100 pts

Case Study Notebook (must be placed in LT) (**EDL₃ₐ**)   100 pts
This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

FEX Notebook Lessons/Videos/Commentaries (must be placed in LT) (**CPL3a**)   100 pts

This is a required Theme Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

Total 1425 pts

GRADING SCALE

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

ATTENDANCE POLICY

Since this is a fully on-line course, required assignments must be completed as and when stipulated. No late work will be accepted, as there will be time available to complete each week's assignments/module.

PROFESSIONALISM

Professional Improvement Plan

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

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

Students are expected to work professionally, do their own work, follow appropriate guidelines for referencing and citing materials and information and should complete and deliver required assignments on time.

Interaction in an online learning community may be asynchronous (such as discussion group postings and e-mail) or synchronous (such as chat). Because students are being prepared to accept professional duties, including roles as responsible members of learning communities, active and timely participation are viewed as critical to developing professionalism. Repeated failure to participate and/or repeated failure to participate in a timely way may result in a failing grade for the course or in a significant grade reduction.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

NOTE: Use of your own computer or other computer resources is permitted and encouraged. However, the instructor is not responsible for tutoring the user in its operation or in using personal software to complete class assignments. Please make sure you are using a compatible program when you turn in or e-mail assignments.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

TITLE IX STATEMENT:

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

ACCESS STATEMENT:

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

STUDENT OPINION OF INSTRUCTION

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

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

COURSE REQUIREMENTS AND ASSIGNMENTS

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

DIVERSITY

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

TECHNOLOGY

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

TEACHER EDUCATION DISPOSITIONS

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

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

7.   **Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

All assignments in this course MUST have this affixed, if not, you will receive a zero for the assignment. If you use work from another class or submit work prepared by another person, you will receive a zero on that assignment. If it is found that you have not followed the statement of originality, you will receive a zero for the course:

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 fond 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.