

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 3750
2. **Title (may not exceed 30 characters, including spaces):** Softball Coaching
3. **Long title, if any (may not exceed 100 characters, including spaces):** Softball Coaching
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 2-1-2
5. **Term(s) to be offered:** ☒ Fall ☐ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2014
7. **Course description:** Fundamentals of advanced skills and strategies of softball with emphasis on teaching and coaching techniques to be used at various levels of game play.
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.

None
 - 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): none
 - 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 Kinesiology & Sports Studies 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:

Students will be able to:

A. Employ advanced coaching techniques and the necessary skills for teaching/coaching softball.	Critical Thinking
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B. Demonstrate knowledge of specific aspects and/or skills in softball to peers and instructor in teaching/coaching situations.	Critical Thinking Effective Speaking
C. Understand and demonstrate softball skills and strategies used in teaching/coaching softball related activities to students at all levels.	Critical Thinking
D. Use effective communication skills in ways that demonstrate sensitivity to all teachers/students.	Effective Speaking Global Citizenship

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

- A. Assignments
- B. Participation
- C. Exams

Objectives	Assignments 40%	Participation 20%	Exams 40%
A. Employ advanced coaching techniques and the necessary skills for teaching/coaching softball.	X	X	
B. Demonstrate knowledge of specific aspects and/or skills in softball to peers and instructor in teaching/coaching situations.	X	X	X
C. Understand and demonstrate softball skills and strategies used in teaching/coaching softball related activities to students at all levels.	X	X	X
D. Use effective communication skills in ways that demonstrate sensitivity to all teachers/students.	X	X	X

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

Evaluation Criteria

Assignments (40%)

Participation (20%)

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:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - Describe how the integrity of student work will be assured:
 - 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.):

N/A

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

N/A

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 *.)

N/A

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	Developing a Philosophy and Laying Out a Foundation
Week 2	Defining and Evaluating Your Team, Parents, Community/Definitions, History and Rules

Week 3	Principles of Conditioning, Warm Up and Cool Down
Week 4	Introduction of Basic Softball Skills
Week 5	Offensive Skills
Week 6	Base Running
Week 7	Defensive Skills
Week 8	Infield Play/Positions
Week 9	Outfield Play/Positions
Week 10	Special Situational Play
Week 11	Teaching and Coaching Techniques- Progressions/Analysis of Skills
Week 12	Teaching and Coaching Techniques- Safety and Use of Drills
Week 13	Teaching and Coaching Techniques- Psychological Aspects of Coaching/Selection of Players
Week 14	Teaching and Coaching Techniques- Scoring/Statistics Keeping/Batting Order
Week 15	Student Situational Presentations

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 KSS Majors and Minors. This course allows students to learn and understand softball strategies to prepare them to be a better physical educator and/or coach. Students will be introduced to skills, progressions and specific coaching techniques.

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

A 3000-level number is assigned to this course as it provides advanced knowledge, skills, techniques, and strategies as they relate to coaching.

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 the coaching of softball.

4. Impact on Program(s):

KSS 3750 will be used as an approved elective for KSS Majors and Minors. This course provides advanced knowledge, skills, techniques, and strategies as they relate to coaching.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Sonya Schuette or other qualified KSS faculty

2. Additional costs to students:

No additional cost to the student beyond textbook rental

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

American Sport Education Program. (2009). Coaching softball: Technical and tactical skills. Champaign, IL: Human Kinetics.

PART VI: COMMUNITY COLLEGE TRANSFER

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

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Disability
Services

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

581-6583