

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-51

College: E

Department: HPHE

Initiator name: Suzan Ayers

Initiator email: s.ayers@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: B

Proposed course data:

Change Course HPHE 4480

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number: HPHE 4480.

2. Proposed course title: Physical Education: K-12 Methods

3. Existing course prerequisites: Prerequisites and Restrictions: (HPHE 4470 Minimum Grade of C OR HPER 4470 Minimum Grade of C OR HPER 447 Minimum Grade of C)

4. Proposed course prerequisites: (HPHE 2400 Minimum Grade of C OR HPER 2400 Minimum Grade of C) HPHE 2950, HPER 2950 HPHE 2980, HPER 2980 HPHE 3150, HPER 3150 HPHE 3460, HPER 3460

5. Existing course corequisites: No Corequisites exist for HPHE 4480 in term 201940.

6. Proposed course corequisites: none

7. Proposed course prerequisites that may be taken concurrently (before or at the same time): none

8. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad): none

9. Major and/or minor restrictions: Include

10. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded: This course is restricted to the following major(s): PHYSICAL ED: EXCEPTIONAL CHILD (PCSN) Physical Ed: Teacher/Coach (PDEJ) PHYSICAL ED: SECONDARY (PDSJ) PHYSICAL ED: COACHING (PYSJ) PHYSICAL ED: ELEMENTARY (PEEJ) PHYSICAL ED: ELEMENTARY (PEEN) PHYSICAL ED: SECONDARY ED (PESJ) Physical Ed: Secondary Educ (PESN) Phys&Health Ed Teacher Ed: K-12 (PHEJ) Health Education: School (HESJ) PHYSICAL ED: PROFESSIONAL (PEDJ)

11. Classification restrictions: Not Applicable

12. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded: No Class Restrictions exist for HPHE 4480 in term 201910.

13. Level restriction: Not Applicable

14. List the level (undergraduate, graduate) that is to be included or excluded. Not Applicable

15. Existing Banner course title: Physical/Health Ed: Sec Method 16. Proposed course title to be entered in Banner: Physical Edu: K-12 Methods

A. Please choose Yes or No to indicate if this class is a Teacher Education class: Yes

B. Please choose the applicable class level: Both

C. Please choose Yes or No to indicate if this class is a General Education class: No

D. Explain briefly and clearly the proposed improvement.

Change title to reflect offering separate Health Education and Physical Education methods courses. Change the prerequisites to allow students to take either Health (HPHE 4470) or Physical Education (HPHE 4480) methods first. Order is not important.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.). As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses need to be updated. Please refer to attached Appendix A supporting document for scope of these changes and how this course fits into the context of those revisions. Faculty have decided it will be cleaner to have separate Health Education and Physical Education methods courses. As such, whether students take the Health or Physical Education methods class first is not important, just that both are completed prior to intern teaching. For this reason, HPHE 4470 no longer needs to serve as a prerequisite to HPHE 4480.

F. List the student 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. Each candidate will demonstrate: 1. application of classroom management skills and behavioral principles 2. development, implementation and evaluation of K-12 physical education lesson planning and instructional skills 3. implement K-12 physical education instruction and related learning opportunities during a 20-hour school-based practicum 4. examples of teacher and candidate use of time during instruction using systematic observation 5. application of feedback (WMUSOM and informal) to critically reflect on one's own teaching 6. select, implement, record and interpret candidate assessments in a practical setting

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. This is part of the PHEJ pilot revision approved in 2017; proposal CEHD 786.

H. 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. None

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. None

J. 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. Currently enrolled students will be individually accommodated to facilitate completion with their programs of study. Those students who choose to enroll in the new combined program will not be impacted by this change.

K. 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? Current (N=53; 32 PETE majors, 3 HETE majors, 18 minors-only) and future students will benefit from this revised curriculum. The "market demand" is reflected by the number of current PETE and HETE candidates. The trend in declining enrollment in both HETE and PETE enrollment across the country has been seen at WMU as well. For the last several years we have struggled to maintain two separate programs, so we anticipate the experimental program will offer a practical solution to mitigate low enrollment numbers. Additional revision of this experimental program offers a more content-specific curriculum that primarily emphasizes physical and health literacy, which we anticipate will increase the marketability of graduates, therefore attracting additional enrollment.

L. 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.)As part of

the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses need to be updated. Please refer to attached Appendix A supporting document for scope of these changes and how this course fits into the context of those revisions.

M. 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.)None

N. (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. There is no effect on transfer articulation because HPHE 4480 does not have any transfer equivalencies.

O. Current course description: This course provides information and experiences which allow the student to plan and implement effective health and physical education curricula in a secondary school setting and to self-assess teaching performance using reflective systematic skills.

P. Proposed course description: HPHE 4480 - K-12 Physical Education Methods This course provides information and experiences which allow the student to plan and implement effective physical education curricula in K1-2 school settings and to self-assess teaching performance using reflective systematic skills.

Prerequisite: HPHE 2400, 2950, 2980, 3150, 3460

Credits: 4 hours

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 30-OCT-2018

Department approver: Yuanlong Liu

Chair comment:

Date: 01-NOV-2018