

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: PED 215 - Early Childhood Physical Activities Date: 12/18/12

This course discusses the importance of physical activity and motor development among preschool children. This course treats the child as a developing organism and relates games, exercise, creative play, and grouping to these developing stages. Time allocations, space, and materials in the form of lesson plans are essential in relationship to these stages. Discussion of movement and the need for involvement of the handicapped child are also primary to this course.

Course/Program Team: Robert Myers, Thomas Burge, Shannon Cameron

Expected Learning Outcomes: Student will be able to:

- Develop an understanding of the role and need for movement at a very young age.
- Develop an understanding of common characteristics of a Preschool age child and thus how to teach movement in connection with these characteristics.
- Analyze and develop a basic preschool curriculum and demonstrate how to set-up a sound, safe movement lesson.
- Demonstrate and understand ways to modify movement experiences for the special needs child.
- Identify and understand the importance of positive parent involvement.
- Research, analyze, and reflect on early childhood development topics.

Assessment (How will students achieve each outcome?)

- Students will attain 70 percent proficiency on a written exam and reaction essay covering the Preschool curriculum and movement education.
- Students will organize and provide a practical movement lesson for Preschool age children.
- Students will participate in instructor-designed assessments to document and reflect upon a positive, safe, and comfortable movement learning environment.
- Students will present a written and oral, modified movement lesson to the class designed with parental support and information regarding the special needs child.
- Students will utilize MLA format and demonstrate correct citations based on the Humanities scoring rubric.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at 70 percent proficiency.
- Evaluate and use scoring rubric for skill proficiency in oral and visual presentations and its accuracy at the conclusion of each semester

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both skill and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2013 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors