

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <u>11-1220</u>	
LSC Action-Date: <u>App 3/27/12</u>	UWUCC Action-Date: <u>AP - 4/3/12</u>	Senate Action Date: <u>App-4/17/12</u>

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sharon Deutschlander	Email Address deutsch@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 724-357-3194

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: BSED Health and Physical Education

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		<u>3/28/12</u>
Department Chairperson(s)		<u>2/28/12</u>
College Curriculum Committee Chair		<u>3/2/12</u>
College Dean		<u>3/6/12</u>
Director of Liberal Studies (as needed)		<u>3/27/12</u>
Director of Honors College (as needed)		
Provost (as needed)		<u>3/29/12</u>
Additional signature (with title) as appropriate		<u>3/26/12</u> <u>3/26/12</u>
UWUCC Co-Chairs		<u>4/3/12</u>

Received
Received
MAR 27 2012
MAR 7 2012
Liberal Studies
Liberal Studies

Part II: Description of Program Changes

1) Program Description

The Health and Physical Education program is accredited by the National Council for Accreditation of Teacher Education in both Health Education (with accreditation criteria defined by the American Association for Health Education) and Physical Education (with accreditation criteria defined by the National Association for Sport and Physical Education). Requirements for the degree of Bachelor of Science in Education with a major in Health and Physical Education include the university's Liberal Studies requirements, Professional Education requirements, and the Health and Physical Education core requirements. Upon completion of the degree program and successfully passing the Pennsylvania Department of Education stipulated assessment, the student is qualified for an Instructional I Certificate in Health and Physical Education, issued by the Pennsylvania Department of Education in Harrisburg. This certificate is valid for teaching health and physical education in grades K-12 for three years in the public schools of Pennsylvania.

2a) Comparison of old and new programs.

Current Program:

Bachelor of Science in Education– Health and Physical Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications:

Mathematics: MATH 217 and 3 additional cr (must be approved as Liberal Studies Mathematics courses)

Natural Science: BIOL 103-104 or CHEM 101-102

Social Science: PSYC 101

Liberal Studies Electives: 0cr

Major: (1)

Required Courses:

HPED 142 Foundations of Health, Physical Education, and Sport 3cr

HPED 175 Prevention and Care of Injuries to the Physically Active 2cr

HPED 209 Motor Behavior 3cr

HPED 221 Human Structure and Function 3cr

HPED 315 Biomechanics 3cr

HPED 341 Evaluation in Health and Physical Education 3cr

HPED 343 Physiology of Exercise 3cr

HPED 441 Psychosocial Implications for Health and Physical Education 3cr

HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr

Professional Requirements:

Health and Physical Education:

HPED 214 Teaching Health Fitness and Gymnastics 1cr

HPED 215 Teaching Rhythmic Activities and Dance 1cr

HPED 216 Teaching Elementary Physical Education 2cr

HPED 217 Teaching Middle School Physical Education 2cr

HPED 218 Teaching Secondary Physical Education 2cr

HPED 316 Teaching Elementary Health Education 2cr

HPED 318 Preprofessional Experience I

HPED 325 School and Community Health 3cr

HPED 330 Assessment in Physical Education

HPED 349 Pediatric Exercise Physiology Lab 1cr

HPED 370 Adapted Health and Physical Education (2) 3cr

HPED 426 Health Science Instruction 3cr

HPED 450 Curriculum and Programming in Sexuality 3cr

College:

Preprofessional Education Requirements:

COMM 103 Digital Instructional Technology 3cr

EDSP 102 Educational Psychology 3cr

EDEX 323 Instruction of English Language Learners With Special Needs 2cr

Professional Education Requirements:

EDUC 242 Pre-Student Teaching Clinical Experience I 1cr

EDUC 342 Pre-Student Teaching Clinical Experience II 1cr

EDUC 421 Student Teaching 6cr

EDUC 441 Student Teaching 6cr

EDUC 442 School Law 1cr

(#) Total Degree Requirements 122

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

(f) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.

Proposed Program:

Bachelor of Science in Education– Health and Physical Education (*)

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 44

Mathematics: 3cr, MATH 101 or higher (must be approved as Liberal Studies Mathematics courses)

Natural Science: BIOL 103-104 or CHEM 101-102

Social Science: PSYC 101

Liberal Studies Electives: 3cr, MATH 217, no course with HPED prefix

Major: (1)

Required Courses:

HPED 142 Foundations of Health, Physical Education, and Sport 3cr

HPED 175 Prevention and Care of Injuries to the Physically Active 2cr

HPED 209 Motor Behavior 3cr

HPED 221 Human Structure and Function 3cr

HPED 242 Emergency Health Care 1cr

HPED 261 Water Safety Instruction 1cr

HPED 315 Biomechanics 3cr

HPED 341 Evaluation in Health and Physical Education 3cr

HPED 343 Physiology of Exercise 3cr

HPED 441 Psychosocial Implications for Health and Physical Education 3cr

HPED 442 Senior Seminar: Professional Development in Health, Physical Education and Sport 3cr

Professional Requirements:

Health and Physical Education:

HPED 214 Teaching Health Fitness and Gymnastics 1cr

HPED 215 Teaching Rhythmic Activities and Dance 1cr

HPED 216 Teaching Elementary Physical Education 2cr

HPED 217 Teaching Middle School Physical Education 2cr

HPED 218 Teaching Secondary Physical Education 2cr

HPED 316 Teaching Elementary Health Education 2cr

HPED 318 Preprofessional Experience I

HPED 325 School and Community Health 3cr

HPED 349 Pediatric Exercise Physiology Lab 1cr

HPED 370 Adapted Health and Physical Education 3cr

HPED 426 Health Science Instruction 3cr

HPED 450 Curriculum and Programming in Sexuality 3cr

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EDUC 421 Student Teaching 6cr

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EDUC 442 School Law 1cr

(#) Total Degree Requirements 120

(*) See requirements leading to teacher certification, titled “3-Step Process for Teacher Education,” in the College of Education and Educational Technology section of this catalog.

(#) See advisory paragraph “Timely Completion of Degree Requirements” in the section on Requirements for Graduation.

(f) Students are required to obtain and keep CPR Instructor Certification and Water Safety Instructor Certification current prior to student teaching and through graduation.

2b) Program Changes

1. Change of HPED 318 Preprofessional Experiences I from 1 credit to 2 credits.
2. Add HPED 242 Emergency Health Care and HPED 261 Water Safety Instruction to the curriculum.
3. Delete HPED 330 Assessment in Physical Education.

3) Rationale for Change

1. HPED 318 Preprofessional Experiences has evolved into a course that requires more work on the part of the students due to changes in lesson plan and unit plan formats. The increased rigor in this course warrants a change from 1 to 2 credits.
2. Students are required to obtain CPR Instructor certification and Water Safety Instructor certification for graduation. HPED 242 and HPED 261 provide these certifications.
3. HPED 341 Evaluation in Health and Physical Education was originally created at a time when Health and Physical Education Teacher Education was the main focus of the department. Over time other tracks were created, and HPED 341 was included in their curricula as a measurement and assessment course. As the needs of the various tracks became more diverse, it was difficult to provide ample opportunities for education majors to conduct tests specific to school age students. HPED 330 Assessment in Physical Education was created to provide the hands on approach. However, it has been determined that by creating a section of HPED 341 open only to education majors, the assessment content and application of the content is able to be covered. Therefore, it is not necessary for HPE teacher education majors to have a separate lab course; therefore HPED 330 Assessment for the Physical Educator will be deleted from the program.
4. The Health and Physical Education Program total credits will be changed from 122 credits to 120 credits.

Part III: Implementation

1. How will the proposed revision affect students already in the existing program?
Students already in the existing program will not be affected by these changes.
2. 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.
Courses being added to the program are already taught during the academic year.
3. Are other resources adequate? (Space, equipment, supplies, travel funds)
Resources are adequate.
4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?
No increase or decrease in the number of students is expected.

Part IV: Periodic Assessment

1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.

Identification of key assessments. Collection and analysis of data each semester.

2. Specify the frequency of the evaluations.
Annual analysis of data by HPED Pedagogy Committee
5 years by Pennsylvania Department of Education
7 years by National Association of Physical Education and Sport
3. Identify the evaluating entity.

Pennsylvania Department of Education
National Association of Physical Education and Sport

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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

Current course prefix, number and full title: *HPED 318 Preprofessional Experience I*

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

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Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		
Department Chairperson(s)		
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		

I. Catalog Description

HPED 318 Preprofessional Experience I

3 class hours

0 lab hours

Prerequisites: EDUC 242, HPED 216, HPED majors only

2 credits

(3c-0l-2cr)

Students teach as assistants to a faculty member in physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

II. Course Outcomes

Students will be able to:

1. Develop and demonstrate professional behavior through attendance and punctuality.
2. Develop and demonstrate professional behavior by consistently dressing in proper teaching attire.
3. Demonstrate knowledge of the subject by preparing and organizing lesson plans.
4. Demonstrate the ability to prepare behavioral objectives for lessons from the cognitive, affective, and psychomotor domains.
5. Show competence in speaking and demonstrating activities during presentation of lessons.
6. Provide a safe environment for children to perform physical education activities.
7. Exhibit sensitivity to the needs of children through pupil teacher interaction.
8. Evaluate student knowledge and skills by analyzing error and offering corrective feedback.
9. Recognize and deal with discipline problems in a positive and timely manner.

Student Outcomes Assessment Matrix

INTASC	NASPE Competency Domain	Course Objective	Assessment Technique
9	6	1	Attendance & punctuality
9	6	2	Proper teaching attire
2,4,6	1,3	3	Weekly lesson plans Creation of weekly homework Development of Unit Plan
2,6,7	1,3	4	Behavioral objectives
2,5,6	2,4	5	Evaluation of teaching
2,4,6	3,4	6	Organization diagram addressing safety concerns Evaluation of teaching
2,3,4,5,6	2,3,4	7	Observation Reflection of each lesson Evaluation of teaching
2,4,5,7,8	1,2,5	8	Unit assessment Reflection of each lesson Evaluation of teaching
2,3,5,6	3,4	9	Observation Reflection of each lesson

III. Course Outline

Week 1: Introductory meeting to establish expectations of the course.
(2 hours) Submit class schedule.

Receive teaching assignment.

Assignment to teaching team and grade level.

Weeks 2 – 14: Team instruction to assigned class (26 hours or 2 hrs/wk)

Each class time will follow these instructions:

1. Students will have a principle teaching responsibility consisting of a minimum of 1 activity unit, 1 day per week, 40 minutes per day.
2. Students not teaching will assist in the class setting with active participation.
3. An additional hour of group meeting per week is required in addition to teaching time at the school setting.
4. In order to critique lesson plans and teaching performance, feedback sessions will take place immediately following lesson delivery or at an arranged time if the class schedule does not allow ample time.

IV. Evaluation Methods

The final grade will be determined as follows:

Attendance & Punctuality:

(5%) Consistent attendance and punctuality must be maintained throughout the semester in order to be successful in teaching experiences.

Proper Teaching Attire & Presence:

(5%) Students are expected to dress appropriately for instruction and maintain a professional appearance when in the school whether they are the assigned teacher or assisting a fellow classmate.

Observations:

(10%) Students will complete observations of in-service teachers as well as teaching candidates. One page reaction to the lesson observed should be handed to the course instructor during the next class meeting.

Behavioral Objectives:

(5%) Cognitive, affective, psychomotor, and fitness objectives will be provided for each lesson. Students' ability to write appropriate objectives and a grade assigned following the completion of 3 lesson plans.

Lesson Plans:

(20%) Lesson plans must adhere to HPED format and given to the instructor at least 2 days before instruction in the school.

Unit Plan:

(15%) One complete unit plan will be completed during the semester that includes unit goal, lessons, and proper assessments.

Safety Diagrams:

(5%) Each lesson taught will include a safety diagram that will ensure student safety throughout the lesson.

Evaluation of Teaching:

(25%) Students' instruction will be evaluated throughout the semester and corrective feedback and reinforcement provided by the instructor.

Reflections:

(10%) Students will complete a reflection in which they will express the positives and negatives about each lesson they instruct.

V. Grading Scale

A = 90 to 100 percent

B = 80-89 percent

C = 70-79 percent

D = 60-69 percent

F = 59 or below

VI. Attendance Policy

Students are expected to attend all classes. If you are unable to attend due to an emergency, you need to notify the course instructor as soon as possible in order to make accommodations for the instruction of school children.

VII. Required textbooks, supplemental books and readings

No textbook is required. Students should use textbooks from methods courses previously taken as a guide when planning lessons.

VIII. Special resource requirements

Students will provide:

1. task sheets and homework materials
2. any teaching aids not available at the school
3. professional attire – polo shirt and khaki pants

Bibliography

Graber, K.C. (2013). *Physical Education and Activity for Elementary Classroom Teachers*, 1st Edition, New York: McGraw Hill Publishing.

Graham, G.M., Holt/Hale, S.A., & Parker, M.A. (2013). *Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel*, 9th Edition, New York: McGraw Hill Publishing.

Pangrazi, R.P. (2013). *Dynamic Physical Education for Elementary School Children*, 17th Edition, San Francisco: Pearson Benjamin Cummings.

Pangrazi, R.P. (2009). *Promoting Physical Activity and Health in the Classroom*, 1st Edition, San Francisco: Pearson Benjamin Cummings.

2. Summary of proposed revisions

It has been revised in the following ways:

- Course description change:

Old Course Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisite: EDUC 242, HPED 216, HPED majors only	0 lab hours
	1 credit
	(3c-0l-1cr)

Students teach as assistants to a faculty member in two different activities, one in physical education (general education) and one in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

New Course Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisites: EDUC 242, HPED 216, HPED majors only	1 lab hours
	2 credits
	(3c-0l-2cr)

Students teach as assistants to a faculty member in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

- The course credit is changing from one to two credits.

3. Justification/Rationale for Revisions

This course is being revised to reflect how it has developed over time to meet required standards set by the National Association of Sport and Physical Activity (NASPE).

1. The course description has been changed to better reflect what is being required in the class. The old description language stated students would be involved in a general education physical education experience. This has been changed to clarify the focus is on elementary physical education.
2. While the class hours (3) have not changed, the course requirements have changed over time in order to meet teacher education standards. Lesson plans and unit plans are required to be written by the students as well as teaching the lessons/unit planned. Previously, students taught lessons designed primarily by the instructor for the course. The lesson/unit plans have become more extensive and work intensive. The increased workload warrants an increase in credit hours.

4. Old Syllabus

I. Catalog Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisite: EDUC 242, HPED 216, HPED majors only	0 lab hours
	1 credit
	(3c-0l-1cr)

Students teach as assistants to a faculty member in two different activities, one in physical education (general education) and one in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

II. Course Objectives

The student will:

- Develop and demonstrate professional behavior through attendance and punctuality.
- Develop and demonstrate professional behavior by dressing in a uniform appropriate for activity.
- Demonstrate knowledge of the subject by preparing and organizing lesson plans.
- Demonstrate the ability to prepare behavioral objectives for lessons from the cognitive, affective, and psychomotor domains.
- Show competence in speaking and demonstrating activities by presentation of lessons.
- Provide a safe environment for children to perform physical education activities.
- Exhibit sensitivity to the needs of children through pupil teacher interaction.
- Evaluate student skills by analyzing error and offering corrective feedback.
- Recognize and deal with discipline problems in a positive and timely fashion.

III. Course Outline

- A. Introductory meeting to establish expectations of the course.
 1. Submit class schedule
- B. All succeeding classes will take place at the University Lab School in Davis Hall Multi-Purpose Room, as per the published schedule.
 1. Students will have a principle teaching responsibility consisting of a Minimum of 1 activity unity, 3 days/week, ½ hour/day.
 2. Add additional ½ hour of observation per week is required.
- C. In order to critique lesson plans and teaching performance, feedback sessions will take place immediately following lesson delivery or at an arranged time if the class schedule does not allow ample time.
- D. Students not teaching will assist in the class setting with active participation or perform extra observations.
- E. A log of observations, reactions, and suggestions for improvement will be maintained.