Course Change Proposal
Form A

Academic Group (College): Health and Human Services
Academic Organization (Department): Kinesiology and Health Science
Date: 3/16/10

Type of Course Proposal:
New ___ Change _X_ Deletion ___

Department Chair: Joan Neide, Interim Chair
Submitted by: Craig Tacla

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes _X_ No ___

For Catalog Copy: Yes _X_ No ___

CCE (Extension): Yes ___ No _X_ ___

Semester Effective: Fall _X_ Spring ___, 2010___

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Change from:
Subject Area (prefix) & Catalog Nbr (course no.): KINS 380
Title: Methods of Teaching Physical Education
Units: 3.0

Change to:
Subject Area (prefix) & Catalog Nbr (course no.): KINS 380
Title: Methods of Teaching Elementary Physical Education
Units: 3.0

JUSTIFICATION:
The changes to KINS 380 allow a more in depth look at methods and pedagogical approaches related to teaching Elementary Physical Education. Since KINS Blended students no longer take EDTE 116 as part of their credential requirements, this course will also focus on the psychology of instruction as it pertains to teaching elementary aged children in public school settings. Various differentiated instructional approaches and theories, mandated by California Commission of Teacher Credentialing our accreditation body, will be explored.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

KINS 380 is designed for the future physical educator who wishes to deliver an effective, meaningful physical education curriculum to a diverse population of students. Emphasis is on physical education pedagogy – the skills and techniques that successful teachers use to ensure student learning. Students in KINS 380 will engage in guided teaching and systematic observation experiences at the elementary school levels in an effort to improve their teaching skills. Prerequisite: KINS 130, Graduating Seniors only, Corequisite: KINS 381 and KINS 133

Note: Senior Kinesiology Majors in the Physical Education Concentration pursuing the Blended Credential Option who are in their last semester of coursework and/or Candidates who have been accepted into the two-semester Teacher Preparation Program.

Prerequisite: KINS 130, Graduating Seniors only
Enforced at Registration: Yes _X_ No ___

Corequisite: KINS 381 and KINS 133
Enforced at Registration: Yes _X_ No ___

Graded: Letter _X_ Credit/No Credit ___
Instructor Approval Required? Yes ___ No _X_ ___

Course Classification (e.g., lecture, lab, seminar, discussion): Lecture, Activity 3 units
Title for CMS (not more than 30 characters): Method Teach Elem Phys Edu

Cross Listed? Yes ___ No _X_ ___
If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? _1_

Can the course be taken for Credit more than once during the same term? Yes ___ No _X_ ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at http://www.csus.edu/aca/eaexample.htm

As a result of passing this course each student should be able to:

a. Demonstrate understanding of the psychology of instruction as it pertains to content, purpose, goals and values of appropriate physical education curriculum and practices in elementary physical education that take into consideration state and national content standards and frameworks.

b. Describe the typical growth and developmental characteristics of children at different ages and discuss their implications for teaching physical education.

c. Demonstrate their understanding of theories of cognitive, social, and emotional development of elementary aged learners.

d. Establish a positive, productive and cooperative learning environment for teaching physical education to children.

e. Demonstrate the ability to use cooperative activities that encourage students with limited-English proficiency to interact and work with others to enhance social skills, movement skills, physical fitness and English Language development.

f. Utilize technology to systematically observe a variety of teacher effectiveness skills including, but not limited to: use of names and distribution of attention, elimination of idiosyncrasies and overused general feedback statements, back to the wall, behavioral and skill feedback and use of class time.

g. Utilize technology to systematically observe a variety of student behaviors including, but not limited to: off-task behavior, response latency, opportunity to respond and percentage of correct practice trials.

h. Complete teaching field experiences while being videotaped and systematically observed by one’s peers and the instructor.

i. Demonstrate their understanding of the role of self-evaluation on improving instruction by analyzing one’s teaching in relation to systematic and subjective data and the reactions of the students.

j. Teach children while utilizing a wide variety of teaching styles and strategies appropriate for English Language Learners.

k. Demonstrate their understanding and implementation of differentiated instruction by presenting academic language with techniques appropriate for children that may include, but are not limited to: back ground overview, graphic organizers, summary questions, paragraph frames, accurate demonstrations, pictures, and overhead transparencies.

l. Identify and then modify or eliminate movement activities that perpetuate gender-related performance differences.

m. Promote acceptance of individual differences and celebrate diversity through appropriate movement experiences consistent with state and national content standards.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**
**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>Course Assessment Strategies</th>
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<tbody>
<tr>
<td>a. Quizzes-20 points</td>
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<tr>
<td>b. Lesson Plan Elementary Teaching-20 points</td>
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<tr>
<td>c. Analysis of Elementary Field Experiences-120 points</td>
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<tr>
<td>d. Elementary Teaching Analysis Project-40 points</td>
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<td>e. Reflection Assignments-100 points</td>
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<tr>
<td>f. Final Exam-50 points</td>
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<td><strong>Total:</strong> 350</td>
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</table>

**For whom is this course being developed?**

- Majors in the Dept _X_   Majors of other Depts ___  Minors in the Dept ___  General Education ___  Other _X_ (Single Subject Teacher Credential Candidates-Physical Education)

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_  No ___

If yes, identify program(s): Teacher Preparation Program – Physical Education – College of Education

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  No _X_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ____________________________

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td>4/21/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/21/10</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
California State University, Sacramento  
Department of Kinesiology and Health Science  
KINS 380 – Methods of Teaching Elementary Physical Education

1. Instructor

2. Course Description

KINS 380 is designed for the future physical educator who wishes to deliver an effective, meaningful physical education curriculum to a diverse population of students. Emphasis is on physical education pedagogy – the skills and techniques that successful teachers use to ensure student learning. Students in KINS 380 will engage in guided teaching and systematic observation experiences at the elementary school levels in an effort to improve their teaching skills. Prerequisite: Graduating Seniors only, Corequisite: KINS 381 and KINS 133

3. Required Textbook


4. Course Materials


5. Objectives

As a result of passing this course each student should be able to:

a. Demonstrate understanding of the psychology of instruction as it pertains to content, purpose, goals and values of appropriate physical education curriculum and practices in elementary physical education that take into consideration state and national content standards and frameworks.

b. Describe the typical growth and developmental characteristics of children at different ages and discuss their implications for teaching physical education.

c. Demonstrate their understanding of theories of cognitive, social, and emotional development of elementary aged learners.

d. Establish a positive, productive and cooperative learning environment for teaching physical
education to children.

e. Demonstrate the ability to use cooperative activities that encourage students with limited-English proficiency to interact and work with others to enhance social skills, movement skills, physical fitness and English Language development.

f. Utilize technology to systematically observe a variety of teacher effectiveness skills including, but not limited to: use of names and distribution of attention, elimination of idiosyncrasies and overused general feedback statements, back to the wall, behavioral and skill feedback and use of class time.

g. Utilize technology to systematically observe a variety of student behaviors including, but not limited to: off-task behavior, response latency, opportunity to respond and percentage of correct practice trials.

h. Complete teaching field experiences while being videotaped and systematically observed by one’s peers and the instructor.

i. Demonstrate their understanding of the role of self-evaluation on improving instruction by analyzing one’s teaching in relation to systematic and subjective data and the reactions of the students.

j. Teach children while utilizing a wide variety of teaching styles and strategies appropriate for English Language Learners.

k. Demonstrate their understanding and implementation of differentiated instruction by presenting academic language with techniques appropriate for children that may include, but are not limited to: back ground overview, graphic organizers, summary questions, paragraph frames, accurate demonstrations, pictures, and overhead transparencies.

l. Identify and then modify or eliminate movement activities that perpetuate gender-related performance differences.

m. Promote acceptance of individual differences and celebrate diversity through appropriate movement experiences consistent with state and national content standards.

6. Course Requirements

   a. Quizzes

      For many of the chapters you will be required to take a quiz designed to assess your understanding of the required reading.

   b. Lesson Plan Elementary Teaching

      Prior to your elementary field experience you will organize a lesson plan with a developmentally appropriate progression for a skill themes with a movement concept sub focus. Your lesson plan will accurately describe an appropriate progression of modifications based on generic levels of skill proficiency and the specific academic language within the
c. Analysis of Elementary Field Experiences
   Following your elementary field experience you will use various systematic observation
   forms to perform a detailed inquiry into your teachings.

d. Elementary Teaching Analysis Project
   Your project will require you to utilize a variety of teacher effectiveness skills and
   incorporate various appropriate management and motivational techniques appropriate for
   elementary settings. Details will be provided prior to the field experience.

e. Final Exam
   The final exam will be comprehensive and require you to synthesize (pull together) much of
   what you learned in this course.

7. Evaluation
   The grading scale for KINS 130 is based upon a point system. A total of 350 points is possible.

   a. Grading Scale
      | Total Points | Total Points | Total Points |
      |--------------|--------------|--------------|
      | 350-326=A (93-100%) | 279-270=C+ (77-79.9%) | 220-209=D- (60-62.9%) |
      | 325-315=A- (90-92.9%) | 269-256=C (73-76.9%) | 208-000=F (00-59.9%) |
      | 314-305=B+ (87-89.9%) | 255-245=C- (70-72.9%) |               |
      | 304-291=B (83-86.9%) | 244-235=D+ (67-69.9%) |               |
      | 290-280=B- (80-82.9%) | 234-221=D (63-66.9%) |               |

   b. Grading Parameters:
      Quizzes Elementary
      Systematic Observation-Behavioral Feedback Quiz  5 points
      Systematic Observation-Time Analysis Quiz  5 points
      Systematic Observation-Feedback  5 points
      Systematic Observation-Distribution of Attention  5 points

      Diagnostic Video Assignment- (6 lessons total)
      Reflection for 6 Lessons  60 points
      Coding Forms for 6 Lessons  60 points

      Reflection of Peer Teaching Experience #1  50 points
      Reflection of Peer Teaching Experience #2  50 points
      Lesson Plans Peer Teaching (1 & 2)  20 points

      Assessment Analysis/Reflection Assignment for  40 points
      Peer Teaching 1-2  40 points
Final Examination  
50 points

Total points possible  
350 points

8. Professionalism Component to KINS 380

9. Course Mechanics  
   a. Attire:  
      To ensure student safety, proper activity shoes (non-scutch, rubber-soled, and firmly attached to the foot) must be worn during activity periods. Comfortable and loose fitting clothing (shorts and casual shirt, warm-up suits, sweat suits) are mandatory. For religious or medical reasons, safe, loose fitting slacks may be worn however; jeans are not considered appropriate attire.

   b. Food and Drink:  
      It is recommended that students drink liquids prior to class and bring water to class. For student safety, chewing gum or consuming food and/or beverages is not permitted during class.

   c. Participation:  
      As class sessions involve laboratory experiences that cannot be replicated, attendance and active participation are imperative. Students are expected to: attend each lecture and lab (and stay for the duration), arrive on time and dressed for movement (see “Attire”), and be ready and willing to participate in class discussions and activities. Students should arrive to class with appropriate materials to take detailed notes.

      **Absences for any reason besides religious holiday result in a loss of 5 points.** PLEASE NOTE: In specific cases related to the university such as, university athletic competition, students will be excused from class without penalty only if the following occurs:
      - Notification must come prior to the scheduled absence.
      - Assignments must be submitted on or prior to the regularly scheduled due date.

   d. Late Assignments:  
      Late assignments will NOT be accepted. All assignments must be submitted on (or before) the designated due date in HARD COPY. Only assignments identified by the instructor can be submitted via email and must be accompanied by a response or confirmation of receipt prior to the assigned due date. It is the student’s responsibility to make sure they know which assignments have been identified by the instructor as assignments that can be submitted via e-mail.

   e. Additional Policies:  
      Please turn off cell phones and other non-approved electronic devices during class meetings.

      If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
10. Academic Dishonesty

a. According to the Sacramento State schedule book, “The attempt by a student to cheat on an exam or other academic assignment or to engage in plagiarism is a violation of a fundamental principle of academic honesty and integrity and will not be tolerated in the University. Formal procedures exist for dealing with these cases and penalties will be imposed on students who are found guilty of academic dishonesty. In the event of expulsion, suspension or probation, a notation is made on the student’s transcript. Suspension and probation notations remain on the transcript for the life of the suspension/probation. For information, contact the office of the Vice President for Student Affairs.”

There is absolutely no negotiating for those who make the decision to cheat. You will receive an F grade in the course and your name will be reported to the Department Chair, College Dean, and Vice President for Student Affairs.

Please visit the student tutorial on how not to plagiarize (http://library.csus.edu/content2.asp?pageID=353).

11. Support with Writing Assignments

The College of Health and Human Services Writing Center, located in Solano Hall 5000, is a program designed to assist students with all stages of writing from pre-writing through editing a text utilizing a peer-tutoring environment. The Center is staffed by graduate students from the English Department. Hours will be posted at the beginning of the Fall 2008 semester. If you have questions about the Center, please call (916) 278-7255.

12. Recommended Readings


### Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>Monday, August, 31&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Welcome back to School; Advising Session; Introduction to Course and Course Materials</td>
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<tr>
<td>Wednesday, Sept., 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Graham: Chapter 1-Successful Teaching; Learning to code behavioral feedback</td>
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<tr>
<td>Monday, Sept., 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Graham: Ch. 3 Building a Positive Learning Environment; Chapter 12 Building Positive Feelings, Behavioral feedback quiz. Review Time Analysis Form.</td>
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<tr>
<td>Wednesday, Sept., 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Graham: Chapters 7 Motivating Children to Practice, Time Analysis Quiz.</td>
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<tr>
<td>Monday, Sept., 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Graham Ch. 2-Planning to Maximize Learning</td>
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<tr>
<td>Wednesday, Sept., 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Graham: Chapter 6 Instructing and Demonstrating</td>
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<tr>
<td>Monday, Sept., 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Graham: Ch. 13 Assessing and Reporting Children’s Progress, Designing Assessments for Various Teaching Styles</td>
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<tr>
<td>Wednesday, Sept., 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Monday, Sept., 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Wednesday, Sept., 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Monday, Oct., 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Wednesday, Oct., 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Monday, Oct., 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Wednesday, Oct., 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Monday, Oct., 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Embedding Academic Language with in your Instruction and Assessments</td>
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<td>Wednesday, Oct., 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Introduction to Digital Video Process</td>
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<tr>
<td>Monday, Nov., 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Systematic Observation Analysis of Field Experience #1</td>
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<td>Wednesday, Nov., 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Systematic Observation Analysis of Field Experience #1</td>
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<td>Monday, Nov., 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Understanding your Teaching Behaviors</td>
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<td>Wednesday, Nov., 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Understanding your Students’ Assessments</td>
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<td>Monday, Nov., 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Wednesday, Nov., 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Monday, Nov., 23&lt;sup&gt;rd&lt;/sup&gt;</td>
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<td>Wednesday, Nov., 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Primary and intermediate teaching field experiences</td>
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<tr>
<td>Monday, Nov., 30th</td>
<td>Primary and intermediate teaching field experiences</td>
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<td>Wednesday, Dec., 2nd</td>
<td>Primary and intermediate teaching field experiences</td>
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<tr>
<td>Monday, Dec., 7th</td>
<td>Systematic Observation Analysis of Field Experience #2</td>
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<tr>
<td>Wednesday, Dec., 9th</td>
<td>Systematic Observation Analysis of Field Experience #2</td>
<td></td>
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<tr>
<td>Monday, Dec., 14th</td>
<td>Understanding your Teaching; Understanding your Students' Assessments</td>
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