

CEHD 744B

## REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: HPHE PROPOSED EFFECTIVE SEMESTER: Fall 2017 COLLEGE: CEHD

## PROPOSED IMPROVEMENTS

## Academic Program

- ☐ New degree\*  
☐ New major\*  
☐ New curriculum\*  
☐ New concentration\*  
☐ New certificate  
☐ New minor  
☐ Revised major  
☐ Revised minor  
☐ Admission requirements  
☐ Graduation requirements  
☐ Deletion ☐ Transfer

X Other (explain\*\*) Full Online

## Substantive Course Changes

- ☐ New course  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix X Title and description  
 (attach current & proposed)  
☐ General education (select one)  
 Not Applicable  
☐ Other (explain\*\*)

## Misc. Course Changes

- ☐ Title  
☐ Description (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

**\*\* Other:** Changing (1) the name of program from "Special Physical Education" to "Adapted Physical Education" and (2) the delivery of program from "hybrid online" to "full online."

**Title of degree, curriculum, major, minor, concentration, or certificate:** Master of Arts in Physical Education: Special Physical Education

**Existing course prefix and #: Proposed course prefix and #: N/A Credit hours:**

**Existing course title:**

**Proposed course title:**

**Existing course prerequisite & co-requisite(s):** N/A

**Proposed course prerequisite(s)** N/A

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

**Proposed course co-requisite(s)** N/A

If there are multiple corequisites, they are always joined by "and."

**Proposed course prerequisite(s) that can also be taken concurrently:**

**Is there a minimum grade for the prerequisites or corequisites?**

The default grades are D for undergraduates and C for graduates.

**Major/minor or classification restrictions:**

List the Banner 4 character codes and whether they should be included or excluded.

**For 5000 level prerequisites & corequisites:** Do these apply to: (circle one) undergraduates X graduates both

## Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture  
 2. ☐ Lab or discussion  
 3. ☐ Lecture/lab/discussion  
 4. ☐ Seminar or ☐ studio  
 5. ☐ Independent study  
 6. ☐ Supervision or practicum

OAS

Received

**CIP Code (Registrar's use only):**

Chair/Director

*CCCD*

*Signature for Dr. Liu*

Date 10/16/16

Chair, College Curriculum Committee

*Carl A. Gordon*

Date 10/31/16

Dean

*Mark K. Veltz*

Date: 10/31/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/PEB/FS President

*M-K Veltz 12-12-16*

Date

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Changing the name of program from "Special Physical Education" to "Adapted Physical Education" is proposed based on the latest MI Rule 97 posted in 2013, in which "Adapted Physical Education" is officially used for physical education for students with disabilities in schools (see attachment 1). This will keep the name of our program being same as the one used in the MI Rule 97.

Changing the delivery of program from "hybrid online" to "full online" is proposed based on the fact that three courses (SPED 5300, SPED 6380, and SPED 6610), which were previously delivered in a traditional way, are now delivered online. Thus, all courses are currently offered 100% online. This fully online program will be helpful to recruit more students and may improve the likelihood of renewal of the fully funded federal grant.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

Special physical education is old term used for physical education for students with disabilities in schools. More than 15 years ago, this term was replaced with adapted physical education in the National Consortium for Physical Education for Individuals with Disabilities. In 2013, the MI Rule 97 was officially used adapted physical education for physical education for students with disabilities in schools (see attachment 1). Our program and courses should use the same term as the one used in the MI Rule 97.

This program has been delivered in a hybrid form based on the agreement between EUP and HPHE Department since 2009. This hybrid program has been delivered 75% online (9 courses) and 25% face-to-face (3 courses), which has attracted more applicants since 2009 and has been federally funded from 2010 to 2015. However, this hybrid program has been frequently challenged by applicants and grant reviewers in annual conferences, "why just hybrid online, not full online?" We should deliver this program 100% online for recruiting more students and renewing the federal grant.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There should be no effects on other colleges, departments or programs. We know adapted physical education is special physical education and three courses (SPED 5300, SPED 6380, and SPED 6610), which were previously delivered for our students in a traditional way before, are now delivered online.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

No effects on the department's programs. We know adapted physical education is special physical education and all required HPHE courses included in this program have been delivered online since 2009.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

No effects on enrolled students. They know adapted physical education is special physical education and they do want to learn all courses online. They have taken SPED 5300 online since 2010. They are currently taking SPED 6380 online. They will take SPED 6610 online in Summer II 2016. This will make the program more accessible to students.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The need for the full online program does exist in adapted physical education. Our program will be the only one who delivers all courses online for master's degree in adapted physical education in the nation. It is anticipated that the enrollment of the proposed full online program will be increased more than 10 students per year based on annual enrollment data collected in our program. Going fully online will also increase the likelihood of renewing the fully funded federal grant, allowing more students to enroll.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No effects on any resources in the department, college, and the university. The additional students have been attending the online courses; no additional staffing is required. However, the full online program will be helpful for renewing the federal grant since no full online programs in adapted physical education are available.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

N/A

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

85% of the students enrolled in the full online program will (1) complete all 12 courses (36 credit hours) with a GPA of B or better, (2) earn an adapted physical education approval, and (3) receive a master's degree in adapted physical education.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is proposed in response to the APPR assessment from the Provost who made a recommendation to make our program fully online (see attachment 2).

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

*Note.* Attached please find a copy of the current catalog (see attachment 3) and a copy of the proposed catalog (see attachment 4).

# Academic Program Planning & Review – Provost's Assessment

Program Name: Physical Education: Special Physical Education

Banner Code: PEEM

## Summary of Strengths and Weaknesses

	Team	Dean	Provost
Key Strengths	A couple of the strengths are the experiential learning opportunities and the high level of professional recognition of the faculty.	<ul style="list-style-type: none"> <li>Grant funded program as resulted in an overall increase in enrollment over the past five years</li> <li>Hybrid online program which makes the program attractive to non-traditional and out-of-state students</li> </ul>	1) Strong faculty with significant publications and presentations. 2) Increasing enrollment trend. Program is offered primarily online (approx... 80%) Can it go 100% online? Only distance learning adapted PE program in the nation and only one of six funded by USDE. Good opportunities for experiential learning and interactions with campus and local community. Demand for good professionals. Good collaborations with SPED. Congratulations on grant funding.
Key Weaknesses and/or Observations	One weakness is the revenue generated through outreach opportunities.	<ul style="list-style-type: none"> <li>Enrollment seems to be highly dependent on federal grant - If the grant is not refunded, it is likely that enrollment will decrease</li> <li>Need a more formalized plan for the collection and reporting of assessment data</li> </ul>	Very dependent on external funding by USDE. How will you maintain after funding ends? Assessment of student learning appears to be solely based on how many national standards are addressed in curriculum and how many students complete the program, not on what students learn.
Planning Directive			
Dean		Provost	
Recommendation	Comments	Recommendation	Comments
Continuous Quality Improvement	The program faculty are urged to find ways to sustain its continuous operation and maintain an adequate and consistent level of enrollment. The program faculty should also develop a more formalized plan for the collection and reporting of assessment data.	Continuous Quality Improvement	Encourage a 3-5 year plan to address sustainability of program and grow enrollment independent of federal funding. Given national need, this seems plausible. Re-evaluation after 3-5 time frame.
Remediation	X	Remediation	

# Master of Arts in Physical Education: Special Physical Education

Return to: [Catalog Search](#)

*Special Physical Education*

Advisor:

Jiabei Zhang

Room 1043 Student Recreation Center

The Master of Arts in Special (Adapted) Physical Education is an exciting program structured in a way that allows students to develop a sound professional philosophy, acquire research skills, and increase professional competencies through the completion of a program primarily online. The program prepares teachers to provide quality special (adapted) physical education for K-12 children with disabilities in the least restrictive, most appropriate and inclusive environments. Program includes 36 credit hours to complete degree with up to 27 credit hours online through WMU and at least 9 credit hours through student's local institution with prior program approval. Program graduate is endorsed to teach physical education for children with disabilities with a valid teaching certificate in physical education or special education (depending on the certification process in state of residence). Students can choose a thesis or non-thesis internship option. This program is currently funded by U.S. Department of Education. Qualified students accepted into this program will receive financial supports with free tuition. Contact Dr. Jiabei Zhang at [ZHANGJ@wmich.edu](mailto:ZHANGJ@wmich.edu) for application forms.

Coursework required for Master of Arts in Physical Education: Special (Adapted) Physical Education:

## Core (6 credit hours)

- 
- [HPHE 6900 - Research Procedures in Human Performance and Health Education](#) **Credits:** 3 hrs.
  - [HPHE 6920 - Analytical Techniques in Human Performance and Health Education](#) **Credits:** 3 hrs.

## Emphasis (18 credit hours)

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### Physical Education Majors

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- HPHE 6210 - Physical Activities for Exceptional Children **Credits: 3 hrs.**
- HPHE 6220 - Programming in Special Physical Education **Credits: 3 hrs.**
- HPHE 6250 - Assessment in Special Physical Education **Credits: 3 hrs.**
- SPED 5300 - Introduction to Special Education **Credits: 3 hours**
- SPED 6380 - Applications of Behavior Analysis in Special Education **Credits: 3 hours**
- SPED 6610 - Collaboration and Consultation in Special Education **Credits: 3 hours**

### Special Education Majors

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- HPHE 6210 - Physical Activities for Exceptional Children **Credits: 3 hrs.**
- HPHE 6220 - Programming in Special Physical Education **Credits: 3 hrs.**
- HPHE 6250 - Assessment in Special Physical Education **Credits: 3 hrs.**
- HPHE 6400 - Instructional Materials in Physical Education **Credits: 3 hrs.**
- HPHE 6410 - Teaching and Supervision Skills in Physical Education **Credits: 3 hrs.**
- HPHE 6450 - Curriculum Development in Human Performance and Health Education **Credits: 3 hrs.**

## electives (6 credit hours)

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- HPHE 6420 - Human Growth and Motor Development **Credits: 3 hrs.**
- HPHE 6430 - Physical Skill Acquisition and Motor Learning **Credits: 3 hrs.**

- HPHE 6450 - Curriculum Development in Human Performance and Health Education **Credits: 3 hrs.**
- HPHE 6910 - Psychological Preparation and Mental Training for Sport and Physical Activity **Credits: 3 hours**
- HPHE 6930 - Sociology of Sport and Physical Activity **Credits: 3 hours**

## Capstone (6 or 9 credit hours)

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- HPHE 7120 - Professional Field Experience **Credits: 1 to 12 hours**  
(3 credit hours needed)
- HPHE 7100 - Independent Research **Credits: 2 to 6 hours**  
(3 Credit hours needed)
- OR
- HPHE 7000 - Master's Thesis **Credits: 1 to 6 hours**  
(6 credit hours needed)
- 3 elective hours only if taking HPHE 7000.

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# Master of Arts in Physical Education: [REDACTED]

## Adapted Physical Education

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Return to: [Catalog Search](#)

*Special Physical Education*

Advisor:

Jiabei Zhang

Room 1043 Student Recreation Center

The Master of Arts in [REDACTED] Adapted Physical Education is an exciting program structured in a way that allows students to develop a sound professional philosophy, acquire research skills, and increase professional competencies through the completion of a program fully online. The program [REDACTED] prepares teachers to provide quality adapted physical education for K-12 children with disabilities in the least restrictive, most appropriate and inclusive environments. Program [REDACTED] includes 36 credit hours to complete degree online. Program graduate is endorsed to teach physical education for children with disabilities with a valid teaching certificate in physical education or special education (depending on the certification process in state of residence). Students can choose a thesis or non-thesis internship option. [REDACTED] Contact Dr. Jiabei Zhang at [ZHANGJ@wmich.edu](mailto:ZHANGJ@wmich.edu) for this online program.

Coursework required for Master of Arts in Physical Education: [REDACTED] Adapted Physical Education:

### Core (6 credit hours)

- 
- [HPHE 6900 - Research Procedures in Human Performance and Health Education](#) Credits: 3 hrs.
  - [HPHE 6920 - Analytical Techniques in Human Performance and Health Education](#) Credits: 3 hrs.

### Emphasis (18 credit hours)



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## Physical Education Majors

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- HPHE 6210 - Physical Activities for Exceptional Children Credits: 3 hrs.
- HPHE 6220 - Programming in [REDACTED] Adapted Physical Education Credits: 3 hrs.
- HPHE 6250 - Assessment in [REDACTED] Adapted Physical Education Credits: 3 hrs.
- SPED 5300 - Introduction to Special Education Credits: 3 hours
- SPED 6380 - Applications of Behavior Analysis in Special Education Credits: 3 hours
- SPED 6610 - Collaboration and Consultation in Special Education Credits: 3 hours

## Special Education Majors

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- HPHE 6210 - Physical Activities for Exceptional Children Credits: 3 hrs.
- HPHE 6220 - Programming in [REDACTED] Adapted Physical Education Credits: 3 hrs.
- HPHE 6250 - Assessment in [REDACTED] Adapted Physical Education Credits: 3 hrs.
- HPHE 6400 - Instructional Materials in Physical Education Credits: 3 hrs.
- HPHE 6410 - Teaching and Supervision Skills in Physical Education Credits: 3 hrs.
- HPHE 6450 - Curriculum Development in Human Performance and Health Education Credits: 3 hrs.

## electives (6 credit hours)

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- HPHE 6420 - Human Growth and Motor Development Credits: 3 hrs.
- HPHE 6430 - Physical Skill Acquisition and Motor Learning Credits: 3 hrs.
- HPHE 6450 - Curriculum Development in Human Performance and Health Education Credits: 3 hrs.
- HPHE 6910 - Psychological Preparation and Mental Training for Sport and Physical Activity Credits: 3 hours

- HPHE 6930 - Sociology of Sport and Physical Activity **Credits:** 3 hours

## **Capstone (6 or 9 credit hours)**

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- HPHE 7120 - Professional Field Experience **Credits:** 1 to 12 hours  
(3 credit hours needed)
- HPHE 7100 - Independent Research **Credits:** 2 to 6 hours  
(3 Credit hours needed)
- OR
- HPHE 7000 - Master's Thesis **Credits:** 1 to 6 hours  
(6 credit hours needed)
- 3 elective hours only if taking HPHE 7000.

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# **Michigan Administrative Rules for Special Education (MARSE)**

Supplemented With Selected IDEA Federal Regulations

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**MARSE (September 2013)**  
**IDEA Federal Regulations (July 2010)**



**Michigan Department of Education, Office of Special Education**

Published October 2013

## Michigan Rules

## IDEA Federal Regulations

(b) A minimum of 60 semester or equivalent hours of academic credit in normal aspects of human communication, development thereof, and clinical techniques for evaluation and management of speech and language disorders distributed as follows:

(i) A minimum of 12 semester or equivalent hours in courses pertaining to normal development of speech, language, and hearing.

(ii) A minimum of 30 semester or equivalent hours in courses on communication disorders and evaluation and management of speech, language, and hearing disorders. Of these 30 semester or equivalent hours, 24 hours shall be in speech and language pathology and 6 shall be in audiology. Not more than 6 of the 30 semester or equivalent hours may be earned for clinical practicum.

(iii) A minimum of 30 semester or equivalent hours that are acceptable on a graduate level, of which 21 hours shall be within the group specified under paragraph (ii) of this subdivision.

(c) A minimum of 300 clock hours of supervised practicum experience with persons who present a variety of communication disorders, to be acquired in conjunction with academic training, 150 hours of which shall be obtained at the graduate level.

(2) The department shall approve as a teacher of students with speech and language impairment a person who is employed or approved as a teacher of students with speech and language impairment before the effective date of these rules.

(3) A teacher of students with speech and language impairment assigned to programs for students with severe language impairment, as defined in R 340.1756, shall be certified at the elementary level.

### **R 340.1797 Teachers of students requiring adapted physical education; special requirements.**

#### **Rule 97.**

A teacher of students requiring adapted physical education shall possess a valid Michigan

teaching certificate with an endorsement in physical education, special education, or both, and shall complete all of the following:

- (a) A minimum of 20 semester hours or equivalent hours in courses leading to the acquisition of all of the following competencies:
  - (i) Knowledge of the causes of various disabilities and the effects of those conditions on learning.
  - (ii) Ability to assess physical education skills of individuals exhibiting various disabilities.
  - (iii) Ability to use community and staff resources and collaborate with personnel within the education environment.
  - (iv) Knowledge of measurement and evaluation, including standardized and nonstandardized assessments and functional behavior analysis.
  - (v) Understand major components of federal and state legislation relating to physical education.
  - (vi) Knowledge of the unique characteristics and implications of psychomotor, cognitive, and affective attributes of all learners.
  - (vii) Ability to write in behavioral terms and assess cognitive, affective, and psychomotor instructional objectives for physical education for students requiring adapted physical education.
  - (viii) Knowledge of motor characteristics, motor behaviors, motor control, and motor development sequences associated with various disabilities in relationship to typical motor development.
  - (ix) Knowledge of anatomy, kinesiology, exercise science, biomechanics, and neurology that pertains to normal and abnormal motor control and sensory motor integration for teaching physical education to students with disabilities.
  - (x) Ability to adapt teaching methods, materials, and techniques to meet the needs of students with disabilities specific to health-related fitness, gymnasium and field use, fundamental motor skills and patterns, aquatic skills, dance, individual and group games, and lifetime sports skills for the needs of students with

## Michigan Rules

## IDEA Federal Regulations

disabilities so that the individual can ultimately participate in community-based leisure, recreation, and sport activities.

(xi) Ability to analyze, adapt, and implement physical education curriculum in providing appropriate programs for a variety of disabilities.

(xii) Understand history and philosophy of physical education, recreation, and sports in terms of trends in education of individuals with disabilities.

(xiii) Understand curriculum theory, curriculum development, movement education, fitness, developmental activity-based curriculum, human, and social development.

(xiv) Utilize instructional design and planning focusing on systematic curriculum development and the spectrum of teaching styles for the purpose of promoting learning.

(xv) Create and implement physical activity lessons with special emphasis on personal adjustment in respect to assistive devices and mobility devices for the purpose of creating successful learning opportunities.

(xvi) Utilize technology applications in the preparation of lessons and within lessons, as well as using technology as professional development.

(xvii) Understand the value of program evaluation measuring student performance and the importance of monitoring the quality of program operations.

(xviii) Understand professional standards such as ethics, value appropriate professional conduct, and the need to advance the knowledge base and the profession.

(b) A directed field experience of not less than 60 clock hours teaching adapted physical education in a school setting to students with disabilities.

(c) As of the effective date of these rules, a teacher who has previously received full approval as a teacher of physical education for individuals with disabilities, or teaching of physical education for students with disabilities, shall be deemed to have full

Michigan Rules	IDEA Federal Regulations
<p>approval as a teacher of physical education for students requiring adapted physical education, if the teacher possesses a valid Michigan teaching certificate.</p> <p>(d) As of the effective date of these rules, a teacher who is a certified adapted physical educator accredited through the adapted physical education national standards process, shall be deemed to be qualified as a teacher of physical education for students requiring adapted physical education, if the teacher possesses a valid Michigan teaching certificate.</p>	
<p><b>R 340.1798 Teachers of students requiring adapted physical education; role.</b></p> <p><i>Rule 98.</i></p> <p>Teachers of students requiring adapted physical education may do any of the following:</p> <ul style="list-style-type: none"> <li>(a) Provide adapted physical education instruction to students with disabilities whose disabilities preclude integration into general physical education classes without supports or modifications.</li> <li>(b) Assess students for the purpose of providing adapted physical education.</li> <li>(c) Provide supportive services in general physical education and consultative services to general physical education teachers or special education teachers.</li> </ul>	
<p><b>R 340.1799 Teachers of students with autism spectrum disorder; special requirements.</b></p> <p><i>Rule 99.</i></p> <p>(1) The teacher education program for teachers of students with autism spectrum disorder shall include a minimum of 30 semester or equivalent hours pursuant to R 340.1781, R 340.1782, and all of the following:</p> <ul style="list-style-type: none"> <li>(a) The identification, diagnosis criteria and classification, etiology, diagnosis, range, and characteristics of autism spectrum disorder, for example, learning characteristics, sensory integration patterns, and medications commonly used with autism spectrum disorders including effects.</li> <li>(b) The role of language and communication including traits, characteristics, and interventions related to autism spectrum disorder, for example, pragmatic functions of</li> </ul>	