

14-1429
 UWUCC AP-3/24/15
 Senate App-4/28/15

Course Revision/Deletion Template

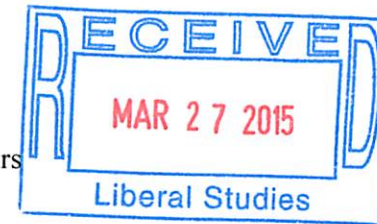
Steps to the approval process:

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.

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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	
Category A (if not changed leave blank)			
Current Prefix	HPED	Proposed Prefix	HPED
Current Number	218	Proposed Number	218
Current Course Title	Teaching Secondary Physical Education 3c-11-3cr	Proposed Course Title	Instruction of Tactical Skills and Fitness Concepts
Prerequisite(s)	EDSP 102, EDUC 242, HPED 142	Proposed Prerequisite(s)	EDSP 102, HPED 216
Category B (if not changed leave blank)			
Current Catalog Description	An introduction to instructional methods in physical education with an emphasis on program standards, objectives, and assessments for 9th through 12th	Proposed Catalog Description	An introduction to instructional methods in strategic game skills used in many sports and activities with an emphasis on program standards, objectives, and

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	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.		assessments for ages 12-18. Strategies and techniques of instructing personal fitness for adolescents will also be covered. Provides an overview of characteristics of adolescents and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach adolescents ages 12-18.
Category C <i>(if not changed leave blank)</i>			
Current Course (Student Learning) Outcomes	<ol style="list-style-type: none"> demonstrate understanding of developmental characteristics of high school students including physical, social, emotional, and intellectual domains. recognize appropriate activities for different developmental levels. demonstrate competence using teaching styles effective for secondary school students. identify effective means of verbal and non-verbal communication including types of feedback. identify effective classroom management and discipline techniques. write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas. develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods. use Pennsylvania State Standards for Physical Education in lesson preparation. observe and critique peer teaching. participate in intern teaching experiences. 	Proposed Course (Student Learning) Outcomes	<ol style="list-style-type: none"> demonstrate understanding of developmental characteristics of high school students including physical, social, emotional, and intellectual domains. recognize appropriate tactical skills and fitness activities for different developmental levels. demonstrate competence using teaching styles effective for adolescents. identify effective means of verbal and non-verbal communication including types of feedback. identify effective classroom management and discipline techniques. write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas. develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods. use Pennsylvania State Standards for Physical Education in lesson preparation. observe and critique peer teaching. participate in intern teaching experiences.
Brief Course Outline <i>(it is acceptable to copy this from the old syllabus)</i>	<p>The Instructional Process/Program Implementation</p> <ol style="list-style-type: none"> Improving Instructional Effectiveness Preparing Quality Programming Improving Instructional Effectiveness <p>Physical Activity as a Key Factor</p> <ol style="list-style-type: none"> National Physical Activity Plan Comprehensive School Physical Activity Programs 	<p>Brief Course Outline</p> <p><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>	<p>The Instructional Process/Program Implementation</p> <ol style="list-style-type: none"> Improving Instructional Effectiveness Preparing Quality Programming Improving Instructional Effectiveness <p>Physical Activity as a Key Factor</p> <ol style="list-style-type: none"> National Physical Activity Plan Comprehensive School Physical Activity Programs

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	<p>3. Fitness Tests and Authentic Assessment</p> <p>Team Sports</p> <ol style="list-style-type: none"> 1. Planning and Teaching 2. Assessing Outcomes <p>Planning and Teaching Fitness Education</p> <ol style="list-style-type: none"> 1. Traditional Teaching Models 2. Humanistic Approach to Teaching Fitness 3. Instructional Technology 		<p>3. Fitness Tests and Authentic Assessment</p> <p>Planning and Teaching <i>Tactical Games</i></p> <ol style="list-style-type: none"> 1. Tactical Games Explanation and Review 2. Principles of Games Teaching and Learning 3. Activities for a Tactical Games Approach 4. Assessing Outcomes <p>Planning and Teaching Fitness Education</p> <ol style="list-style-type: none"> 1. Traditional Teaching Models 2. Humanistic Approach to Teaching Fitness 3. Instructional Technology
Rationale for Proposed Changes (All Categories)			
<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 secondary public school setting; limiting the application of the content. By 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 adolescents in multiple physical activity settings.</p> <p>Furthermore, since the proposed changes have a broader appeal, a similar course, HPED 217 Teaching Middle School Physical Education, that students currently take is no longer necessary. Therefore, this proposal includes increasing the HPED 218 credits from 2 to 3 credits to better absorb the content from HPED217. The updated course will cover content that applies to adolescents ages 12-18; which was previously split between HPED217 and HPED218. In order to adequately address the wide range of developmental abilities found during the adolescent years, the credit increase is necessary. This will be especially important when covering the topics under “Planning and Teaching Tactical Games”, and “Planning and Teaching Fitness Education”.</p>		
<p>Implication of the Change on:</p> <ul style="list-style-type: none"> - Program - Other programs - Students 	<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>		
For Dean’s Review			
<ul style="list-style-type: none"> • 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 			

Template B

- Has the proposer attempted to resolve potential conflicts with other academic units? Yes No NA

Comments: [Click here to enter text.](#)