

## 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](mailto: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](mailto:curriculum-approval@iup.edu).

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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	
<b>Category A</b> <i>(if not changed leave blank)</i>			
Current Prefix	HPED	Proposed Prefix	Click here to enter text.
Current Number	216	Proposed Number	Click here to enter text.
Current Course Title	Teaching Elementary Physical Education	Proposed Course Title	Instruction of Fundamental Movement Skills
Prerequisite(s)	EDSP 102, HPED 142	Proposed Prerequisite(s)	EDSP 102, HPED209
<b>Category B</b> <i>(if not changed leave blank)</i>			
Current Catalog Description	An introduction to instructional methods in physical education with an emphasis on program	Proposed Catalog Description	An introduction to instructional methods of fundamental movement categories such as motor

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	standards, objectives, and assessments for kindergarten through fifth grade. Provides an overview of characteristics of elementary school children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.		skills, manipulative, body management, rhythmic movement, and game skills. Emphasis will be on program standards, objectives, and assessments for ages 6-12. Provides an overview of characteristics of children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school-age children.
<b>Category C</b> <i>(if not changed leave blank)</i>			
Current Course (Student Learning) Outcomes	<p>At the completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of developmental characteristics of children from the physical, social, emotional, and the intellectual realm.</li> <li>2. Identify multiple learning styles.</li> <li>3. Recognize appropriate activities for different developmental levels.</li> <li>4. Differentiate between and demonstrate competence using different teaching styles.</li> <li>5. Identify effective means of verbal and non-verbal communication including types of feedback.</li> <li>6. Identify effective classroom management and discipline techniques.</li> <li>7. Write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas.</li> <li>8. Develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods.</li> <li>9. Use Pennsylvania State Standards for Physical Education in lesson preparation.</li> <li>10. Observe and critique peer teaching.</li> <li>11. Participate in intern teaching experiences</li> </ol>	Proposed Course (Student Learning) Outcomes	<p>At the completion of this course, the student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of developmental characteristics of children from the physical, social, emotional, and the intellectual realm.</li> <li>2. Identify multiple learning styles.</li> <li>3. Recognize appropriate activities for different developmental levels.</li> <li>4. Differentiate between and demonstrate competence using different teaching styles.</li> <li>5. Identify effective means of verbal and non-verbal communication including types of feedback.</li> <li>6. Identify effective classroom management and discipline techniques.</li> <li>7. Write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas.</li> <li>8. Develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods.</li> <li>9. Use Pennsylvania State Standards for Physical Education in lesson preparation.</li> <li>10. Observe and critique peer teaching.</li> </ol>

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	<p>12. Justify the importance of Physical Education in the elementary school curriculum</p>		<p>11. Participate in intern teaching experiences</p>
<p>Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i></p>	<ol style="list-style-type: none"> <li>1) Elementary School Physical Education             <ol style="list-style-type: none"> <li>a) Teaching Children in the Physical Education Environment</li> <li>b) Planning for Instruction</li> <li>c) Preparing Quality Programming</li> </ol> </li> <li>2) Fundamental Motor Skills             <ol style="list-style-type: none"> <li>a) Movement Concepts and Themes</li> <li>b) Fundamental Motor Skills</li> <li>c) Manipulative Skills</li> <li>d) Cooperative Skills Relay</li> <li>e) Basic Game Skills</li> <li>f) Specialized Motor Skills</li> </ol> </li> <li>3) The Instructional Process/Program Implementation             <ol style="list-style-type: none"> <li>a) Improving Instructional Effectiveness</li> </ol> </li> <li>4) Legal Liability, Supervision, and Safety</li> </ol>	<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"> <li>1. Youth Physical Activity Settings (school, community, private, etc...)             <ol style="list-style-type: none"> <li>a. Teaching Children in the Physical Activity Environment</li> <li>b. Planning for Instruction</li> </ol> </li> <li>2. Fundamental Motor Skills             <ol style="list-style-type: none"> <li>a. Movement Concepts and Themes</li> <li>b. Fundamental Motor Skills</li> <li>c. Manipulative Skills</li> <li>d. Cooperative Skills Relay</li> <li>e. Basic Game Skills</li> <li>f. Specialized Motor Skills</li> <li>g. Body Management Skills</li> <li>h. Rhythmic Movement Skills and Social Dances</li> <li>i. Gymnastic Skills</li> </ol> </li> <li>3. The Instructional Process/Program Implementation             <ol style="list-style-type: none"> <li>a. Improving Instructional Effectiveness</li> </ol> </li> <li>4. Legal Liability, Supervision, and Safety</li> </ol>
<p><b>Rationale for Proposed Changes (All Categories)</b></p>			
<p>Why is the course being revised/deleted:</p>	<p>This revision is being made to broaden the scope of content addressed in this course. Currently, this course focuses solely on the elementary public school setting; limiting the application of the content. Restructuring this course from a setting focus (school) to a skill-based focus allows the content to be more applicable to students interested in working with children in multiple physical activity setting.</p> <p>Furthermore, since the proposed changes have a broader appeal, two similar courses, HPED214 Teaching Health Fitness and Gymnastics and HPED 215 Teaching Rhythmic Activities and Dance, (that both focus on fundamental movement skills) are no longer necessary. Therefore, this proposal includes increasing the HPED 216 credits from 2 to 3 credits to better absorb the content from HPED214 and HPED215; specifically</p>		

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	<p>subcategories under the ‘Fundamental Motor Skills’ <b>(g) Body Management Skills, (h) Rhythmic Movement Skills and Social Dances, and (i) Gymnastic Skills</b>. Lastly, the content that is covered under <b>#4. Legal Liability, Supervision, and Safety</b> will be expanded on to cover gymnastic-specific issues that are crucial when instructing children in this capacity.</p>
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> <li>- Program</li> <li>- Other programs</li> <li>- Students</li> </ul>	<p>Program: -no change</p> <p>Other programs: -By broadening the scope of this course, it is more applicable to students who are interested in the newly proposed Recreation and Leisure Studies track. Making this a required course for two programs will potentially increase enrollment and provide a more diverse learning environment.</p>
<p>For Dual Listed Courses</p>	<p><i>List additional learning objectives for the higher-level course</i> Click here to enter text.</p>
<p><b>For Dean’s Review</b></p>	
<ul style="list-style-type: none"> <li>• Are resources available/sufficient for this course?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Is the proposal congruent with college mission?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> <li>• Has the proposer attempted to resolve potential conflicts with other academic units?    <input type="checkbox"/> Yes    <input type="checkbox"/> No    <input type="checkbox"/> NA</li> </ul>	
<p>Comments: Click here to enter text.</p>	