

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 5610
2. **Title (may not exceed 30 characters, including spaces):** Assessment in P.E.
3. **Long title, if any (may not exceed 100 characters, including spaces):** Assessment in Physical Education
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand (every other summer)
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011

Course description (not to exceed four lines): This course offers students the opportunity to present and analyze authentic formative and summative assessments to measure student learning. In addition, students will disseminate knowledge that contributes to quality professional practice and experience new ways of thinking about assessment. Alternative ways of determining student learning, evaluation, grading and reporting will be explored.

7. Registration restrictions: None

a. Identify any equivalent courses: None

b. Prerequisite(s) : None

c. Who can waive the prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites: None

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

KSS Pedagogy/Coaching graduate students

g. Degree, college, major(s), level, or class to be excluded from the course, if any: EIU

undergraduates

8. Special course attributes: None

9. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

10. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon completion of the course, the student will:

Identify what assessment is, why it should be used, and how to create developmentally appropriate assessment.	Depth of content knowledge Effective critical thinking and problem solving Effective written communication
Acquire advanced knowledge about assessment in physical education.	Depth of content knowledge Effective critical thinking and problem solving
Implement appropriate formative and summative assessment strategies.	Depth of content knowledge Effective critical thinking and problem solving Effective written communication
Analyze the relationship between curriculum, instruction and assessment.	Advanced scholarship through research or creative activity Effective oral communication Effective written communication
Utilize technology for the enhancement of learning and assessment procedures.	Depth of content knowledge Effective critical thinking and problem solving
Reflect on assessment strategies in relationship to student learning.	Effective written communication Effective critical thinking and problem solving Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	Article Reviews (10%)	Formative/Summative Assessment Tools (35%)	Teach Using Formative/Summative Assessments (10%)	Discussion Leader (10%)	Assessment Project (35%)
Identify what assessment is, why it should be used, and how to create developmentally appropriate assessment.	X	X	X	X	X
Acquire advanced knowledge about assessment in physical education.	X			X	

Implement appropriate formative and summative assessment strategies.		X	X		X
Analyze the relationship between curriculum, instruction and assessment.	X			X	X
Utilize technology for the enhancement of learning and assessment procedures.		X	X		X
Reflect on assessment strategies in relationship to student learning.	X	X	X	X	X

Course Requirements:

Article Reviews: 10%

Formative/Summative Assessment Tools: 35%

Teach Using Formative/Summative Assessments: 10%

Discussion Leader: 10%

Assessment Project: 35%

3. Explain how the instructor will determine students' grades for the course:

Grades will be assigned according to the following scale:

100-90 % =A

89-80% =B

79-70% =C

69-60% =D

below 60 =F

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

Not applicable

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. Not applicable

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) Writing active - various writing/reflection assignments which may include article summaries, development of assessments, presentation topic material, and final assessment project that will enhance student comprehension and application of the course constructs.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content.

Week One	Overview, Introduction, History of Assessment/Measurement
Week Two	High stakes testing; Standards-Based Assessment of Student Learning, Article Summary due
Week Three	Using NASPE Content Standards (series of journal articles), Project overview
Week Four	Assessing the Psychomotor Domain
Week Five	Observe and reflect on a video of a teacher implementing assessment, Article Summary due
Week Six	Peer teach, Teacher, Peer and Self- psychomotor Assessments due
Week Seven	Assessing the Cognitive Domain & Assessing the Affective Domain
Week Eight	Peer Teach, Cognitive and Affective assessments due
Week Nine	Developing Rubrics, Summative Assessments, Article Summary due
Week Ten	Fitness Assessment Strategies/Plan for Projects
Week Eleven	Report cards/Grading Issues, Article Summary due
Week Twelve	High Stakes Testing in Physical Education Part 2
Week Thirteen	Teaching with summative assessment, Article Summary due
Week Fourteen	Celebration of Assessment: Final Projects
Week Fifteen	Celebration of Assessment: Final Projects

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Developmentally appropriate assessment strategies have been identified by the NASPE Appropriate Practices as essential knowledge for graduate students in pedagogy/coaching degree programs. Currently, we are deficient in this core content area for graduate students seeking a Master's Degree in pedagogy/coaching.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Course content applies the knowledge, skills, and dispositions of effective teaching constructs in relation to authentic assessment physical education. While there are no course prerequisites, the course does provide the students with opportunities to examine/apply a variety of authentic assessments essential for quality physical education experiences. NASPE recommends the Assessment in Physical Education course be required for students in a pedagogy/coaching graduate program.

3. If the course is similar to an existing course or courses, justify its development and offering.

KSS does not offer a similar course at the graduate level. We are in great need of a course that allows students the opportunity to examine and apply various formative/summative assessment strategies related to physical education teaching.

4. Impact on Program(s):

This course will have the potential to enhance the overall quality of the pedagogy/coaching concentration. In addition, this course will align with NCATE program accreditation standards. The pedagogy/coaching graduate program is currently deficient in content specific courses related to physical education/teaching. With a strong focus on assessment in physical education, this course offers graduate

students the opportunity to strengthen their teaching abilities and represent EIU/KSS in a positive/professional manner.

PART V: IMPLEMENTATION

1. Faculty members to whom the course may be assigned:

Scott Ronspies, Kevin Hussey, Hasan Mavi, or any qualified PETE faculty member in the Department of Kinesiology and Sports Studies with graduate faculty status.

2. Additional costs to students:

No additional costs beyond textbook rental

3. Text and supplementary materials to be used (Include publication dates):

Required readings:

Doolittle, S. & Fay, T. (2002). *Authentic Assessment of Physical Activity for Elementary and High School Students*. Reston, VA: AAHPERD.

Lambert, L. (2000). *Standards Based Assessment of Student Learning: A Comprehensive Approach*. Reston, VA: AAHPERD

Lund, J.L. (2000). *Creating Rubrics for Physical Education*. Reston, VA: AAHPERD.

NASPE. (2005). *Moving Into the Future: National Standards for Physical Education*. 2nd edition. Reston, VA: AAHPERD.

Additional material will be provided on WebCT.

Suggested readings:

Melgrano, V.J. (2000). *Portfolio Assessment for K-12 Physical Education*. Reston, VA: AAHPERD.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: December 3, 2010

Date approved by the college curriculum committee: February 28, 2011

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:

CGS: