

Marshall University

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Recommendations

Faculty Senate

2-3-2023

SR 22-23-21 CC

Marshall University Faculty Senate

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**University Curriculum Committee
RECOMMENDATION**

SR 22-23-21 CC

Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs:

College of Arts and Media

DAN 112 Dance Appreciation

Rationale: This course develops an appreciation and understanding of the history, aesthetics, and social impact of dance as a fine art form.

Curriculum: Addition course DAN 112.pdf

College of Engineering and Computer Sciences

CE 415 Advanced Reinforced Concrete

Rationale: Background of ACI 318, emphasizing Precast elements. Earth-retaining structures. Sustainable solutions including fiber reinforced composites. Strut-and-tie analogies. Seismic design. Modern reinforced concrete design procedures and comparison of standard design codes.

Curriculum: CECS-CE 415.pdf

College of Liberal Arts

PSY 405 Sport Psychology

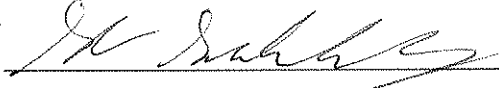
Rationale: An examination of theory, research, and application of psychological principles related to sport and exercise.

Curriculum: PSY 405 Course Addition_signed.pdf

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-21 CC

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE:  DATE: 1/26/2023

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED:  DATE: 2/3/23

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: CAM Department/Division: School of Theatre and Dance Alpha Designator/Number: DAN 112
Contact Person: Lang Reynolds Phone: 62546

NEW COURSE DATA:

Course Title: Dance Appreciation (Limit of 30 characters & spaces.)

Alpha Designator/Number: DAN 112

General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: Fine Arts)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Catalog Description (Limit of 30 words): This Course develops an appreciation and understanding of the history, aesthetics, and social impact Dance as a fine art form.

Co-requisite(s): none First Term to be Offered: Spring 2023

Prerequisite(s): none Credit Hours: 3

Grading Mode: Graded: Credit/No Credit:

Course(s) being deleted in place of this addition (must submit course deletion form): N/A

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer)

Department Chair/Division Head: <u>Lang Reynolds</u>	Date: <u>Sept 30 2022</u>
Registrar: <u>[Signature]</u>	Date: <u>10/7/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>11/1/2022</u>
College Curriculum Chair: <u>Alyson B. Goodman</u>	Date: <u>10-25-22</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>11/11/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>1/26/2023</u>
VP Academic Affairs/VP Health Science: <u>A. Mukherjee</u>	Date: <u>1/31/2023</u>

* - Signature necessary only if course is to be Core Curriculum Course

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: CAM Department/Division: DANCE Alpha Designator/Number: DAN 112

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Dr. Robin Riner,

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

N/A

3. If this course will be required by a department/division other than your own, identify by name.

N/A

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Video Projector

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).



Marshall University Syllabus School of Theatre and Dance

Course

DAN 112 Dance Appreciation

Course Description

This course develops an appreciation and understanding of the history, aesthetics, and social impact Dance as a fine art form.

Credits

3 Credits UG

Prerequisites

None

Term/Year

Spring 2023

Class Meeting Days/Times

TBD

Location

TBD

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Classes Begin	Jan 9th
Last Day to Add Drop	Jan 13 th
MLK Jr. Day – No classes	Jan 16 th
Freshman/Sophomore midterm grades DUE	Feb 20 th
Spring Break – No classes	Mar 13 th – Mar 17 th
Classes resume	Mar 20 th
Dead Week	April 17 th – April 21 st
Final Project	TBD
Final Grades DUE	May 1st

Instructor

Robin Riner-Conley

Contact Information

- Office: Online via Teams
- Office Hours: M/W 9:30 - 11
- Office Phone: 304-696-2788
- Marshall Email: conleyr@marshall.edu

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies at the start of the Fall 2021 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements DUE to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Clark, A., and Pecina, S., *Dance Appreciation*, 1st ed. (2020)

Course Student Learning Outcomes

The table below shows the following relationships: How each student's learning outcome will be practiced and assessed in the course.

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will gain an understanding of dance as art form and mode of expression	Students will study text, film, and live performance of varied genres of dance. Through in-class exercises, students will gain an understanding on evolutions of styles and their important leaders.	Through written assignments like critiques, students will be graded on how they perceive, assess, and talk about dance.
Students will be able to speak about and identify specific periods and genres of dance.	Through film and discussion, students will begin to attach language and meaning to varying dance styles.	Students will have in-class dance performances followed by discussions that will allow them to explore movement and performance. Students will give presentations on varying cultural dances.
Students will be able to analyze dance on a larger scale in social, political, and historical context.	Students will work in groups to debate topics in dance. Accompanied by readings, students will view important dance film and connect the work to historical happenings of the time.	Through weekly reflections and daily discussions, students will be assessed on how they place dance in society.
Students will be able to speak and write about dance.	Students will take part in regular reflective journals that will help in their ability to write around dance. Through class discussions, students will practice speaking about their observation of the art or topic in discussion. Students will participate in group readings.	Through independent studies, students will gather information on given cultural dance and present to class. The student will use skills gained during the semester to form their own findings on the dance to share with class.

Grading Policy

A...90-100

B...80-89

C...70-79

D...60-69

F...59 or below

Course Requirements/DUE Dates

- **Attendance and Participation:** Each student will be graded on their attendance for each class. See attendance policy for more information. Students will also be assessed on their participation and engagement in the classroom as well as their individual growth over the course of the semester. (1 points per class, 28 points possible)
- **Midterm Project:** Students must attend the Marshall Artist Series dance performance (Feb 8th) and write a one-page (500 words) critique on the work. Details and further instructions to follow. (20 points possible)
- **Check-ins/Journal Reflections:** The class will take part in a reflection at the beginning of every week. These journals will be graded for participation and used as a way of tracking our progress in class. Think of them as free writes. 12 reflections at 1 point each (12 points possible)
- **Final Project Presentation:** Students will choose a specific cultural dance from a provided list. The students are expected to work independently to develop a slideshow accompanied by a two-page (1000 words) paper on their topic. Each student will be given the opportunity to present to the class. Students will be graded on creativity in presentation and quality of paper. There must be a presenter with an interactive component for each presentation. (40 points possible)

Attendance/Participation Policy

Excused Absences: If a student is absent from class because of a circumstance included in the excused absence policy, it can be handled by an arrangement between the student and the instructor if either party requests, the student can obtain an official excused absence following the procedure described below. The instructor must honor a university excused absence covered by this policy and allow the student an opportunity to catch up/make up work missed.

a. Excused absences fall into five categories: (Please see your instructor as soon as you know if you have an absence that may fall into these categories.)

2. University sponsored activities
3. Student Illness (physical or mental) or Critical Illness/Death in the Immediate Family
4. Short-Term Military Obligation
5. Jury Duty or Subpoena for Court Appearance
6. Religious Holiday

Unexcused Absences: Students are expected to be present at every class. However, the students are allowed 2 unexcused absences before their grade is affected. Every additional unexcused absence will result in a 5-point deduction from the student's attendance total points. If a student is absent on a presentation project day, and it is an unexcused absence, they will not be able to make up the work, therefore resulting in a zero, for that student, for that assignment. Exceptions may be made.

Tardiness Policy: 2 late entries in class will equal 1 absence.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/university-policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

[Provide the course schedule. You may enter it in the table below or provide it in another format.]

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 1	<p>Intro: Personal experience in dance with vocabulary, terminology, etiquette.</p> <p>Movement exercise.</p> <p><i>Reflection: What is your relationship to dance? What is dances value to society?</i></p>	<p>Reflection DUE end of class Friday, Week 1</p> <p>Text Dance Appreciation: Purposes of Dance Assigned: Pgs. 1-24</p> <p>Reading DUE Friday, Week 1</p>
Week 2	<p>History - Ballet: Origins including Louis IV and the French Court. Ballet training methods and styles: (Cecchetti, Vaganova)</p> <ul style="list-style-type: none"> •Classical •Neoclassical •Romantic •Contemporary Ballet <p><i>Reflection: What do you know about ballet?</i></p>	<p>Reflection DUE end of class Friday, week 2</p> <p>Text Dance Appreciation: Assigned Pgs. 46-78 Crafting the Dance, Perceiving the Dance</p> <p>DUE Friday, Week 2</p>
Week 3	<p>History - Ballet: Notable influences, contributors, and well known works.</p> <p>Live showing with discussion.</p> <p><i>Reflection: What are the four styles of ballet?</i></p>	<p>Reflection DUE end of class DUE Friday, Week 3</p> <p>Text Dance Appreciation: Assigned Pgs. 81-108 Ballet</p> <p>Reading DUE Friday, Week 3</p>

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 4	<p>History - Modern: Dancer's urge to break from Ballet (people, training, and schools)</p> <p><i>Reflection: Who, in your opinion, is the most influential artist in ballet?</i></p>	<p>Reflection DUE end of class DUE Friday, Week 4</p> <p>Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance</p> <p>Reading DUE Friday, Week 4</p>
Week 5	<p>History - Modern: Dance cannon accompanied by style/method.</p> <p><i>Reflection: What are some of the physical attributes of modern dance?</i></p>	<p>Reflection DUE end of class DUE Friday, Week 5</p> <p>Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance</p> <p>Reading DUE Friday, Week 5</p>
Week 6	<p>History - Modern: Expression and Performance. Post-modern dance artists.</p> <p>Live showing with discussion.</p> <p><i>Reflection: What modern dance artist's work do you find the most groundbreaking?</i></p>	<p>Reflection DUE end of class DUE Friday, Week 6</p> <p>Text Dance Appreciation: Assigned Pgs. 109-132 Modern Dance</p> <p>Reading DUE Friday, Week 6</p>
	<p>Midterm: Attend the Marshall Artist Series dance performance and write a critique on the work.</p>	<p>Critique DUE Friday, week 6</p>
Week 7	<p>History - Jazz: Development and continuation. Study on icons: Cole, Mattox, Kidd, Fosse, etc.</p> <p><i>Reflection: After seeing two live performances, how does modern feel different from ballet, as an art form?</i></p>	<p>Reflection DUE end of class DUE Friday, Week 7</p> <p>Text Dance Appreciation: Assigned Pgs.166-195 Jazz Dance</p> <p>Reading DUE Friday, Week 7</p>

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 8	<p>History - Theater Performance: Development and notable characters. Discussion on commercial dance and pop culture.</p> <p><i>Reflection: Reflect on the details of the movement style of one of the artists we studied last week.</i></p>	<p>Reflection DUE end of class DUE Friday, Week 7</p> <p>Text Dance Appreciation: Assigned Pgs 133-158 Pgs.195-208 Tap Dance, Hip Hop Dance</p> <p>Reading DUE Friday, Week 8</p>
Week 9	<p>Dance in Culture: Leading to the culture today and dance through a contemporary lens.</p> <p>Film viewing: <i>Paris is Burning</i></p> <p><i>Reflection: What influences did you see in theatre performance? How does it differ from previous styles we've studied?</i></p>	<p>Reflection DUE end of class Friday, Week 9</p> <p>Text Dance Appreciation Assigned: Pgs. 25--45 Purpose of Dance, Viewing Dance Thru a Cultural Lens DUE Friday, Week 9</p>
Week 10	<p>Dance in Religion/Ritual: How dance is used in different cultures for ceremony and celebration. How dance has shifted with cultures throughout the years.</p> <p><i>Reflection: How does dance influence society? How does society influence dance? Ex: Tik Tok</i></p>	<p>Reflection DUE end of class Friday, Week 10.</p> <p>Text Dance Appreciation Assigned: Pgs. 268-281</p> <p>DUE Friday, Week 10</p>
Week 11	<p>Dance in Religion/Ritual: Cont.</p> <p>Appointment and discussion of final projects.</p> <p><i>Reflection: How do you see dance used in ceremony/ritual in your life?</i></p>	<p>Reflection DUE Friday, Week 11.</p> <p>Text Dance Appreciation Assigned: Pgs. 213-245 Dance Media and Technology Training and Education DUE Friday, Week 11</p>

Week [or Lesson, Unit, etc.]	Activity/Assignment	DUE Date
Week 12	<p>Dance in Reality: Discussion on realities of a career in the arts, other professional routes for dancers, and how dance can be used beyond performance.</p> <p>Entire class discussion.</p> <p><i>Reflection: How could we create more opportunity for dance/dancers?</i></p>	<p>Reflection DUE end of class Friday, Week 12</p> <p>Text Dance Appreciation Assigned: Pgs. 268-281 Careers in Dance</p> <p>DUE Friday, Week 12</p>
Week 13	Review	
Week 14	Final Projects DUE	

Bibliography

- Albright, Ann Cooper, and Ann Dils. Moving History / Dancing Cultures: A Dance History Reader. Manitoba Education Media Production Services Unit, 2013.
- Franko, Mark. Dance as Text : Ideologies of the Baroque Body. Cambridge England; New York, Ny, Usa, Cambridge University Press, 1993.
- Guarino, L., & Oliver, W. (2015). Jazz dance: A history of the roots and branches. University Press of Florida.
- Hay, Deborah. My Body, the Buddhist. Hanover, Nh, University Press of New England, 2000.
- Mcfee, Graham. The Philosophical Aesthetics of Dance: Identity, Performance and Understanding. Alton, Dance Books, 2012.
- Paris Is Burning. Directed by Jennie Livingston, 1990.
- TED-Ed. "The Origins of Ballet - Jennifer Tortorello and Adrienne Westwood." YouTube, 7 Mar. 2016, www.youtube.com/watch?v=OEekFTi5PvU.
- Uprooted: The Journey of Jazz Dance. Directed by Khadifa Wong, 2020.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: CECS Department/Division: Civil Engineering Alpha Designator/Number: CE 415
Contact Person: Isaac Wait Phone: 304-696-5444

NEW COURSE DATA:

Course Title: <u>Advanced Reinforced Concrete</u> (Limit of 30 characters & spaces.)
Alpha Designator/Number: <u>CE 415</u>
General Education Designator(s) (check all that apply): <input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/
Catalog Description (Limit of 30 words): <u>[provided on attached page]</u>
Co-requisite(s): _____ First Term to be Offered: <u>Spring 2023</u>
Prerequisite(s): <u>CE 413 with a minimum grade of D</u> Credit Hours: <u>3</u>
Grading Mode: Graded: <input checked="" type="checkbox"/> Credit/No Credit: _____
Course(s) being deleted in place of this addition (must submit course deletion form): _____

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Isaac Wait</u>	Date: <u>10/27/2022</u>
Registrar: <u>[Signature]</u> 140101	Date: <u>10.31.2022</u>
College Dean: <u>[Signature]</u>	Date: <u>01-Nov-2022</u>
College Curriculum Chair: <u>[Signature]</u>	Date: <u>01-Nov-2022</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>11/11/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>1/26/2023</u>
VP Academic Affairs/VP Health Science: <u>A. Mustafaee</u>	Date: <u>1/31/2023</u>

* - Signature necessary only if course is to be Core Curriculum Course

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: CECS Department/Division: Civil Engineering Alpha Designator/Number: CE 415

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Wael Zatar, Greg Michaelson

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

None.

3. If this course will be required by a department/division other than your own, identify by name.

None.

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

None.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

None.

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

American Concrete Institute Code 318

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

Course Description for CE 415 (Advanced Reinforced Concrete)

Background of ACI 318, emphasizing Precast elements. Earth-retaining structures. Sustainable solutions including fiber reinforced composites. Strut-and-tie analogies. Seismic design. Modern reinforced concrete design procedures and comparison of standard design codes.

Bibliography for CE 415 (Advanced Reinforced Concrete)

"ACI 318-19 Building Code Requirements for Structural Concrete (ACI 318-19) and Commentary (ACI 318R-19)", 2019 edition, American Concrete Institute. ISBN: 978-1641950565

"Design of Concrete Structures", 16th edition, by Darwin, Dolan, and Nilson. McGraw-Hill, 2021. ISBN: 978-1259821240

"Design of Reinforced Concrete", 10th edition, by Russell H. Brown. Wiley, 2015. ISBN: 978-1118879108

Note: The proposed course CE 415 has previously been offered as a Special Topics class, CE 480. The syllabus from the Spring 2022 offering of that class is attached.



Marshall University Syllabus

College of Engineering and Computer Sciences

Course

CE 415 – Advanced Reinforced Concrete

Course Description

Background of ACI 318, emphasizing bi-axially loaded columns, earth-retaining structures, strut-and-tie analogies, precast/prestressed members, sustainable solutions including fiber reinforced composites, seismic design, reinforced concrete design procedures and standard design codes.

Credits

3 credits; undergraduate

Prerequisites

CE 413 – Reinforced Concrete

Term/Year

Spring 2023

Class Meeting Days/Times

This is a face-to-face course, with occasional pre-recorded lectures. In-person class meetings will be held TR from 2:00 am -3:15 pm. Pre-recorded presentations, lectures, and/or video links will be posted on Blackboard. This course should be completed in one Spring term.

Location

WAEC 1101

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Wael Zatar, Professor of Civil Engineering

Contact Information and Office Hours

- Office: WAEC 3213
- Office hours and appointments may be held in person or virtually at the instructor's discretion. For in person appointments, masks are required in the instructor's office or in any alternate indoor meeting location. Teams will be utilized in the case of virtual appointments.
- Office Hours: TR (9 am – 11 am); TR (12:30 pm – 1:30 pm); Other times by appointment.
- Office Phone: 304-696-3116
- Marshall Email: zatar@marshall.edu

Preferred Communication Method

Outside of office hours, the preferred communication method is e-mail.

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times. Students who are unable to follow University requirements due to a disability** should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Required and/or Recommended Texts and Materials

Design of Reinforced Concrete 10th edition, by Jack C. McCormac and Russell H Brown, ISBN: 1118879104, ISBN-13: 9781118879108.

Recommended/Optional Texts and Materials

American concrete Institute ACI-318 Building Code Requirements for Structural Concrete

Course Objectives

The student will be able to:

1. Review reinforced concrete design methods of beams and columns

2. Learn method for analysis of bi-axially loaded columns
3. Learn basics of earth retaining concrete structures
4. Learn strut-and-tie analogy for concrete structures
5. Learn basics of prestressed and precast concrete members
6. Learn basics of fiber reinforced polymer composites in transportation infrastructure
7. Learn basics of seismic design of concrete structures
8. Review research on behavior of reinforced concrete structures

Course Student Learning Outcomes (CLOs)

Course Student Learning Outcomes – student will:	How students will practice each outcome	How achievement outcome will be assessed
1. Review reinforced concrete design methods of beams and columns	In class assignments	In class assignment and Mid-Term Exam
2. Learn method for analysis of bi-axially loaded columns	Homework assignment	Homework assignments and Mid-Term Exam
3. Learn basics of earth retaining concrete structures	Homework assignment	Homework assignment and Mid-Term Exam
4. Learn strut-and-tie analogy for concrete structures	Homework assignment	Homework assignment and Final Exam
5. Learn basics of prestressed and precast concrete members	Homework assignment	Homework assignment and Final Exam
6. Learn basics of fiber reinforced polymer composites in transportation infrastructure	Homework assignment	Homework assignment and Final Exam
7. Learn basics of seismic design of concrete structures	Homework assignment	Homework assignment and Final Exam
8. Review research on behavior of reinforced concrete structures	Project	Project

Lecture Topics

- Course Policies and Syllabus (Course Overview)
- Reinforced concrete design methods of beams and columns
- Analysis of bi-axially loaded columns
- Earth retaining concrete structures
- Strut-and-tie analogy for concrete structures
- Prestressed and precast concrete members
- Fiber reinforced polymer composites in transportation infrastructure
- Seismic design principals of concrete structures
- Research on behavior of reinforced concrete structures

Course Policies

By enrolling in this course, you agree to the following course policies:

Grading Policy

Course grades will be calculated using the weighting basis and letter-grade breakdowns shown below:

Assignments:	25%	A	100 – 90
Attendance:	10%	B	89.99 – 80
Midterm Exam:	20%	C	79.99 – 70
Project:	15%	D	69.99 – 60
Final Exam:	30%	F	59.99 – 0

- Homework assignments will periodically be assigned throughout the semester and will be due as indicated at the time of giving the assignments.
- Homework may be assigned during lecture or electronically (students should actively monitor the electronic course materials on Blackboard).
- The lowest homework assignment score will be dropped when calculating grades.
- Your name, course/section no., homework no., and due date must appear on all submissions.
- Successive pages of multiple page sets must be initialed and should have the pagination (i.e., 1/3, 2/3, etc.) in the upper right-hand corner of the page.
- Homework assignments must be solved neatly and in an organized manner. Submissions that are sloppy, disorganized, or otherwise unprofessional will receive a score of zero.

Late Work Policy

- Late work is not accepted, except in cases of university-excused absences. Do not request exceptions to this policy; do not ask to submit late homework unless you have an absence that is university-excused. Homework not submitted due to unexcused factors cannot be made up.
- In cases of a university-excused absence, students are responsible to contact the instructor as soon as the absence is known, and unless other arrangements are mutually-agreed upon, submit the related assignment before the next scheduled class meeting following the absence.
- If you realize that you did not submit one homework on-time, keep in mind that the lowest homework score is dropped from calculating your grades.

Attendance/Participation Policy

Students are expected to attend all class sessions. The information covered in each class is pertinent to understanding of the required material. Students are required to participate in class discussions.

- Talk only to participate in class discussions.
- All cell phones and mobile communication devices should be turned off during class.
- Do not work on other assignments during class.
- Any student missing class is responsible for any material covered and any assignments made.

Online Communication Expectations

If you send me an email, please use correct grammar, spelling, and punctuation.

If you have a question about a homework problem, it is helpful if you attach a photo of the problem statement; that way I can respond if I'm out of the office and don't have my notes and textbook available.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/). (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Academic Integrity

Students are expected to adhere to the Marshall University academic dishonesty policy, found in the undergraduate catalog. Academic dishonesty will not be tolerated, and infractions of the university academic dishonesty requirements will lead to sanctions and reporting to the Office of Academic Affairs. Students are particularly encouraged to be careful to avoid cheating, plagiarism, and complicity as related to homework assignments.

Copying homework from solutions found online, from other students, or from any other source, is not allowed. Do not access or review other solutions of assignments before, during, or after you work on yours. All items that students submit for grading must be exclusively their own work.

Acceptable Behavior

- Ⓞ Discuss homework problems with others.
- Ⓞ Check answers with other students.
- Ⓞ Help other students learn & find mistakes.

Unacceptable Behavior

- ⓧ Show someone every step of a problem.
- ⓧ Give your assignment to someone else.
- ⓧ Group working problems simultaneously*
- ⓧ Finding another solution to an assignment problem and copying it or using it as the basis for your own solution.

* Since everyone naturally works at a different speed, "group work" can degenerate into a slower student copying a faster one, without really understanding what is going on. Quizzes and exams are taken individually, so it is important for students to learn how to solve problems on their own.

Incoming homework assignments will be screened for inappropriate collaboration. Students who engage in academic dishonesty will receive a punishment that is in accordance with university policies.

Marshall University E-Mail Accounts

You must have and use your MU e-mail account. Your personal e-mail accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal e-mail account, but you must sign into your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>).

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, Microsoft Excel, and other common applications.
- Students will frequently be requested to submit homework assignments as PDF files, and thus must be able to generate PDF files (several free smartphone apps – such as CamScanner, Adobe Scan, and others – make this very easy).
- For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <https://www.marshall.edu/design-center/students/> and <http://www.marshall.edu/it/recommendations/>).
- Students must be able to use Marshall e-mail, as well as the following tools in Blackboard: assignments and gradebook.
- [Adobe Acrobat Reader](#) is needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>)
- Students may be required to submit assignments as Microsoft Word documents (.docx) or Microsoft Excel files (.xlsx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#) (URL: <http://www.marshall.edu/it/office365/>).
- If you have technical problems, please contact one or more of the following:
 - [Blackboard Support](#) (URL: www.marshall.edu/design-center/support-ticket/)
 - [Marshall Information Technology \(IT\) Service Desk \(Help Desk\)](#) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
 - Huntington: (304) 696-3200 South Charleston: (304) 746-1969
 - [Email the IT Service Desk \(itservicedesk@marshall.edu\)](mailto:itservicedesk@marshall.edu)

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair

College: CoLA Department/Division: Psychology Alpha Designator/Number: PSY 405
Contact Person: Melissa Atkins Phone: 6-2779

NEW COURSE DATA:

Course Title: Sport Psychology (Limit of 30 characters & spaces.)

Alpha Designator/Number: PSY 405

General Education Designator(s) (check all that apply): CT INTL MC Core II (Core II type: _____)

Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>

Catalog Description (Limit of 30 words): An examination of theory, research, and application of psychological principles related to sport and exercise.

Co-requisite(s): _____ First Term to be Offered: Spring 2023[?]

Prerequisite(s): PSY 201 Credit Hours: 3

Grading Mode: Graded: Credit/No Credit: _____

Course(s) being deleted in place of this addition (must submit course deletion form): _____

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>M. J.</u>	Date: <u>10-6-2022</u>
Registrar: <u>William [Signature]</u> 420101	Date: <u>10/11/2022</u>
College Dean: <u>R. [Signature]</u>	Date: <u>10/12/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>10/21/22</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>11/11/22</u>
Faculty Senate Chair: <u>[Signature]</u>	Date: <u>1/26/2023</u>
VP Academic Affairs/VP Health Science: <u>A. [Signature]</u>	Date: <u>1/31/2023</u>

Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: CoLA Department/Division: Psychology Alpha Designator/Number: PSY 405

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

This course is currently taught by Elizabeth Pacioles in Health Sciences.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

N/A

3. If this course will be required by a department/division other than your own, identify by name.

Cross listed with HS 405 and STHM 405 but PSY 405 is not required by a department

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

N/A

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

N/A

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

N/A

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

Additional research-related assignments and presentations

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

PSY 405/505 Course Addition Notes

I was unable to note this information in the form:

This course has been taught as a cross-listed course with HS 405/505 and STHM 405/505 (Sport Psychology), but with a Special Topics designation in Psychology. We have offered it as Special Topics too many times, so we need to add it as a course so that it can continue to be offered as a psychology course. We intend for this to be offered as PSY 405/505, cross-listed with HS 405/505 and STHM 405/505.

Elizabeth Pacioles of Health Sciences has been teaching this course, supports the addition of this course, and intends to continue teaching it. Her support is attached, as well as that of the director of the STHM program.

The syllabus that has been used to teach this course is attached.



Sport Psychology – Fall 2022

HS 405-101 (CRN 2470), PSY 480-101 (CRN 3598), STHM 405-101 (CRN 3883)

3 credits - Undergraduate

Days & Time: Monday, Wednesday, Friday 10:00am – 10:50am
Meeting Location: Corbly Hall 105
Instructor: Liz Pacioles, Ph.D.
Contact info: Email - caseyef@marshall.edu. Please include your name AND course in your email. Please allow 48 hours for a response.
 Phone - (304) 696-5831

Student Success Times: These are times set aside for students to meet with the instructor for extra help, questions, discussions about classwork, future plans, etc.
 Available in office (Gullickson 100C), by phone, email, or Microsoft Teams.
 Monday/Wednesday/Friday 8:15AM - 9:00AM
 Tuesday/Thursday 9:00AM – 11:00AM
 Also available many other times by appointment!

Course Description: An examination of theory, research, and application of psychological principles related to sport and exercise.

Pre-requisite: PSY 201 General Psychology

Course Overview: Students will investigate topics including: emotional, cognitive, and behavioral components of sport performance, , motivation and participation in exercise and health behaviors, and impact of sport and exercise on individual development. Students will also examine practices and ethical issues in sport psychology in addition to applying concepts and strategies to enhance their own performance and well-being.

COURSE OUTCOMES: As a result of experiences in this course, the student will be able to:

Learning Outcomes:	How students will practice each outcome in this course:	How student achievement of each outcome will be assessed:
Explain how psychological factors influence involvement and performance in sport, exercise, and physical education settings.	In-class activities and discussions	Quizzes Psychological Skills Activities Class Project
Explain how sport, exercise, and physical activity influence the thoughts, emotions, and behaviors of participants.	In-class activities and discussions	Quizzes Class Project
Design activities and interventions within sport and physical activity contexts that will lead to improved performance and enjoyment.	In-class activities and discussions	Quizzes Psychological Skills Activities
Describe both historical and contemporary aspects of the sport psychology discipline, including the sport psychology profession, applied practice, and ethical considerations.	In-class activities and discussions	Quizzes Article Discussion Assignments Projects
Apply both sport psychology theories and research to explain thoughts, emotions, and behaviors of individuals involved in sport (such as athlete, coach, parent, fan, teacher, student, athletic trainer, or exercise leader).	In-class activities and discussions	Quizzes Article Discussion Assignments
Communicate information about sport psychology topics, issues, and research methods both verbally and written in a clear, concise, and inspiring manner.	In-class activities and discussions	Project

ABOUT THIS COURSE - COURSE REQUIREMENTS:**1. Quizzes (150 points):**

There will be 15 'take home' quizzes during the semester (10 points each) that will be posted online on Blackboard. The quizzes are designed to help you keep up with the material and give yourself a weekly review of key concepts. Quizzes will be posted and available to complete online and must be completed by class time on the designated due date. Quizzes are open notes and the questions will be taken directly from the article readings and class lectures/discussions. The quizzes are not intended to make the class difficult, but rather serve as a tool for you to keep up with the class material.

2. Discussion Assignments (50 points):

Students will gather articles on research studies in sport psychology and sport psychology applications in the real world to post on Blackboard for the class and to discuss with classmates during class. The research studies will be helpful in providing background research to use in your final project. Deadlines for posts and responses/reflections will be announced in class depending on the pace of class topics and will be available on Blackboard.

3. Psychological Skills Activities (50 points):

Students will implement psychological skills during in-class performance activities. Specific instructions for each activity will be discussed in class. The activity will typically include an in-class participation component in performance and a reflection component in which they respond to survey and reflective questions on their experience implementing the psychological skill.

4. Psychological Skills Project and Presentation (100 points)

To combine prior research with applied practice, each student will conduct a psychological skills project during the last four weeks of the semester. As related to the Psychological Skills Activities, each student will implement a psychological skill in a meaningful activity of their choice. Students will develop a project plan (5 points), gather information from prior research as well as their own performance and experience data (15 points) and present their background research, data collection/results, personal reflection, and conclusions in a class share setting through a one page submission to our Class Psychology Skills Manual (50 points), a verbal presentation (20 points), and providing peer feedback on classmates' projects (10 points). Additional details for guidelines and scoring will be provided in class and on Blackboard.

5. Course participation and activities (150 points):

Class attendance and participation is expected of all students. Points for class activities will include attendance, participation in class discussions, in-class self-quizzes and review questions, student responses and reactions to class topics (verbal and written), class games, group activities, online assignments, and mini-presentations. You will accrue points ranging from 2-10 points per activity (varying by assignment) for completing class activities.

COURSE GRADING: A point system will be used for determining your grade for the course:

	<u>Points:</u>
Quizzes	150
Discussion board Assignments	50
Psychological Skills Activities	50
Final Project & Poster Presentation	100
<u>Class activities/participation</u>	<u>150</u>
Total	500

Your total points will determine your final grade as follows:

<u>Points:</u>	<u>Grade:</u>
450-500	A
400-449	B
350-399	C
300-349	D
<u>299 and below</u>	<u>F</u>

COURSE CALENDAR

The schedule below is only a rough guide, since dates for particular topics may change due to class interests and pace. Be sure to pay attention to in-class announcements, and check your email and Blackboard for course announcements as well. ***Assignments are due by the class time (10:00am) on the day listed***

Day, Date	Topic	Assignments due
WEEK #1:		
Mon, Aug 22	Overview of course	
Wed, Aug 24	Introduction to Sport Psychology	
Fri, Aug 26	Orientations & Applications of Sport Psychology	
WEEK #2:		
Mon, Aug 29	Research & Ethics in Sport Psychology	Quiz #1 due
Wed, Aug 31	Research & Ethics in Sport Psychology	Discussion Board 1 post due
Fri, Sept 1	Motivation in Sports	Discussion Board 1 response due
WEEK #3:		
Mon, Sept 5	Labor Day – No class!	
Wed, Sept 7	Motivation Theories	Quiz #2 due
Fri, Sept 9	Intrinsic & Extrinsic Motivation	
WEEK #4:		
Mon, Sept 12	Intrinsic & Extrinsic Motivation	Quiz #3 due
Wed, Sept 14	Flow in Sports	Discussion board 2 post due
Fri, Sept 16	Assessing Performance Anxiety	Discussion Board 2 response due
WEEK #5:		
Mon, Sept 19	Anxiety and Performance Theories	Quiz #4 due
Wed, Sept 21	Introduction to Psychological Skills Training	
Fri, Sept 23	Introduction to Psychological Skills Training	
WEEK #6:		
Mon, Sept 26	Arousal Regulation - Somatic	Quiz #5 due
Wed, Sept 28	Arousal Regulation - Somatic	
Fri, Sept 30	Arousal Regulation - Cognitive	
WEEK #7:		
Mon, Oct 3	Arousal Regulation - Cognitive	Quiz #6 due
Wed, Oct 5	Imagery Introduction	Discussion board post 3 due
Fri, Oct 7	Imagery Factors and Implementation	Discussion board 3 response due

COURSE CALENDAR (continued)

Day, Date	Topic	Assignments due
WEEK #8:		
Mon, Oct 10	Imagery Strategies	Quiz #7 due
Wed, Oct 12	Attention Theories	
Fri, Oct 14	Pre-Performance Routines	
WEEK #9:		
Mon, Oct 17	Mindfulness Approaches	Quiz #8 due
Wed, Oct 19	Goal Setting	
Fri, Oct 21	Working in Sport Psychology (Nick Russo, MS)	Project Plan due
WEEK #10:		
Mon, Oct 24	Interventions in Performance Settings	Quiz #9 due
Wed, Oct 26	AASP Conference – No class meeting	Discussion Board 4 post due
Fri, Oct 28	AASP Conference – No class meeting	Discussion Board 4 response due
WEEK #11:		
Mon, Oct 31	Mental Health in Sports	Quiz #10 due
Wed, Nov 2	Psychology of Athletic Injuries	
Fri, Nov 4	Burnout and Overtraining	Final Project checkpoint #1 due
WEEK #12:		
Mon, Nov 7	Psychology of Youth Athletes & Youth Sport Parents	Quiz #11 due
Wed, Nov 9	Psychology of Youth Athletes & Youth Sport Parents	
Fri, Nov 11	Psychological Principles in Coaching	Final Project checkpoint #2 due
WEEK #13:		
Mon, Nov 14	Psychological Principles in Coaching	Quiz #12 due
Wed, Nov 16	Graduate Student Topic Presentations	
Fri, Nov 18	Psychology of Fan Behavior & Officiating	Final Project checkpoint #3 due
WEEK #14: Mon, Nov 21 – Fri, Nov 25 No class - Thanksgiving Break!!!		
WEEK #15:		
Mon, Nov 28	Exercise Psychology	Quiz #13 due
Wed, Nov 30	Exercise and Psychological Well-being	Discussion Board 5 post due
Fri, Dec 2	Final Topics	Discussion Board 5 response due
WEEK #16:		
Monday Dec 5	10:15am-12:15pm Final Exam Period - Project Presentations Class Review/Wrap Up	Quiz #14 due (Final Project ?s) Course Feedback Form due (Quiz #15)

COURSE MATERIALS:**1. RECOMMENDED (NOT REQUIRED) TEXTBOOK - Not required for class**

Foundations of Sport and Exercise Psychology, 7th Edition (2019)
 By Robert S. Weinberg and Daniel Gould
 ISBN: 978-1-4925-7235-0

2. ADDITIONAL READINGS:

Several articles for the class will be selected by the instructor and students to share with the class. Instructions for these selecting and accessing these readings will be posted on Blackboard.

3. MARSHALL UNIVERSITY EMAIL ACCOUNT

You must have and use your MU email account. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

4. BLACKBOARD

You are also required to access course materials on the Blackboard online course management system at: <https://marshall-bb.blackboard.com>. Students must be able to use the following tools in Blackboard: tests/quizzes, assignments, discussion boards, etc. Blackboard will also contain some links for Microsoft Form assignment submissions.

5. MICROSOFT FORMS

We will utilize Microsoft Forms for some class activities (such as polls, surveys, in class self-quizzes). A link or QR code will be provided in class and you can sign in using your Marshall username and password (same as email).

6. MICROSOFT TEAMS

In the event the university goes “virtual” during the semester we will use Microsoft Teams (URL: <https://www.marshall.edu/it/teams/>) to conduct class sessions during the class time.

CLASS POLICIES:**CLASS ATTENDANCE, PARTICIPATION, AND MISSED CLASSES:**

Given that the Sport Psychology class is very much activity and discussion based, you will get the most out of the course (in terms of learning and grade) if you attend class. Points are earned for completion of in-class activities. These might consist of review quizzes, group discussions, class questions, writing assignments, etc. If you are sick or unable to physically attend class due to extenuating circumstances, you are responsible for catching up with missed class material or any class activities. Contact me at caseyel@marshall.edu on the day of the missed class and if granted the opportunity for a make-up assignment within one week of the missed class. If you are missing multiple classes due to an extended illness, COVID-19 related conditions, or other unforeseen circumstances, please contact me to make arrangements regarding your situation and contact Student Affairs for an approved university excused absence (<http://www.marshall.edu/student-affairs/excused-absence-form/>). In these situations, make up or late work will be accepted on a case-by-case basis.

LATE WORK: Late assignments will be accepted for 50% credit up to one week past the deadline. Grading and feedback of late work will be delayed, but don't worry, it will be graded at some point prior to the end of the semester.

CLASS QUESTIONS: The best way to contact me is to ask a question during our class meetings or during student success times. The next best way to contact me is through Marshall email (caseyel@marshall.edu). Please include your name, course, and a detailed description of your question in the email. I won't be able to respond to emails in the evening, but will typically respond to an email within 48 hours or sooner. Feel free to send a follow up email if you didn't get a response within 48 hours, just in case I missed it. Don't hesitate to ask if you have any questions or concerns -- don't wait until it's too late!

GRADES AND FEEDBACK: See below for the course requirements and grading criteria. Grades and activity points will typically be updated within one week following the deadline. Grades for assignments submitted beyond the posted deadline may be delayed.

OTHER NOTES REGARDING SPORT PSYCHOLOGY:

The content of psychology courses, especially sport psychology for athletes, often includes discussion of sensitive topics that may relate to you or someone you know. Keep in mind that the classroom is not a forum for discussion of personal experiences and that we want to engage in critical and open-minded thinking based in theory and research, not solely personal experiences. If class members do share information about themselves or their experiences, please be respectful of each other and provide feedback with thoughtfulness and respect.

UNIVERSITY POLICIES:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)
Academic Dishonesty Policy / Academic Dismissal Policy / Academic Forgiveness Policy / Academic Probation and Suspension Policy / Affirmative Action Policy / Dead Week Policy / D/F Repeat Rule / Excused Absence Policy for Undergraduates / Inclement Weather Policy / Sexual Harassment Policy Marshall's Title IX Office may be contacted at TiefelX@marshall.edu / Students with Disabilities (Policies and Procedures) / University Computing Services Acceptable Use Policy /

Students with Disabilities

For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, Students with Disabilities. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information – check it frequently for the most current information.

Key policies and practices at the start of the Fall 2022 semester include the following:

- **Wear a mask inside university buildings, when required.** To see the campus current masking status, visit Marshall's COVID-19 Dashboard (www.marshall.edu/coronavirus). Masks are not required in personal residence hall rooms or workspaces.
- **Students will disinfect their personal workspaces and virtual learning hubs** with disinfectant wipes provided nearby.
- **All members of the Marshall University community are expected to observe all COVID-19 protocols at all times.** Students who are unable to follow University requirements due to a disability should seek reasonable accommodations from the Office of Disability Services (ODS: disabilityservices@marshall.edu) during the first week of class.

Bibliography: Sport Psychology

- Anshel, M.H. (2019). *APA Handbook of Sport and Exercise Psychology*. American Psychological Association.
- Cox, R. (2011). *Sport Psychology: Concepts and Applications* (7th ed). McGraw-Hill.
- Eriksen, K.A. (2014). *The road to excellence: The acquisition of expert performance in the arts and sciences, sports, and games*. Psychology Press.
- Hanrahan, S., Anderson, M., Tod, D., & Hodge, K. (2012). *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*. Routledge.
- Hatzigeorgiadis, A., Galanis, E., Zourbanos, N., Theodorakis, Y. (2014). Self-talk and competitive sports performance. *Journal of Applied Sports Psychology*, 26(1), 82-95.
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- Nideffer, R.M. (2012). Theory of attentional and personal style versus test of attentional and interpersonal style. *Enhanced Performance Systems*, 1-34.
- Pitt, T., Thomas, O., Lindsay, P., Hanton, S., & Bawden, M. (2015). Doing sport psychology briefly? A critical review of single session therapeutic approaches and their relevance to sport psychology. *International Review of Sport and Exercise Psychology*, 8(1), 125-155.
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Atkins, Melissa

From: Pacioles, Elizabeth
Sent: Monday, September 19, 2022 3:50 PM
To: Atkins, Melissa
Subject: Re: Sport Psychology

Hi Melissa,

I agree that it would be a good idea to list Sport Psychology as a Psychology course. It is currently listed in Department of Kinesiology (HS 405 and HS 505) and Sport, Tourism, Hospitality Management (STHM 405 and STHM 505). Please let me know what I can do to help with the course addition.

I plan to offer Sport Psychology for the Spring 2023 semester but still working on finalizing the days and time. I will let you the confirmed day/time later this week.

Thanks so much for including Sport Psychology as a Psychology course offering!

Liz

Liz Pacioles, Ph.D.

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caseyel@marshall.edu

On Sep 19, 2022, at 11:43 AM, Atkins, Melissa <stinson8@marshall.edu> wrote:

Atkins, Melissa

From: Mak, Jennifer
Sent: Wednesday, September 28, 2022 4:51 PM
To: Atkins, Melissa
Subject: RE: Cross-listing PSY 405 with HS 405 and STHM 405

Dear Melissa,

You have my support to add the PSY405 Sport Psychology as a cross-listing to the STHM405. If you have any question, please let me know!

Best Regards,
Jennifer Y. Mak, Ph.D., RFSA

From: Atkins, Melissa <stinson8@marshall.edu>
Sent: Wednesday, September 28, 2022 2:32 PM
To: Mak, Jennifer <mak@marshall.edu>
Subject: Cross-listing PSY 405 with HS 405 and STHM 405

Dr. Mak,

I am the Undergraduate Coordinator in Psychology and we are adding a PSY 405 (Sport Psychology) course so that it can be cross-listed with HS 405/STHM 405. Liz Pacioles has been teaching it and cross listing it with us as a Special Topics PSY course but we have used the Special Topics designation too many times and need to add the class so that it can continue to be offered. I was hoping you could send back a short memo or even just a reply to this message giving us permission to create this duplicate course for cross-listing purposes.

Thanks!
Melissa Atkins

Melissa S. Atkins, Ph.D.
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