Course Inventory Change Request

New Course Proposal

Date Submitted: 07/16/14 10:02 pm

Viewing: KINE 5353: Assessment in Physical Education

Changes proposed by: MARTROH

Submitter: MARTROH Phone: 844-1453

Proposing College/School: College of Education

Department: School of Kinesiology

Effective Term: Fall 2015

Subject Code: Kinesiology (KINE)

Course Number: 5353

This course is a co-requisite to the culminating internship (Clinical Residency) activity for these teacher certification students in their senior year. It will also be a piggybacked course for the alternative master's certification program (HPNG) version (KINE 6350), therefore, a 5000-level is necessary. The Clinical Residencies will typically be conducted off campus in a school setting, therefore a distance option is preferred.

Course Title: Assessment in Physical Education

Abbreviated Title: Assessment in Physical Educ

<table>
<thead>
<tr>
<th>Schedule Type</th>
<th>Contact/Group Hours</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>Weekly</td>
<td>3</td>
<td>25</td>
</tr>
</tbody>
</table>

Can the course be No

Total Credit Hours: 3
Grading Type: Standard Grades

Prerequisites: P/C: KINE 4920 or KINE 4923

Prerequisite Courses:

Corequisites:

Restrictions: Admission to Teacher Education

Other Restrictions: Include HPNB

Admin Restrictions:

Course Description: Development of appropriate measurement tools to assess student learning.

May Count Either: KINE 5350 - Assessment in Physical Education or KINE 5353 - Assessment in Physical Education

Affected Program(s):

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Program Title</th>
<th>Requirement or Elective?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Physical Education/Teacher Education</td>
<td>Requirement</td>
</tr>
</tbody>
</table>

Overlapping or Duplication of Other Units' Offerings: No

Resources

Current faculty loads will cover the teaching of this course. Distance education revenue will cover any additional resources incurred with the distance offering of this course.

Course Objectives/Outcomes

1. Identify the importance of assessment in physical education curricula.

2. Critically analyze personal experiences and common misconceptions about assessment in physical education.

3. Examine the role of assessment in physical education as a part of the overall accountability system and curricular goals and success of the school.

4. Identify the connection of assessment to program and unit goals.

5. Explore appropriate measurement tools for assessing student
6. Develop and implement equitable and developmentally appropriate assessment tools.

7. Utilize systematic analysis for examining, interpreting, and improving assessment tools, as well as disseminating students’ results.

8. Demonstrate a professional commitment to becoming an informed and dedicated physical educator.


10. Demonstrate the ability to work effectively and productively as a part of a group.

Is this course considered University Core?

No

Course Content Outline

Week 1 - The Purpose of Assessment

Week 2 - National/State Standards and Benchmarks

Week 3 - Assessment and Curricular Change

Week 4 - Understanding Process and Product Assessment

Week 5 - Reliability in Assessment and Authentic Assessment

Week 6 – Assessment and Grading

Week 7 - Types of Assessment

Week 8 - Designing Curricular Objectives

Week 9 - Developing Assessment Tools (Cognitive Assessments)

Week 10 - Developing Assessment Tools (Psychomotor Assessment)

Week 11 - Developing Assessment Tools (Affective Assessment)

Week 12 - Developing Portfolio Tasks

Week 13 - Using Assessment Results

Week 14 - Analysis and Reflection on Student Learning

Week 15 - Assessment and Curricular Revisions for Future Instruction

Week 16 - Final Presentation of Unit Plan project in lieu of Final Exam
Assignments / Projects

Written Exam = 30 pts (Week 15)

Development of Unit Plan = 100 pts

    Components 1-11 of the assessment unit plan/portfolio are due in the following weeks:

Week 3  1. Unit details (5 points)
          2. Connection to standards and philosophy (10 points)
Week 4  3. Student needs acknowledgement (10 points)
Week 5  4. Unit objectives (10 points)
Week 6  5. Unit overview (5 points)
Week 8  7. Appendix A - Resources (5 points)

8. Appendix B - Assessments (10 points)

Week 10  6. *Unit lesson plans (later in semester due to substantial amount of work) (20 points)

Week 13  9. Appendix C - Assessment results (10 points)

Week 14  10. Analysis and reflection on student learning (5 points)
Week 15  11. Unit and assessment revisions for future instruction (5 points)

Week 16  Final Presentation of Unit Plan project in lieu of Final Exam

Note: 5 points are possible based on overall presentation of the project: Neatness; organization; creativity

Rubric and Grading Scale

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GRADING SCALE

A = 117-130pts
B = 104-116pts
C = 91-103pts
D = 78-90pts
F = <78pts

Supplemental Information For Addition Of Distance Education Course

Justification for DE Delivery

This course is typically taken at the same time as their culminating "Clinical Residency" which occurs off-campus. Therefore, a distance course offering is preferred for those student who are off-campus for that term. All assignments will be submitted via LMS by the deadline. The final presentation of the Unit Plan can be delivered in-class or via Skype or video.

Access to Resources

For distance education students, the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, in the LMS course site, along with the discussion board and web conferences. The instructor will be available for office hours and students may contact the instructor via telephone, email, discussion, and/or chat; (b) students will engage with each week's content (Narrated PowerPoint presentations, reading materials, other posted links/video clips) asynchronously; discussion among class members will take place primarily on the LMS Chat and Discussion Board; (c) the technology will allow students to engage with the course content via their personal internet connection, engage with their peers with the
LMS system, and allow for personalized support from the instructor; (d) exams/quizzes will be delivered through LMS and are timed, but not proctored; and (e) written assignments will be submitted via LMS. Students will have access to Auburn Universities Libraries and the Learning Resources Center in the College of Education.

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