

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-72a	AP 3/2/10	App - 3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Health and Physical Education	Phone 724-357-4415

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
	HPED 330 Assessment in Physical Education

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision

New Minor Program New Track Other

<u>Current</u> program name	<u>Proposed</u> program name, if changing

4. Approvals	Date
Department Curriculum Committee Chair(s)	Robert Kestelink 10/5/09
Department Chair(s)	Elaine A. Blain 10/6/09
College Curriculum Committee Chair	Robert Kestelink 11/5/09
College Dean	Carleen C. Zoni 11-12-09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	Joseph Domarack TECC 11-12-09
	May Ann Rafath TECC 11-12-09
UWUCC Co-Chairs	Gail S. Schriest 3-4-10

* where applicable

Received
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Liberal Studies

SYLLABUS OF RECORD

I. Catalog Description

HPED 330 Assessment in Physical Education

**0 class hours
2 lab hours
1 credit
(0c-2l-1cr)**

Prerequisites: Must be Health and Physical Education major

Designed to provide preservice physical education teachers with an understanding of assessment strategies and techniques commonly used in physical education. Provides the opportunity to administer different motor skill and physical fitness assessments and to utilize computer applications associated with these assessments.

II. Course Outcomes

The student will be able to:

1. identify the role of assessment in a physical education curriculum.
2. demonstrate knowledge of available tests within the psychomotor domain in physical education.
3. administer fundamental motor skill and physical fitness assessments.
4. utilize computer software programs designed to report assessment outcomes.
5. apply assessment techniques designed for all students while taking into account multicultural differences and students with disabilities.

Danielson Model	INTASC Standards	NASPE Program Objectives	Course Objectives	Course Assessment
1b, 1c, 1d, 1f	6, 7, 8, 9	1.5, 5.1	1	Midterm Final
1a, 1d	1, 6, 8	1.5, 5.1, 5.2	2	Midterm Final Assessment Practicum
2a, 2b, 2e, 3a, 3b, 3d	1, 2, 3, 8	5.1, 5.2, 5.3, 6.1, 6.2, 6.3	3	Assessment Practicum
4a, 4b	7,8	3.7, 5.1, 5.2	4	Computer Assignment
1b, 1c, 1f, 3a, 3d, 3e	2,3,8	5.1, 5.2, 5.3, 6.1	5	Assessment Practicum Final

III. Course Outline

- Week #1 (2 hrs)** Introduction to Course (Review of Syllabus and Classroom Management)
Introduction/Overview of Assessment in Physical Education
- Week #2 (2 hrs)** Purposes of Assessment in Physical Education (3 hours)
Types of Assessment in Physical Education
- Week #3 (2 hrs)** Hands-On Learning Activities Utilizing Common Physical Education Assessments
Assessment as Part of the Physical Education Curriculum
- Week #4 (2 hrs)** Assessment and Grading in Physical Education
Assessing the Psychomotor Domain in Physical Education

Week #5 (2 hrs)	Fundamental Motor Skill Assessments Physical Fitness Assessments
Week #6 (2 hrs)	Hands-On Learning Activities Utilizing Motor Skill and Physical Fitness Assessments
Week #7 (2 hrs)	Exam Using Computer-Based Applications in Assessment
Week #8 (2 hrs)	Hands-On Learning Activities Utilizing Excel and FitnessGram Computer Software Programs for Assessment
Week #9 (2 hrs)	Assessing the Cognitive Domain in Physical Education Hands-On Learning Activities Utilizing Cognitive Domain Assessments in Physical Education
Week #10 (2 hrs)	Exam Assessing the Affective Domain in Physical Education
Week #11 (2 hrs)	Hands-on Learning Activities Utilizing Affective Domain Assessments in Physical Education
Week #12 (2 hrs)	Assessing Students with Disabilities in Physical Education
Week #13 (2 hrs)	Specialized Assessments for Students with Disabilities in Physical Education
Week #14 (2 hrs)	Modifying Assessments to Accommodate Students with Disabilities in Physical Education
Week #15 (2 hrs)	Culminating Activities Exam

IV: Evaluation Methods

Attendance and Class Participation 10 percent

Students are expected to regularly attend each class period and be active participants. Students' grades will be affected if they miss more than three class hours. When it is necessary for a student to be absent from class, the instructor should be notified prior to class.

Mid-Term Examination 25 percent

The midterm examination will consist of critical thinking, decision making, and analysis items. Questions will be short answer essays that involve problem scenarios, multiple choice, and true/false items.

Final Examination 25 percent

The final examination will consist of critical thinking, decision making, and analysis items. Questions will be short answer essays that involve problem scenarios, multiple choice, and true/false items.

Assessment Practicum

20 percent

Students will complete a practicum experience that will involve the assessment of other HPED students in the motor domain in the areas of fundamental motor skills, sport-specific skills, and physical fitness attributes.

Computer Assignment

20 percent

Based upon practicum assessment results, students will enter data in a computer generated program and produce written assessment reports to be analyzed for future program planning.

V. Example Grading Scale

90 to 100 percent	=	A
80 to 89 percent	=	B
70 to 79 percent	=	C
60 to 69	=	D
59 and below	=	F

VI. Undergraduate Course Attendance Policy

As future professionals and in order to meet the course requirements, students are expected to be punctual and attend all classes. This is in accordance with the Indiana University of Pennsylvania Undergraduate Class Attendance Policy (IUP Student Handbook, see <http://www.iup.edu/registrar/catalog/acapolicy>). In order to allow for illness or personal emergencies, three absences will be permitted during the course of the semester. **Each absence beyond three will result in a 10% deduction in the final course grade.** If an absence occurs, it is the responsibility of the student to obtain the information (class notes, handouts, assignments, etc.) that was missed during an absence. Absences due to school activities that are processed through the Dean's office will not count as an absence when documentation is provided to the instructor.

VII. Required Text

Giles-Brown, L. (2006). *Physical education assessment toolkit*. Champaign, IL: Human Kinetics.

VIII. Special Requirements

There are no special requirements for this course.

IX: Bibliography

Baumgartner, T.A., Jackson, A.S., Mahar, M.T., & Rowe, D.A. (2007). *Measurement for evaluation in physical education and exercise science* (8th Ed.). New York, NY: McGraw-Hill.

Collins, D.R. & Hodges, P.B. (2001). *A comprehensive guide to sport skills tests and measurement* (2nd Ed.). Lanham, MD: Scarecrow Press.

Graham, G. (2008). *Teaching children physical education: Becoming a master teacher*. Champaign, IL: Human Kinetics.

Holt-Hale, S.A. (1999). *Assessing motor skills in elementary physical education*. Reston, VA: AAHPERD Publications.

- Horvat, M., Block, M.E., & Kelly, L.E. (2007). *Developmental and adapted physical activity assessment*. Champaign, IL: Human Kinetics.
- Lund, J.L., & Fortman Kirk, M. (2002). *Performance-based assessment for middle and high school physical education*. Champaign, IL: Human Kinetics.
- Schiemer, S. (2000). *Assessment strategies for elementary physical education*. Champaign, IL: Human Kinetics.
- Strand, B., & Wilson, E. (1993). *Assessing sport skills*. Champaign, IL: Human Kinetics.

Course Analysis Questionnaire
HPED 330 Assessment in Physical Education

A. Details of the Course

- A1. This course is a requirement for the Health and Physical Education program track. It is not intended to be a Liberal Studies course.
- A2. This course is a requirement for the Health and Physical Education program track and will not require any changes to any other courses in the curriculum.
- A3. This course is a new course.
- A4. This course is not intended to be a dual level course.
- A5. This course will not be offered for variable credit.
- A6. Similar courses are offered at the following institutions:
Slippery Rock University of Pennsylvania
PE 274 Assessment Strategies in Physical Education

East Stroudsburg University
PETE 446 Curriculum and Evaluation

The University of Georgia
KINS 3830 Measurement and Evaluation in Kinesiology

West Chester University
KIN 347 Computer Applications & Assessment in Physical Education
- A7. This course is a recommended component of physical education teacher education programs as recommended by NASPE/NCATE.

NASPE Standard 5

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

Element 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.

Element 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.

Element 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other courses at the university.

B3. This course will not be cross listed.

C. Implementation

C1. There are several faculty members in the Department of Health and Physical Education who are qualified to act as an instructor for this course.

C2. Other Resources:

1. Current departmental facilities are adequate.
2. Special equipment needed is currently available.
3. All needed supplies are available.
4. Library holdings are adequate.
5. There are no travel requirements for this course.

C3. There are no resources for this course funded by a grant.

C4. This course will be offered once per academic year (fall or spring).

C5. One section of this course will be offered at a time.

C6. Up to 25 students can enroll in this course.

C7. No limits in course enrollments are suggested by outside groups.

C8. This course does not involve the use of distance education.