

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 2860
2. **Title (may not exceed 30 characters, including spaces):** Health-Related Fitness
3. **Long title, if any (may not exceed 100 characters, including spaces):** Teaching Health-Related Fitness
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-0-2
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer Year: 2014
7. **Course description:** Facilitate pre-service teacher's knowledge, skills, appreciation, and confidence needed to lead school aged children in the development of active healthy lives.
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.

KSS 2850
 - 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:

A grade of "C" or better
 - 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 Physical Education Teacher Certification Option K-12 Special Certificate Majors

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

Non-KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors

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:

Students will be able to:

A. Identify and explain the health-related fitness components as they relate to teaching in schools.	Critical Thinking Effective Writing Effective Speaking
B. Recognize and demonstrate appropriate practice guidelines for teaching health-related fitness in schools.	Critical Thinking
C. Identify and employ developmentally appropriate fitness activities for all learners.	Critical Thinking Effective Writing Effective Speaking
D. Describe and demonstrate appropriate assessment procedures for the teaching and development of health-related fitness in schools.	Critical Thinking Effective Writing Effective Speaking
E. Demonstrate effective strategies that involve goal setting and decision making skills to enhance health-related fitness.	Critical Thinking Effective Writing Effective Speaking
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. Written Assignments – (Lesson Plans, Lesson Reflections)
- B. Oral Presentations
- C. Fitness Journal/Reflection
- D. Teaching Experiences
- E. Exams

Objectives	Written Assignments (15%)	Oral Presentations (20%)	Fitness Journal/Reflection (25%)	Teaching Experiences (20%)	Exams (20%)
A. Identify and explain the health-related fitness components as they relate to teaching in schools.	X	X		X	X
B. Recognize and demonstrate appropriate practice guidelines for	X	X		X	X

teaching health-related fitness in schools.					
C. Identify and employ developmentally appropriate fitness activities for all learners.	X	X		X	X
D. Describe and demonstrate appropriate assessment procedures for the teaching and development of health-related fitness in schools.	X	X		X	X
E. Demonstrate effective strategies that involve goal setting and decision making skills to enhance health-related fitness.	X	X	X	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

- A. Written Assignments (15%)
- B. Oral Presentations (20%)
- C. Fitness Journal/Reflection (25%)
- D. Teaching Experiences (20%)
- E. Exams (20%)

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 *.) This course is a writing-active course due to frequent, brief writing activities and assignments such as journal keeping, reflections, and a variety of other writing-to-learn activities of the instructor's invention.

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; Knowledge Pre-Test; Using Technology in K-12 HRF (Part 1); FitnessGram Pre-Testing; Appropriate Practices for HRF
Week 2	FitnessGram Pre-Testing; Testing Manual (TAM) Chapters 1, 2, 3; Goal Setting TAM Chapter 9; Article Reflection
Week 3	Assign HRF Component Presentations; Explain Fitness Journal/Reflection; Physical Best Chapters 1-3; TAM Chapters 4, 5, 6, 7,
Week 4	Activity Lesson Examples from Activity Guides; Aerobic Fitness Chapter 5/Teachings
Week 5	Muscular Strength & Endurance Chapter 6/Teachings; Article Reflection
Week 6	Flexibility Chapter 7/Teachings
Week 7	Nutrition Chapter 4/Teachings; Body Composition Chapter 8/Teachings
Week 8	Exam #1; Article Reflection
Week 9	HRF Component Presentations & Activity Lessons; Physical Best Chapters 9-10
Week 10	HRF Component Presentations & Activity Lessons; Physical Best Chapters 11-12

Week 11	FitnessGram Post-Testing; Article Reflection
Week 12	FitnessGram Post-Testing; PB Chapters 13-14
Week 13	Using Technology in K-12 HRF (Part 2)
Week 14	Review for Certification Exam; Article Reflection
Week 15	Fitness Journal/Reflection; Physical Best Certification Exam

PART IV: PURPOSE AND NEED

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

This is a new course to better serve our Kinesiology & Sports Studies Physical Education Teacher Certification Option K-12 Special Certificate Majors when they begin to teach health-related fitness in a K-12 physical education setting. In addition, this course is designed as a content knowledge course for the health-related fitness components and how this information may be infused into K-12 physical education. Students will further their understanding of the health-related fitness components and apply this knowledge through lecture, assessments, reflection, presentations and teaching experiences. Students will also be introduced to various methods of teaching that use developmentally appropriate practices for teaching this content in a K-12 physical education setting. Furthermore, health-related fitness knowledge is a sub-section of the State of Illinois Content Knowledge Exam.

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 health-related fitness components and how this content may be taught in K-12 physical education. This course will expand on the knowledge base gained in KSS 2850 (prerequisite) by its implementation of health-related fitness components and activities in a K-12 physical education setting. Since this course is designed for Physical Education Teachers, only KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors will be permitted to take this course.

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

No EIU course exists that provides a content-specific focus and application of the health-related fitness components and how the content may be taught in a K-12 physical education setting and/or other activity setting.

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

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. Scott Ronspies or other qualified KSS faculty

2. Additional costs to students:

None

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.)

None

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

NASPE. (2011). Physical Best activity guide: Elementary (3rd Ed.). Champaign, IL: Human Kinetics.

NASPE. (2011). Physical Best activity guide: Middle and high school (3rd Ed.). Champaign, IL: Human Kinetics

NASPE. (2011). Physical education for lifelong fitness: The Physical Best teacher's guide (3rd Ed.). Champaign, IL: Human Kinetics.

The Cooper Institute. (2010). Fitnessgram & Activitygram test administration manual. (Updated 4th 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/>

581-3413

Career Services

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

581-2412

Disability Services

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

581-6583