

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 ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 2360
2. **Title (may not exceed 30 characters, including spaces):** Volleyball, Frisbee, Lacrosse
3. **Long title, if any (may not exceed 100 characters, including spaces):** Technique and Theory of Volleyball, Ultimate Frisbee and Lacrosse
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 0-4-2
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:**
7. **Course description:** Students will be introduced to the fundamentals of volleyball, ultimate frisbee and lacrosse through instruction, practice, and application experiences. Students will also be introduced to various methods of teaching that apply to teaching volleyball, ultimate frisbee and lacrosse in K-12 physical education and activity settings.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

There are no equivalent courses
 - 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.

There are no prerequisite courses for this course
 - 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). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

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

e. **Repeat status:** ☒ 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 and Minors

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

Non-KSS Majors and Minors

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

10. **Grading methods** (check all that apply): ☒ 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 ☐ 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:

A. Describe skill technique and identify recommendations for improvement.	Critical Thinking Effective Writing Effective Speaking
B. Recognize and demonstrate appropriate practice guidelines for teaching team sport activities in physical education.	Critical Thinking
C. Demonstrate proper sportsmanship and etiquette for team sport activities in physical education.	Global Citizenship
D. Recognize and employ knowledge about the rules, history, etiquette, skill technique, tactics, and safety of team sport activities.	Critical Thinking
E. Identify and interpret selected psychomotor skill elements appropriate for team sport activities in physical education.	Critical Thinking
F. Demonstrate effective communication skills in ways that are sensitive to all teachers/students.	Critical Thinking Effective Speaking Global Citizenship

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

- A. Assignments (task development, appropriate practice, etc.)
- B. Teacher Observations & Skill Analysis
- C. Oral Presentations
- D. Exams

	Assignments (25%)	Teacher Observations & Skill Analysis (10%)	Oral Presentations (25%)	Exams (40%)
A. Describe skill technique and identify recommendations for improvement	X	X	X	X
B. Recognize and demonstrate appropriate practice guidelines for teaching team sport activities in physical education	X	X	X	X

C. Demonstrate proper sportsmanship and etiquette for team sport activities in physical education	X	X		X
D. Recognize and employ knowledge about the rules, history, etiquette, skill technique, tactics, and safety of team sport activities	X			X
E. Identify and interpret selected psychomotor skill elements appropriate for team sport activities in physical education		X	X	
F. Demonstrate effective communication skills in ways that are sensitive to all teachers/students	X	X	X	X

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

Evaluation Criteria

Assignments (25%)

Teacher Observations & Skill Analysis (10%)

Oral Presentations (25%)

Exams (40%)

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = <60%

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 *.) Not applicable for this course

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 1	Introduction to Course; Foundation Skills and Concepts for Volleyball
Week 2	Progressive Skill Development for Volleyball with Links to Teaching in Schools
Week 3	Progressive Skill Development for Volleyball with Links to Teaching in Schools Appropriate Practice Guidelines and Summative Experiences for Volleyball
Week 4	Progressive Skill Development for Volleyball with Links to Teaching in Schools
Week 5	Skill Assessment Used for Analysis of Selected Volleyball Skills
Week 6	Foundation Skills and Concepts for Ultimate Frisbee
Week 7	Progressive Skill Development for Ultimate Frisbee with Links to Teaching in Schools
Week 8	Progressive Skill Development for Ultimate Frisbee with Links to Teaching in Schools Appropriate Practice Guidelines and Summative Experiences for Ultimate Frisbee
Week 9	Progressive Skill Development for Ultimate Frisbee with Links to Teaching in Schools
Week 10	Skill Assessment Used for Analysis of Selected Ultimate Frisbee Skills
Week 11	Foundation Skills and Concepts for Lacrosse
Week 12	Progressive Skill Development for Lacrosse with Links to Teaching in Schools
Week 13	Progressive Skill Development for Lacrosse with Links to Teaching in Schools Appropriate Practice Guidelines and Summative Experiences for Lacrosse
Week 14	Progressive Skill Development for Lacrosse with Links to Teaching in Schools
Week 15	Skill Assessment Used for Analysis of Selected Lacrosse Skills

PART IV: PURPOSE AND NEED

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

This course is being updated and revised to better serve our pre-service teachers when they begin to teach in a K-12 physical education setting. In addition, this course is designed as a content knowledge course for sport activities. Students will be introduced to the fundamentals of volleyball, ultimate frisbee and lacrosse through instruction, practice, and play experiences. Students will also be introduced to various methods of teaching that use developmentally appropriate practices for all three content areas from the perspective of teaching in a K-12 physical education setting.

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

The course is a 2000 level course since it is an introduction course to the content of volleyball, ultimate frisbee and lacrosse and how it may be taught in K-12 physical education. Since this course is designed for Physical Education Teachers, only KSS Majors and Minors will be permitted to take this course. This course is restricted to KSS Majors and Minors only.

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

No EIU course exists that provides a domain-specific focus on teaching sports applied to K-12 physical education settings and/or other activity settings.

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.

This course is required for KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors. This course can be used to fulfill the technique and theory requirement for the sport management concentration and the KSS Minors.

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:

Mary Sanders or 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:

None

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

Mitchell, S., Oslin, J., & Griffin, L. (2013). Teaching sport concepts and skills (3rd ed.). Champaign, IL: Human Kinetics.

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.

A community college course may be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: October 25, 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
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

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**Career
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**Disability
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<http://www.eiu.edu/~disabltv/>

581-6583