

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 3400
2. **Title (may not exceed 30 characters, including spaces):** Secondary P.E. Methods
3. **Long title, if any (may not exceed 100 characters, including spaces):** Secondary Physical Education Methods
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-2-4
5. **Term(s) to be offered:** ☒ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014
7. **Course description:** Methods of teaching secondary physical education. Students will learn techniques and methods of teaching students at the secondary physical education level.
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 2000, KSS 2400 (former course number: KSS 3600); SED 3330 and EDP 3331. KSS 3400 must be taken concurrently with KSS 3401. Students must have completed and passed the Test of Academic Proficiency (TAP) state level test.
 - 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): KSS 3401 by KSS Physical Education Teacher Certification Option K-12 Special Certification Majors

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:

Restricted to KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors and the KSS Minor for Teacher Certification Students

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 and the Non - KSS Minor for Teacher Certification Students

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. Examine and implement knowledge of state and national physical education teaching standards as they relate to secondary physical education.	Critical Thinking
B. Select and employ a variety of developmentally appropriate physical education guidelines/practices for teaching and assessing secondary students.	Critical Thinking Effective Writing Effective Speaking
C. Examine critical elements of motor skill performance and design a sequence of developmentally appropriate lessons for secondary students with the purpose of improving learning in the three learning domains.	Critical Thinking Effective Writing
D. Design a reflective cycle involving description, critiquing of teaching performance, and goal setting.	Critical Thinking Effective Writing
E. Create strategies which promote personal/social responsible student behaviors for a productive learning environment in secondary physical education.	Critical Thinking Effective Writing Global Citizenship
F. Choose and use effective communication skills in ways that are sensitive to all teachers/students.	Critical Thinking Effective Writing Effective Speaking Global Citizenship

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

- A. Unit Plan
- B. Exit Interview
- C. Bulletin Board
- D. Group/Peer Evaluation

Objectives	Unit Plan (60%)	Exit Interview (25%)	Bulletin Board (5%)	Group/Peer Evaluation (10%)
A. Examine and implement knowledge of state and national physical education teaching standards as they relate to secondary physical education	X	X	X	
B. Select and employ a variety of developmentally	X	X	X	

appropriate physical education guidelines/practices for teaching and assessing secondary students				
C. Examine critical elements of motor skill performance and design a sequence of developmentally appropriate lessons for secondary students with the purpose of improving learning in the three learning domains	X	X		
D. Design a reflective cycle involving description, critiquing of teaching performance, and goal setting	X			
E. Create strategies which promote personal/social responsible student behaviors for a productive learning environment in secondary physical education	X			
F. Choose and use effective communication skills in ways that are sensitive to all teachers/students	X	X		X

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

Evaluation Criteria

Unit Plan (60%)

Exit Interview (25%)

Bulletin Board (5%)

Group/Peer Evaluation (10%)

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 *.) Writing-active: Frequent, brief writing activities and assignments are required

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; Appropriate Practices (Secondary)
Week 2	Effective Teaching Constructs; Unit Plan Component Directions
Week 3	Model a Lesson for Pre-Service Teachers; Lesson Planning for Teaching & Assessing Learning
Week 4	Lesson Planning for Teaching & Assessing Learning
Week 5 -14	Classroom Planning; Teaching & Assessing at Secondary School
Week 15	Prepare for Exit Interview and Unit Plan Submission via LiveText; Exit Interviews

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 Kinesiology & Sports Studies Physical Education Teacher Certification Option K-12 Special Certificate Majors and the KSS Minor for Teacher Certification Students when they begin to teach in a secondary physical education setting. In addition, this course is designed as an effective teaching and assessing course implementing a sport model. Students will implement a variety of effective teaching constructs when working with secondary learners. Students will employ a variety of teaching methods that align with developmentally appropriate practices for secondary students.

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

Since this course is designed for Physical Education Teachers, only KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors and the KSS Minor for Teacher Certification Students will be permitted to take this course. This course is restricted to KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors and Minors only. Successful completion of the TAP test is also required to register for the course. In addition, the course is taken prior to the semester of student teaching. Students must receive a grade of "C" or better in KSS 2000, KSS 2400 (former course number: KSS 3600); SED 3330 and EDP 3331. Furthermore, only KSS Physical Education Teacher Certification Option K-12 Special Certificate Majors Students MUST take KSS 3401 concurrently. The level of content knowledge/pedagogy and application of knowledge/pedagogy needed to complete this course justifies it as a 3000 level course, along with the expectations listed above.

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 secondary physical education methods with learners in a secondary school 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 and the KSS Minor for Teacher Certification Students

- 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. Kevin Hussey, Dr. Scott Ronspies, or other qualified KSS faculty

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.)

No additional cost

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

No textbook

Supplemental Materials on Learning Management System: (Appropriate Practices Document, Master Teacher Chapters, National Standards for Physical Education Document, etc.)

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 will not 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/~disabltv/>

581-6583