Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ___ New course   _x_ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: KSS 3900

2. **Title (*may not exceed 30 characters, including spaces*):** Technology in KSS

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** Technology in Kinesiology and Sports Studies

4. **Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:** 2-1-3

5. **Term(s) to be offered:** _x_ Fall _x_ Spring   ___ Summer   ___ On demand

6. **Initial term of offering:** _x_ Fall ___ Spring   ___ Summer   **Year:** _2013_

7. **Course description:** This course is designed to orient students to the various kinds of technology being used in Kinesiology and Sports Studies.

8. **Registration restrictions:**
   a. **Equivalent Courses**
      - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

      - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes   ___ No

   b. **Prerequisite(s)**
      - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. KSS 1500 & KSS 2440

      - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). _X_ Yes   ___ No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: A grade of "C" or better in KSS 1500 & KSS 2440

   c. **Who can waive the prerequisite(s)?**
      ___ No one   _x_ Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:**   _x_ Course may not be repeated.

      ___ Course may be repeated once with credit.

   Please also specify the limit (if any) on hours which may be applied to a major or minor.

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

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: All non-KSS majors

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): __x__ Standard letter ___ CR/NC ___ Audit ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___ The grade for this course will not count in a student's grade point average.

___ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

___ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

___ lecture ___ lab __x__ lecture/lab combined ___ independent study/research
___ internship ___ performance ___ practicum or clinical ___ study abroad
___ Internet ___ hybrid ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Students enrolled in this course will:
a. Develop proficiency in a number of computer applications often used in Kinesiology and Sports Studies
b. Examine software and hardware resources utilized in Kinesiology and Sports Studies.
c. Apply the knowledge of such resources in the development of informational material (i.e., Website, Brochure)

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - **EIU graduates will write and speak effectively.**

- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **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:**

	Assignments	Projects	Final
Objective a.	X	X	X
Objective b.		X	
Objective c.	X		

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

Evaluation Criteria
Assignments	40%
Projects	40%
Final	20%
Total	100%

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

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**
   c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;**
   b. **projects that require application and analysis of the course content; and**
   c. **separate methods of evaluation for undergraduate and graduate students.**

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 *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 01	[Module 01]	Intro to course, Computer Literacy Survey, Learning Management System, Dropbox
Week 02	[Module 02]	Reference Management: Zotero
Week 03	[Module 02]	Social Media (Twitter, Linkedin, Facebook Fan Page)
Week 04	[Module 03]	APA Style - Academic paper formatting (MS Word 2010)
Week 05	[Module 04]	Presentation tools (MS PowerPoint 2010)
Week 06	[Module 05]	Spreadsheet (MS Excel 2010)
Week 07	[Module 06]	SPSS - Statistical Package
Week 08	[Module 07]	WordPress – Web development & Blogging
Week 09	[Module 07]	WordPress – Web development & Blogging
Week 10	[Module 08]	Informational Material (Publisher 2010)
Week 11	[Module 09]	Resume development
Week 12	[Module 10]	Image Editing (Photoshop)
Week 13	[Module 11]	iMovie – Part I (Learning Session/Sequence Shooting)
Week 14	[Module 11]	iMovie - Part II (Editing Session)
Week 15	[Module 11]	iMovie – Part III (Presentations)

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   In order to compete in the job market, Kinesiology and Sports Studies majors need to be technology literate. They should also have a working knowledge of the various software and hardware being used in schools, in fitness and sport-related areas.

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
   b. **If the course or some sections of the course may be technology delivered, explain why.**

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

   The level of knowledge for successful completion of this course is appropriate for junior and senior levels.

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

    a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
    b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

    a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.** Required for KSS majors in the sport management concentration. The course is an elective for other KSS majors.
    b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

    If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Dr. Ovande Furtado, Jr and any other qualified KSS faculty.
    If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:**

    Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

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

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: January 18, 2013

Date approved by the college curriculum committee:

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

Date approved by CAA: **CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
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Center
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