

Course Revision/Deletion Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	David Wachob	Email Address:	d.wachob@iup.edu
Proposing Depart/Unit:	KHSS	Phone:	7-3194

Course Revisions *(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only need to complete Category A information; if Category B need information in both A and B; For Category C, complete entire form):*

Category A: Course Prefix/Number Change Course Title Change Course Deletion

Category B: Catalog Description Change Modify Prerequisite(s)

Category C: Add Dual Level Add Liberal Studies *(Complete Template C)* Change in Class/Lab Hours

Add Distance Education *(Complete Template E)* Add/Revise TECC *(Complete Template D)*

Other - Click here to enter text.

Current Course Information		Proposed Changes	
Category A <i>(if not changed leave blank)</i>			
Current Prefix	HPED	Proposed Prefix	HPED
Current Number	213	Proposed Number	213
Current Course Title	Individual and Dual Sports and Adventure Activities 2c-4l-3cr	Proposed Course Title	Recreational Sports and Lifetime Activities 3c-1l-3cr
Prerequisite(s)	HPED 200	Proposed Prerequisite(s)	EDSP 102, HPED 135
Category B <i>(if not changed leave blank)</i>			

Template B

<p>Current Catalog Description</p>	<p>Provides historical and current status of individual and dual sports, as well as adventure activities. Includes, skill development, analysis of skilled performance, and strategies for planning and implementing instructional programs.</p>	<p>Proposed Catalog Description</p>	<p>Provides exposure to contemporary recreational sports and lifetime physical activities. Includes an overview of all aspects for multiple physical activities, including the history, equipment, fundamental skills and assessment, rules, strategy, and etiquette.</p>
<p>Category C <i>(if not changed leave blank)</i></p>			
<p>Current Course (Student Learning) Outcomes</p>	<p>At the conclusion of the course the student will be able to:</p> <ul style="list-style-type: none"> A. Identify the historical significance of individual sport/activity. B. Describe the nature, purpose and current trends in sports/activity. C. Demonstrate and analyze basic skills and strategies from a beginning to an intermediate skill level. D. Interpret rules and strategies. E. Develop teaching progressions with sample teaching units, lesson plans, and evaluative methods and do peer teaching. F. Identify and follow safety precautions for sports/activity. G. Develop strategies for working with students in an atmosphere of mutual support. H. Develop agility and motor coordination through tasks using a student evaluation instrument, and new games. I. Express the self-satisfaction derives from working with and helping others in low and high risk activities. J. Develop the skill of setting short goals that will lead to self-improvement. K. Create solutions to adventure problems with peers. 	<p>Proposed Course (Student Learning) Outcomes</p>	<p>At the conclusion of the course the student will be able to:</p> <ul style="list-style-type: none"> A. Identify the historical significance of recreation sport/ leisure activity. B. Describe the nature, purpose and current trends in recreation sport/ leisure activity. C. Analyze basic skills and strategies from a beginning to an intermediate skill level. D. Interpret rules and strategies for different recreation sport/ leisure activity. E. Develop teaching progressions with sample teaching units, lesson plans, and evaluative methods. F. Identify safety precautions for sports/activity. G. Develop strategies for working with students in an atmosphere of mutual support. H. Develop agility and motor coordination through tasks using a student evaluation instrument, and new games. I. Develop the skill of setting short goals that will lead to self-improvement.

Template B

<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<ol style="list-style-type: none"> 1. Adventure Activity <ol style="list-style-type: none"> a. History and current trends b. Trust Activities c. Cooperative Games d. Low and High Risk Activities 2. Tennis and Platform Tennis <ol style="list-style-type: none"> a. History, values, and etiquette b. Safety, equipment, and basic rules c. Basic skills (volley, serves, footwork) d. Strategies and correction of errors 3. Golf <ol style="list-style-type: none"> a. History, values, terminology, and etiquette b. Safety, equipment, and basic rules c. Basic skills (grip, swing, putting) d. Exercises and drills to build skills e. Correction of errors 4. Track and Field <ol style="list-style-type: none"> a. Cross country running b. Track and field rules c. Instructional programs d. Running events e. Throwing events f. Jumping events 5. Bowling <ol style="list-style-type: none"> a. History, values, and safety b. Basic skills and delivery c. Approach and correction of errors 6. Badminton and Pickleball <ol style="list-style-type: none"> a. Introduction b. Basic skills 	<p>Brief Course Outline <i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments)</i></p>	<ol style="list-style-type: none"> 1) Introduction to Recreational Physical Activity <ol style="list-style-type: none"> a. History and trends b. Geographic and demographic characteristics c. Plan and Implement programming 2) Racquet Sports (Badminton and tennis) <ol style="list-style-type: none"> a. History, values, and etiquette b. Safety, equipment, and basic rules c. Basic skills (volley, serves, footwork) d. Assessment and correction of errors 3) Volleyball <ol style="list-style-type: none"> a. History, values, and etiquette b. Safety, equipment, and basic rules c. Basic skills (volley, serves, footwork) d. Assessment and correction of errors 4) Frisbee Golf/ Yard Games <ol style="list-style-type: none"> a. History, values, and etiquette b. Safety, equipment, and basic rules c. Basic skills d. Assessment and correction of errors 5) Hiking/ Cycling/ Snow Shoeing <ol style="list-style-type: none"> a. History, values, and etiquette b. Safety, equipment, and basic rules
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Template B

	<p>c. Singles and doubles strategies</p> <p>7. Archery</p> <p>a. Introduction, organizations, trends</p> <p>b. Safety, equipment</p> <p>c. Shooting basics</p>		<p>c. Basic skills and techniques</p> <p>d. Assessment and correction of errors</p> <p>6) Outdoor Adventure Activities</p> <p>a. Introduction to adventure programming</p> <p>b. Trust activities/ low risk activities</p> <p>c. Cooperative games</p> <p>d. Assessment and correction of errors</p> <p>7) Archery</p> <p>a. Introduction, organizations, trends</p> <p>b. Safety, equipment</p> <p>c. Shooting basics</p>
Rationale for Proposed Changes (All Categories)			
<p>Why is the course being revised/deleted:</p>	<p>This course will be added back to the Health and Physical Education- Teacher Education track, and Recreation and Leisure Studies track. This course will replace the credits from HPED214 and HPED215; both of which are no longer required for these tracks.</p> <p>The updates to the course name, learning objectives, and outline are to make the content more appropriate for students enrolled in the two degree tracks listed above..</p>		
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Students 	<p>Program:</p> <p>-Bringing this course back to the Health and Physical Education curriculum allows students to have more content and exposure to a growing industry in the physical education and recreation professions.</p> <p>Other programs:</p> <p>-no change</p>		
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i></p> <p>Click here to enter text.</p>		

Template B

For Dean's Review			
• Are resources available/sufficient for this course?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
• Is the proposal congruent with college mission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
• Has the proposer attempted to resolve potential conflicts with other academic units?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
Comments: Click here to enter text.			