

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-104f	App-4/15/03	App-4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Department of Health and Physical Education	Phone 724-357-4429

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		
		HPED 218 Teaching High School Physical Education
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
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 program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Madeya Fatigat	3/21/03
Department Chair(s)	Carol Blum	3-21-03
College Curriculum Committee Chair	Vicki Miller	3-24-03
College Dean	Patricia J. Zoni	3-24-03
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Demarache TECC	3-24-03
UWUCC Co-Chairs	Gail Schuist	4/15/03

* where applicable

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COURSE SYLLABUS

I. Catalog Description

HPED 218 Teaching High School Physical Education

2 class hours

3 lab hours

2 credits

2c-31-2cr

Prerequisites: EDSP 102, HPED 142

Introduces student to instructional methods in physical education with an emphasis on program standards, objectives, and assessments for ninth through twelfth grades. Provides an overview of characteristics of high school students and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and secondary school students.

II. Course Objectives

At the completion of this course, the student will:

1. demonstrate understanding of developmental characteristics of high school students including physical, social, emotional, and intellectual domains.
2. recognize appropriate activities for different developmental levels.
3. demonstrate competence using teaching styles effective for secondary school students.
4. identify effective means of verbal and non-verbal communication including types of feedback.
5. identify effective classroom management and discipline techniques.
6. write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas.
7. develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods.
8. use Pennsylvania State Standards for Physical Education in lesson preparation.
9. observe and critique peer teaching.
10. participate in intern teaching experiences.

III. Course Outline

This course consists of 2 hours of class work per week and 3 hours of lab per week. Classes will be directed by the course instructor. The labs will provide opportunities for students to participate in observation of high school classes, peer teaching, and instructing high school students in a variety of settings. Lab activities will also include personal development of skills needed to effectively teach high school physical education.

Week	Class Activities (2 hours/week)	Lab Activities (3 hours/week)
1	Identifying the main purpose of physical education An overview of developmental physical education	Fitness Activities: • Jogging • Strength training • Walking • Cross country skiing
2	Adolescents and physical activity	Team Sports: • Basketball • Field hockey
3	The Adolescent: How they learn Growth and development during adolescence	• Flag football • Lacrosse
4	Effective and reflective teaching Teaching styles in physical education	• Soccer • Softball
5	Creating a positive learning environment	• Team handball • volleyball

6	Technology in physical education	Individual/Dual Sports: • Archery • Badminton • Bowling
7	Developing your curriculum Planning units and lessons National and state standards for secondary PE	• Golf • Paddleball • Racquetball
8	Assessments and grading Providing corrective feedback Being ready for the unexpected	• Table tennis • Tennis • Track and field
9	Challenges and roles of the teacher-coach Legal issues associated with teaching physical education at the secondary level	Recreational Activities: • Backpacking • Mountain biking
10	Activity modules: self contained units	• Ice skating • Rock climbing • Roller blading
11	Issues physical educators face Assisting students with disabilities	• New games
12	Reducing disruptive student behaviors Teaching acceptable social behaviors	• Orienteering • Recreational leadership
13	Encouraging healthy and physically active lifestyles Helping teens maintaining physical activity through adulthood	• Self-defense
14	Keeping up to date: a learner for life Keeping pace with changing needs	Project Adventure
15	EXAM II	During final exams period

IV. Course Evaluation

Two course examinations:

Midterm = 30 percent

Final = 30 percent

Demonstration of Skills = 10 percent

Lesson Plan Development = 10 percent

Teaching Demonstration = 10 percent

Participation and Attendance = 10 percent

V. Sample Grading Scale:

90-100 A

80-89 B

70-79 C

60-69 D

59 and below F

VI. Attendance Policy

Students are expected to attend each class. The instructor recognizes students' need to miss class because of illness or personal emergencies. Three allowable absences will be permitted over the course of the semester. Students are responsible for any work missed due to absences.

VII. Textbook

Chepko, S., & Arnold, R. (2000). Guidelines for Physical Education Programs, Boston: Allyn and Bacon Publishing. (*This book will also be required in HPED 216 & HPED 217*)

Hemberg, C., Hutchinson, G., & Roussell, J. (2003). Teaching Secondary Physical Education, Champaign, IL: Human Kinetics Publishing.

VIII. Special Resource Requirements: attire appropriate for activity

IX. Bibliography

Behets, D. (1997). Comparison of more and less effective teaching behaviors in secondary physical education. Teaching and Teacher Education, 13, 215-224.

Biddle, S. (1997). Cognitive Theories of Motivation and the Physical Self, Champaign, IL: Human Kinetics Publishing.

Graham, G. (2001). Teaching Physical Education, Champaign, IL: Human Kinetics Publishing.

Hennessey, B. (1996). Physical Education Sourcebook. Champaign, IL: Human Kinetics.

Houston-Wilson, C., & Lieberman, L. (1999). The individualized education program in physical education: A guide for regular physical educators. Journal of Physical Education, Recreation, and Dance, 70(3), 60-64.

McBride, R., & Carillo, D. (2000). Incorporating critical thinking into a secondary-school well unit. Journal of Physical Education, Recreation, and Dance, 17(9), 22-25.

Mohnsen, B. (1998). Concepts of Physical Education: What Every Student Needs to Know, Reston, VA: NASPE Publications.

National Association for Sport and Physical Education. (2000). Assessment Series for K-12 Physical Education and Professional Preparation. Reston, VA: NASPE.

Rink, J. (2002). Teaching Physical Education for Learning, Boston: McGraw Hill Publishing.

Siedentop, D., & Tannehill, D. (2000). Developing Teaching Skills in Physical Education, Mountain View, CA: Mayfield Publishing Company.

Wilkerson, S., & Allen, J. (1995). Learning to like physical education: Changes in perceptions and attitudes toward activity. Research Quarterly for Exercise and Sport, 66(Suppl.), A-72.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is intended for Health and Physical Education majors who will be certified to teach health and physical education in kindergarten through twelfth grade. The content of this course prepares them to instruct high school physical education. The course will focus on the Pennsylvania Physical Education Standards for high school children.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course and two other new course proposals, HPED 216 Teaching Elementary Physical Education and HPED 217 Teaching Middle School Physical Education, will replace HPED 212 Team Sports and HPED 213 Individual/Dual Sports. This change will bring the program in line with newly developed NCATE standards for physical education. It will emphasize the importance of development physical education.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered at IUP on a trial basis.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other institutions offer similar courses. Many colleges break down the course into individual sports and activities such as HPED 103 Teaching Soccer or HPED 111 Teaching Racquet Sports at Lock Haven University. The courses being proposed by IUP's HPE Department provide the students with an overall developmental approach to teaching physical education. This helps students better understand the standards and assessments for different age levels.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The information presented in this course is part of the National Teachers Exam for HPE certified teachers.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by a faculty member of the Department of Health and Physical Education.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

No other department on campus teaches a course that covers similar material.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments?**

This course will not be cross-listed with other departments.

- B4 Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to HPE majors and those who have met the prerequisites.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Faculty resources are adequate.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

No additional resources will be needed to teach this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

There are not plans to have resources for this course covered by grant funding.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered each fall and spring semester.

- C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered each fall and spring semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

The enrollment for each section will be around 25 to 30 students. This has been determined by current trends in lower level classes in HPE.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

It is recommended class sizes stay below 30 to adequately provide teaching time for each student.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course will not be taught as a distance education course.

Section D Miscellaneous

This new course is being developed as a result from feedback provided by NASPE and AAHE (professional organizations of Health and Physical Education).