Eastern Illinois University

COURSE PROPOSAL FORMAT

KSS 5100: Positive Behavior Management in Physical Education
New Course Proposal

Please check one:  ☒ New course    ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: KSS 5100
2. Title: POS BEH MGT/PE
3. Long title: Positive Behavior Management in Physical Education
4. Class hours per week: 1-0-1
5. Term(s) to be offered: On Demand
6. Initial term of offering: Summer 2007
7. Course description: Specific behavior management techniques designed for physical education will be analyzed. Students will practice and evaluate methods of preventing behavior problems using a proactive approach to behavior management in gymnasium activity setting.
8. Registration restrictions:
   a. Identify any equivalent courses: No equivalent courses
   b. Prerequisite(s): Graduate student status
   c. Who can waive the prerequisite(s): Chair
   d. Co-requisites: None
   e. Repeat status: Course may not be repeated.
   f. Major(s), to which registration in the course is restricted, if any: None
   g. Degree, college, major(s), level, or class to be excluded from the course if any: none
9. No special course attributes
10. Grading methods (check all that apply): Standard letter
11. Instructional delivery method: Lecture

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   * Evaluate personal characteristics and apply these characteristics to effective interaction with students.
   * Analyze traditional and nontraditional approaches to behavior management.
   * Evaluate behavior management models which are most appropriate for individual use.
   * Apply behavior management models to real life situations.
     a. This is not a general education course.
     b. This is a graduate level course.
   * Depth of content knowledge
   * Effective critical thinking and problem solving
   * Effective oral and written communication

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives
   Learners will:
   * Students will be required to complete a journal, evaluate case studies, and perform some in-class role play.
   * Students will work in groups to analyze behavior management models.
   * Students will complete two exams during the semester.
   * Students will personally arrange a field experience followed by a self assessment.
Eastern Illinois University Course Proposal Format

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Course Content</th>
<th>Journal = 30 %</th>
<th>Exams = 30 %</th>
<th>Self inventory = 40 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluation of personal characteristics</td>
<td>Weeks 1, 2, 10, 12, 15</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2 Analysis of traditional and non-traditional approaches to behavior management in the gymnasium</td>
<td>Weeks 3, 4, 5, 6, 7, 8, 9</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>3 Evaluate managerial models for gymnasium management</td>
<td>Weeks 10, 11, 14, 15</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Apply behavior management techniques</td>
<td>Weeks 12 - 15</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Grades for the course will be determined by:
   Evaluation:
   - Journal 90 points
   - Midterm 40 points
   - Final 50 points
   - Self-inventory 120 points

   Grading Scale:
   - 91% is the lower limit of an A 273-300
   - 82% is the lower limit of a B 246-272
   - 73% is the lower limit of a C 214-245
   - 64% is the lower limit of a D 192-213
   - <64% is an F < 192

4. This is not a technology driven course.
5. The course is numbered 5100 and is not open to undergraduate students.
6. Since the course is a graduate course, there is no writing intensive, active, or centered designation.

**PART III: OUTLINE OF COURSE**
This course meets one 50 minute class period over 15 weeks.
Week 1: Introduction to course and concepts regarding the gymnasium as a unique setting (1 week, 50 minutes lecture/discussion)
   1. Differences between the gymnasium and the classroom.
   2. Positive atmosphere in Physical Education

Week 2: Self inventory of personal characteristics and proactive management techniques (1 week, 50 minutes)
   1. Evaluation of student behaviors in Physical Education
   2. Monitoring class time for learning
   3. Self inventory

Week 3, 4: Behavioral approach (2 weeks, 100 minutes lecture/discussion)
   1. Behavioral approach.
   2. Definition of target behaviors
   3. Behavioral intervention
   4. Positive reinforcement
   5. Reinforcement schedules

Weeks 5, 6, 7: Psychodynamic approaches to behavioral management (3 weeks, 150 minutes lecture/discussion)
   1. Responsibility Models
   2. Reality Therapy
   3. The Talking Bench.
   4. Self-evaluation
   5. Technique analysis

Week 8, 9: Non-traditional behavior management techniques (2 weeks, 100 minutes lecture/discussion).
   1. Stress related behaviors
   2. Nutritional issues
   3. Disabilities, behavior, medication.

Weeks 10: Examine case studies (1 week, 50 minutes lecture, and discussion).
   1. Case studies
   2. Self evaluation

Week 11: 10 step approach to positive behavior management in Physical education (1 week, 50 minutes Lecture/discussion)
   1. Ten step approach to discipline in Physical Education.

Week 12, 13: Field experience arranged by the student. Students will arrange 2 visits in a school, or day camp, or recreation program if class is offered in the summer (2 weeks, 100 minutes participation)
   1. Observation of discipline techniques
   2. Analysis of personally preferred techniques

Week 14, 15: Discussion of field experiences (2 weeks, 100 minutes lecture/discussion)
   1. Discussions of observations and assessments.
   2. Evaluation of methods
   3. Effective interventions
PART IV: PURPOSE AND NEED

1. Rationale: Exit interviews with Physical Education teacher certification candidates and graduate students have indicated a need for the department to address the issue of discipline in the Physical Education setting. Some teaching experience makes the material more pertinent and relevant to the students and will serve those teachers who are already in the field.
   a. This is not a general education course.
   b. This course will not be technology delivered.

2. Justification of the level of the course: Graduate level materials is presented in this course.

3. a. There is no similarity to existing courses.
   b. Exit interviews with Physical Education teacher certification candidates and graduate students have indicated a need for the department to address the issue of discipline in the Physical Education setting. Some teaching experience makes the material more pertinent and relevant to the students and will serve those teachers who are already in the field.

4. Impact on Program(s):
   a. This course is an elective course for individuals who are graduate students in the Physical Education Department and other programs.
   b. Exit interviews with Physical Education teacher certification candidates and graduate students have indicated a need for the department to address the issue of discipline in the Physical Education setting. Some teaching experience makes the material more pertinent and relevant to the students and will serve those teachers who are already in the field.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Deborah W. Wolf and Scott Crawford.
2. There is no additional cost to the students.
3. Text and supplementary materials to be used (Include publication dates):

COMMUNITY COLLEGE TRANSFER
A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school ___________________________ 9/22/06
Date approved by the college curriculum committee ____________________ 10/9/06
Date approved by the Honors Council (if this is an honors course) Not Applicable
Date approved by CAA Not Applicable CGS 11/7/06