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| or Academic Affairs and Research Use Only | |
| Proposal Number | EBS17 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[x] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[x]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Amanda Wheeler Gryffin 9/13/2021 **Department Curriculum Committee Chair** | Alicia Shaw 9/24/2021  **COPE Chair (if applicable)** |
| Paul Finnicum 9/13/2021 **Department Chair** | Mary Jane Bradley 9/24/2021  **Head of Unit (if applicable)** |
| Wayne Wilkinson 9/21/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 9/22/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 9/24/2021 **College Dean** | Alan Utter 10/11/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu), 870-680-8112

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **PE** |
| **Number\*** |  | **2013** |
| **Title** |  | **Using Technology in Physical Education**  **Short title: Using Tech in PE** |
| **Description\*\*** |  | **Technology literacy and the effective use of technology in physical education, health education, and coaching. Pre-service teachers will apply various technologies related to professional development, planning and instruction, and the assessment of student learning.** |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. No Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. Yes Is this course restricted to a specific major?
   1. If yes, which major? Physical Education
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture and lab

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. No Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| **Week** | **Topic** | **Readings and assignments** |
| 1 | Intro to technology for physical education, health education, and coaches | SHAPE, ISTE standards  *Textbook: chapter 1* |
| 2 | Tech for professional development and advocacy | *Textbook: chapter 12* |
| 3 | Tech for class management and communication | **TechReflect 1 due**  *Textbook: chapter 2 and 3* |
| 4 | Tech for health classroom instruction | *Textbook: chapter 4* |
| **TechReflect 2 due** |
| 5 | Tech for motivation | *Textbook: chapter 5* |
| 6 | Tech for lifelong health and fitness | *Textbook: chapter 6* |
| **Tech workshop summary due** |
| 7 | Tech for assessment | Plickers article  *Textbook: chapters 9 and 10* |
| **TechReflect 3 due** |
| 8 | Tech for special needs and abilities | “Supporting Students With ASD” article  *Textbook: chapter 7* |
| 9 | Digital video recording and editing | *Textbook: chapter 11* |
| 10 | Video showcase; App Hour and portfolio intro |  |
| 11 | Online instruction and remote observation | **TechReflect 4 due**  “Let’s Get Virtual” article  *Textbook: chapter 8* |
| 12 | App Hour | **App Hour presentation due** |
| 13 | Legal and financial aspects of tech | *Textbook: chapter 15* |
| 14 | *ePortfolio work day* | **Professional portfolio: tech section due** |
| 15 | Course summary, final exam introduction | **Teaching with technology assignment due** |
| 16 | Final exam | **Final exam due** |
|  | | |
| ***TechReflect***  The purpose of this assignment is to carefully reflect on the content learned from readings, assignments, and class activities and lectures and discuss future applications in a physical education, health education, or coaching setting.  ***Technology Workshop Summary***  The purpose of this assignment is to participate in a professional development webinar event (preferably at a state SHAPE convention) related to improving technology knowledge and skills. You will then discuss the event and future applications through a written reflection.  ***App Hour Presentation***  The purpose of this assignment is to research, select, and present on an application (i.e., app) that could enhance physical education, health education, or coaching.  ***Chapter discussion questions*** Chapter discussion questions will be utilized for online discussion assignments.  ***Professional Portfolio: Technology Section***  The purpose of this assignment is to reflect on all that has been learned and experienced in the course and complete specified sections of your professional online portfolio in relation to technology.  ***Teaching with Technology***  The purpose of this assignment is to meaningfully incorporate technology into a school-based lesson to enhance teaching and learning. This infusion of technology will take place in a lesson you plan and video record. A lesson plan, teaching delivery method, and lesson reflection will be included in this assignment.  ***Quizzes & Exams*** The purpose of quizzes is to demonstrate your acquired knowledge of technology for the enhancement of physical education, health education, or coaching. | | |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Labs

1. **Department staffing and classroom/lab resources**

No additional staffing or classroom resources will be needed.

1. Will this require additional faculty, supplies, etc.?

No

1. No Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Physical Education is not a class where you normally imagine using technology; however, when implemented correctly, technology can be a dynamic and engaging force used in health and physical education, for both teacher and student. In this course, pre-service teachers will learn how to use technology to enhance the planning, instruction, activities, and assessments in health and physical education. The effective use of technology, outlined in this course, can improve student performance and assessment and motivate active and healthy lifestyles. An important distinction with this course is that it goes beyond simply discussing the technology tools – it helps pre-service teachers understand ‘how to’ use technology to improve instruction.   
Using Technology in Physical Education offers the following course goals:

1. Gain an understanding of how technology can assist in meeting specific goals, objectives, and national standards within physical education, health education and sport coaching.
2. Describe how technology can be used for class, team management and communication.
3. Leverage technology to facilitate teaching and learning, including within a traditional classroom, online and with diverse populations.
4. Understand how to use technology for assessment purposes.
5. Describe technology strategies, for the promotion and advocacy of physical education and expanded physical activity opportunities.
6. Apply legal and financial aspects of technology.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Health, Physical Education and Sport Sciences is to provide: Curricula/instruction to enhance development of physical, mental, social and emotional qualities essential for living a quality life. Quality professional preparation programs that meet appropriate standards at both the undergraduate and graduate levels. Specifically, the mission of the Physical Education Teacher Education program is to develop graduates who recognize the importance of continuing professional development and have the ability to deliver developmentally appropriate curriculum to diverse learners. By effectively providing an appropriate curriculum, our graduates will positively impact their students by empowering them to develop skills, knowledge, and attitudes necessary to pursue healthy, active lifestyles.

This course aligns with the mission of the department in the following four ways:

1. Planning and Preparation
   1. Demonstrating Knowledge of Content and Pedagogy
   2. Demonstrating Knowledge of Resources
2. The Classroom Environment
   1. Establishing a Culture for Learning
3. Instruction
   1. Engaging Students in Learning
   2. Demonstrating Flexibility and Responsiveness
4. Professional Responsibilities
   1. Growing and Developing Professionally

c. Student population served.

This course is designed for health and physical education pre-service teachers and prospective sport coaches.

d. Rationale for the level of the course (lower, upper, or graduate).

Lower level, undergraduate course. This is a practical, hands-on course that offers a number of digital organizational tools for exploring and deciding on effective technologies to improve planning and instruction in health and physical education. This course is designed to be taken during the pre-service teachers sophomore year and before starting their methodology courses. The information gained from this course will prove useful in upper level methodology courses and capstone teaching internship.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Program-level Learning Outcomes

1. Standard 3 – Planning and Implementation
2. Standard 4 – Instructional Delivery and Management
3. Standard 5 – Assessment of Student Learning
4. Standard 6 – Professional Responsibility

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| **Course Objectives**  (*in the form of outcomes*) | **SHAPE America** | **Assessments** |
| 1. Identify and apply trends in physical education, health education, and coaching technology. |  | App Hour presentation  Teaching with tech |
| 1. Demonstrate technological, pedagogical, and content knowledge and skills to enhance planning, instruction, and assessment in physical education, health education, and coaching. | **3.e, 4.e, 5.b** | TechReflect  Workshop summary  App Hour presentation  Technology portfolio  Teaching with tech  Exam |
| 1. Utilize technology for communication, collaboration, networking, professional development, and advocacy in physical education, health education, and coaching professions. | **6.b, 6.c** | TechReflect  Workshop summary  App Hour presentation  Technology portfolio  Teaching with tech  Exam |

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Planning and Implementation. Pre-service teachers apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students. |
| Assessment Measure | 3.e. The pre-service teachers will plan and implement learning experiences that require students to use technology appropriately in meeting one or more short- and long-term plan objective(s). |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and Physical Education Program Coordinator, Dr. Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu) 870-680-8112 |

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| **Program-Level Outcome 2 (from question #19)** | Instructional Delivery and Management. Pre-service teachers engage students in meaningful learning experiences through effective use of pedagogical skills. They use communication, feedback, technology, and instructional and managerial skills to enhance student learning. |
| Assessment Measure | 4.e. The pre-service teacher will analyze motor skills and performance concepts by using technology in order to provide specific, congruent feedback to enhance  student learning. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and Physical Education Program Coordinator, Dr. Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu) 870-680-8112 |

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| **Program-Level Outcome 3 (from question #19)** | Assessment of Student Learning. Pre-service teachers select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning. |
| Assessment Measure | 5.b. Implement formative assessments that monitor student learning before and throughout the long-term plan, as well as summative assessments that evaluate student learning upon completion of the long-term plan. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and Physical Education Program Coordinator, Dr. Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu) 870-680-8112 |

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| **Program-Level Outcome 3 (from question #19)** | Professional Responsibility. Pre-service teachers demonstrate behaviors essential to becoming effective professionals. They exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals. |
| Assessment Measure | 6.b., 6.c. The pre-service teacher will be able to describe and implement technology strategies, for the promotion and advocacy of physical education and expanded physical activity opportunities. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and Physical Education Program Coordinator, Dr. Blair Dean, [bdean@astate.edu](mailto:bdean@astate.edu) 870-680-8112 |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| --- | --- |
| **Outcome 1** | Use technology to enhance the planning, instructing, activity and assessment components of health and physical education teaching. |
| Which learning activities are responsible for this outcome? | Lectures  Assigned Readings  Blackboard chapter discussions Tech assignments Quiz/Exam |
| Assessment Measure | Teaching with Technology, rubric benchmark: “Acceptable” |

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| **Outcome 2** | Evaluate available technologies that health and physical education pre-service teachers and prospective coaches may use. |
| Which learning activities are responsible for this outcome? | Lectures  Assigned Readings  Blackboard chapter discussions Tech assignments Quiz/Exam |
| Assessment Measure | App Hour Presentation, rubric benchmark: “Acceptable” |

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| **Outcome 3** | Design instruction that makes use of various technologies in health and physical education. |
| Which learning activities are responsible for this outcome? | Lectures  Assigned Readings  Blackboard chapter discussions Tech assignments Quiz/Exam |
| Assessment Measure | Professional Portfolio, rubric benchmark: “Acceptable” |

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| **Outcome 4** | Explain ways that pre-service teachers can use technology to support the engagement of students in appropriate and meaningful activity in health and physical education. |
| Which learning activities are responsible for this outcome? | Lectures  Assigned Readings  Blackboard chapter discussions Tech assignments Quiz/Exam |
| Assessment Measure | Chapter discussion board questions, rubric benchmark: “Acceptable” |

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| **Outcome 5** | Assess how pre-service teachers can use technology to motivate students to participate in physical activity. |
| Which learning activities are responsible for this outcome? | Lectures  Assigned Readings  Blackboard chapter discussions Tech assignments Final Exam |
| Assessment Measure | Final exam, rubric benchmark: 80% |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**Page 540 Course Descriptions**

**PE 2013. Using Technology in Physical Education Technology literacy and the effective use of technology in physical education, health education, and coaching. Pre-service teachers will apply various technologies related to professional development, planning and instruction, and the assessment of student learning. Fall.**