

# 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  
 Other (explain\*\*)

### Substantive Course Changes

- ☐ New course  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix 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:

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

Existing course prefix and #: HPHE 6220 Proposed course prefix and #: HPHE 6220 Credit hours: 3

Existing course title: Programming in Special Physical Education

Proposed course title: Programming in Adapted Physical Education

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): Programming in Adapted Phys Ed

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

CIP Code (Registrar's use only):

Chair/Director

Date 12/27/16

Chair, College Curriculum Committee

Date 10/27/16

Dean Mark K. Veltz

Date: 10/28/16 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/PEB / FS President

Mark 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 "Special Physical Education" included in the titles of HPHE 6220 is proposed because the name of program is proposed to change from "Special Physical Education" to "Adapted Physical Education." This will keep the terminology used in the courses the same as in the name of program.

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 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.

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.

No effects on other colleges, departments or programs.

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

No effects on the department's programs.

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. Course content is not changing, simply the name of the courses.

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 name change is to comply with the recommendations outlined in the attachment

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.

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.

The learning outcomes remain the same for these classes.

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.

The name change is proposed is not a result of the APPR assessment plan. It is proposed so the terminology is in line with the proposed program name change.

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

## **Current Catalog**

### **HPHE 6220 - Programming in Special Phys Ed**

A study of physical education programs for children with disabilities. Emphases will be placed on individualized, humanistic, developmental, functional, adapting, behavioral, sensori-motor, perceptual-motor, aquatic, fitness, movement, and inclusive programs.

#### **Additional Information**

**Campus:** Online Education

**Schedule Type:** Lecture

**Instructional Method:** Online Semester

#### **Prerequisites and Restrictions:**

**This course is restricted to the following level:**

Graduate

## **Proposed Catalog**

### **HPHE 6220 - Programming in Adapted Phys Ed**

A study of physical education programs for children with disabilities. Emphases will be placed on individualized, humanistic, developmental, functional, adapting, behavioral, sensori-motor, perceptual-motor, aquatic, fitness, movement, and inclusive programs.

#### **Additional Information**

**Campus:** Online Education

**Schedule Type:** Lecture

**Instructional Method:** Online Semester

#### **Prerequisites and Restrictions:**

**This course is restricted to the following level:**

Graduate