

**REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS**

DEPARTMENT: HPHE PROPOSED EFFECTIVE SEMESTER: Fall 2018 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: Physical Education/Activity (PEAJ)

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite &amp; co-requisite(s):

Proposed course prerequisite(s)

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

Proposed course co-requisite(s)

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 &amp; corequisites: Do these apply to: (circle one) undergraduates graduates both

**Specifications for University Schedule of Classes:**

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yesc. Repeatable for credit: ☐ No ☐ Yesd. Mandatory credit/no credit: ☐ No ☐ Yes

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

1. ☐ Lecture3. ☐ Lecture/lab/discussion5. ☐ Independent study2. ☐ Lab or discussion4. ☐ Seminar or ☐ studio6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director

Date 4/18/17

Chair, College Curriculum Committee

Date 4/25/17

Dean

Date: 5-5-17 Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

**FOR PROPOSALS REQUIRING GSC/USC REVIEW:**\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

**Acronyms:**

PETE: Physical Education Teacher Education

PEAJ: Physical Education/Activity major/program

PHEJ: Physical/Health Education K-12 teaching major/program

1. Explain briefly and clearly the proposed improvement.

This proposal creates a new track available for non-teaching graduates; Physical Education/Activity (PEAJ). The only difference in this and the K-12 PHEJ teaching track previously approved is that PEAJ graduates will not be prepared to earn teaching licensure. Instead of passing state certification to enable K-12 teaching licensure, the PEAJ graduates will be prepared to work in physical activity settings including but not limited to Boys/Girls Clubs, YMCA, after-school activity programs, and camps.

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

The creation of the PEAJ track addresses the needs of organizations that offer physical activity programs outside formal school settings, such as Boys and Girls Clubs, YMCAs, community centers, day and overnight campus, sports clubs and after-school programs offered at public and private schools. Many individuals arrive at WMU with an interest in teaching sport and physical activity content, but are not interested in working exclusively in school-based settings. While the HPHE Exercise Science program focuses on more clinical settings emphasizing exercise prescription and injury prevention/recovery, the proposed PEAJ program will prepare graduates to address the physical activity needs of children and youth in non-school settings.

In addition, this proposed PEAJ program will enable currently-enrolled students who are unable to pass the MDE Professional Readiness Exam (PRE) a related degree option for those not interested in teaching in public schools, but can still put their instructional training to use in other environments. Currently, the increasing number of students unable to pass the PRE cannot enroll in upper level coursework in the recently approved PHEJ program. This creates two options: a) complete a University Studies degree instead of their desired degree, or b) change majors and take additional coursework to earn a different degree. Depending on the new degree chosen, the volume of additional coursework required may be substantial.

There will be no additional courses created for the proposed PEAJ program, as it aligns with the recently approved PHEJ program.

Course offerings will remain as they currently are, with many PEAJ courses offered once/AY. If enrollment increases, we may return to our former course frequency of once/semester, but that may not be necessary until at least one or two years after the newly offered PEAJ program is available.

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 other programs will be impacted by this change as the prerequisites and core courses remain the same, just reorganized.

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

No other programs will be impacted, as this is a proposal to provide a within-program option for students.

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.

This proposal is for a new program so there are no currently enrolled students.

The creation of the PEAJ program provides an enrollment opportunity for those individuals interested in teaching in physical activity settings outside the state-mandated certification programs established to provide certified teachers for K-

12 school settings. This program will enable students currently enrolled in the PETE curriculum and who are unable to pass the MDE Professional Readiness Exam (PRE) a related degree option.

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?

Current ( $N=35$  PETE majors) and future students will benefit from this curriculum change. While the exact numbers of potential future students cannot be determined, we base the “market demand” on the number of current PETE candidates. The trend in declining enrollment in and PETE enrollment across the country has been seen at WMU as well. For the last several years we have struggled to provide students interested in teaching (although not in a K-12 school system) any option outside this framework. Given this, we anticipate the PEAJ program will offer a much sought after solution.

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.)

There will be no additional courses created for this new program. There are, however, potential elective courses identified on the program page. These courses were selected and approved by the HPHE faculty during the proposal process.

Course offerings will remain as they currently are, with many PHEJ courses offered once/AY. If enrollment increases, we may return to our former course frequency of once/semester, but that will likely not be necessary for at least the first year of the newly offered PHEJ major.

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 proposed PEAJ program will primarily focus on instructional knowledge and skills since physical activity professionals are responsible for teaching lifelong activity skills in settings like camps, clubs and after-school programs. The unique aspects of this proposed program (compared to the recently-approved PHEJ major) are specific to field experiences. Across the proposed PEAJ program, three field experiences are provided prior to the final culminating internship. This provides PEAJ students with exposure to physical activity instruction at all ages/grades to facilitate selection of the final internship placement. The first field experience will be a peer experience (college/university), followed by an experience working with elementary-age children, then a secondary (middle/high school age) experience. The final internship will be a semester-long experience at a level of each student's choice. Students enrolled in the PEAJ program will not have to pass the MDE tests associated with the recently-approved PHEJ program and will complete four internship experiences in physical activity settings.

Given this difference from the recently-approved PHEJ program, the PEAJ program goals will focus on providing instruction in physical activity settings which typically have limited accountability and lower expectations for documented learning outcomes than school settings. Recent research (Centers for Disease Control, 2013, <http://digitalcommons.hsc.unt.edu/disease/31>) identifies the value and need for such professionals (p. 3), “Schools are an ideal setting for teaching young people how to adopt and maintain a healthy, active lifestyle. Research shows that well-designed, well-implemented school programs can effectively promote physical activity and healthy eating. Emerging research documents the connections between physical activity, good nutrition, physical education and nutrition programs, and academic performance.” Preparing professionals to deliver this important content in ways that coordinate with health and physical education programs exemplifies the value of offering this new track.

Evaluations of the new PEAJ track will be established, but are likely to include:

- Employer surveys
- Intern evaluations
- Certification rates (e.g., SHAPE America certifications including but not limited to Director of Physical Activity and Physical Activity Leader)

Initial learning outcomes will include but not be limited to:

PEAJ graduates will demonstrate the skills to:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.
- Plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all participants.
- Use effective communication and pedagogical skills and strategies to enhance student engagement.
- Make sustainable change and shift the culture of physical activity in their program/community.
- Use data to clearly communicate and make the case for physical activity programs included as part of a Comprehensive School Physical Activity Program (CSPAP).
- Engage colleagues and the community in support of implementing 60 minutes a day of physical activity for school-aged youth.
- Create and implement an action plan to develop and/or grow a physical activity program.
- Demonstrate the effectiveness of program-specific outcomes that contribute to a CSPAP.

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. See attached Apdx. A.

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.

Students will be able to transfer appropriate courses into the new PHEJ program. The advising office will work on new transfer guides for the PHEJ program as needed.

## **Appendix A**

### **APR&P Comments**

Dean: The current level of enrollment is not sustainable. As such, the program faculty are urged to restructure the program, for example, by 1) adding a non-certification option to the program to prepare students to work in non-school settings, and 2) combining physical education and health education these two programs so that students could seek a certification in both physical education and health education. In addition, the faculty should consider the development of a formalized assessment plan to ensure that it meets CAEP standards.

Provost: This program should find ways to distinguish itself from the multitude of programs out there in the state and nationally. Figure out why a student should study here rather than elsewhere, and then market aggressively. May require significant program restructuring and creative thinking to accomplish this. Please note carefully the dean's comments.

### **HPHE Program Addition of Physical Activity Program Supplementary Description**

#### **Acronyms**

*PETE*: Physical Education Teacher Education

*PEAJ*: Physical Education/Activity

*HETE*: Health Education Teacher Education

*PHEJ*: Physical/Health Education K-12 teaching

#### **Purpose**

This document describes addition of a new program available for non-teaching graduates; Physical Education/Activity (PEAJ). The only difference in the recently-approved PHEJ and PEAJ tracks is that PEAJ graduates will not be prepared to earn teaching licensure. Instead of passing state certification to enable K-12 teaching licensure, PEAJ graduates will complete physical activity practical experiences and a culminating internship in preparation to work in physical activity settings including but not limited to Boys/Girls Clubs, YMCA, after-school activity programs, and camps.

Physical Education/Activity  
Program

GEN ED	PRE-REQUISITES	COURSES	TRAN/SEM/GRADE	CR HR
<b>REQUIRED COURSES: 85 HRS (incl internship)</b>				
		BIOS 1130 Principles of Biology OR BIOS 1600 Biological Form and Function OR BIOS 1610 (1500) Molecular and Cellular Biology		3-4
	BIOS 1120	BIOS 2110 Human Anatomy		4
	BIOS 2110 recommended	BIOS 2400 Human Physiology		4
		HPHE 1500 Foundations of Physical & Health Ed (F)		3
	HPHE 1500; All Cognates; Apply at HPHE Office	Teaching Assistantship	Terms Completed PE: HE:	
		HPHE 1610 Skills & Instruction of Invasion Games		3
		HPHE 1620 Skills & Instruction of Net/Wall Games		3
		HPHE 1630 Skills & Instruction of Target/Striking/Fielding Games		3
		HPHE 1640 Skills & Instruction of Early Elementary & Rhythmic Movements		3
		HPHE 1650 Skills & Instruction of Fitness Activities		3
		HPHE 2200 Basic Health Concepts I		3
		HPHE 2210 Basic Health Concepts II		4
	BIOS 1120	♦ HPHE 2400 Human Motor Development & Learning		3
	BIOS 2110	HPHE 2950 Functional Anatomy & Biomechanics		3
	BIOS 2110, BIOS 2400	HPHE 2980 Exercise Physiology		3
Prof 2	HPHE 1500; 56+ credit hours	HPHE 4500 Cultural Dynamics of Human performance & Health Edu		3
	HPHE 1500	HPHE 3150 Measurement/Evaluation/Stats		3
<b>Must Be Accepted to Upper Level (Complete: 35 Hours; Background Check; 2.75 GPA; Application to CEHD and HPHE)</b>				
	HPHE 1500	♦ HPHE 3460 Physical & Health Education Methods: Special Pops		3
		HPHE 3540 Human Sexuality Education		4
		♦ HPHE 4000 Field Experience1/Internship HPHE	College/Univ experience	1
	HPHE 1500; 2400; 2950; 2980; 4140; 3460	♦ HPHE 4470 Physical & Health Education: Elementary Methods		4
		♦ HPHE 4000 Field Experience2/Internship HPHE	Elementary experience	1
	HPHE 4470	♦ HPHE 4480 Physical & Health Education: Secondary Methods		4
		♦ HPHE 4000 Field Experience3/Internship HPHE	Secondary experience	1
		Elective Courses*		5
	All coursework completed; Take concurrently	♦ HPHE 4000 Field Experience4/Internship HPHE		7
		♦ HPHE 4100 HPHE Intern Seminar: Physical Activity		2

♦ Must earn grade "C" or better

\*Potential elective courses

HPHE 2350 Theory of Coaching (2)  
HPHE 2720 Administration of Recreational Sports (3)  
HPHE 3350 Advanced Theory of Coaching (2)  
HPHE 3960 Principles of Strength & Conditioning (3)  
HPHE 3970 Exercise & Sports Nutrition (3)  
HPHE 4690 Fitness Management (3)  
HPHE 4700 Facilities & Risk Management (3)  
HPHE 5610 Legal Issues (3)

## PROPOSED CATALOG COPY

### Physical Education Physical Activity Track (84 hours)

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Successful completion of the Physical Education Physical Activity track qualifies students to work in physical activity settings across private, community and/or school-based sectors. Physical Activity students complete the same coursework required in the Physical/Health Education Teaching track until the internship experiences, which are physical activity specific. Students must complete a minimum of 60 clock hours of participation in university, elementary- and secondary-age physical activity experiences as well as an extensive lab experience with people with disabilities. Students in the physical activity track have five elective credit hours to focus on individual interest areas.

### Baccalaureate-Level Writing Requirement

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Students who have chosen the Physical Education/Activity major will satisfy the Baccalaureate-Level Writing Requirement by successfully completing:

- HPHE 4500 - Cultural Dynamics in Human Performance and Health Education **Credits: 3 hours**

### General Education

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A list of approved General Education courses can be found in “Graduation Requirements and Academic Advising” earlier in this catalog.

### Required Cognates (11-12 hours)

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- BIOS 1120 - Principles of Biology **Credits: 3 hours**
- OR BIOS 1600 – Biologic Form and Function **Credits: 3 hours**
- OR BIOS 1610 – Molecular and Cell Biology **Credits: 4 hours**
- BIOS 2110 - Human Anatomy **Credits: 4 hours**
- BIOS 2110 - Human Anatomy **Credits: 4 hours**
- BIOS 2400 - Human Physiology **Credits: 4 hours**

### Required Professional Theory Courses (15 hours)

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- HPHE 1500 - Foundations of Physical and Health Education **Credits: 3 hours**
- HPHE 2950 - Functional Anatomy and Biomechanics **Credits: 3 hours**
- HPHE 2980 - Exercise Physiology **Credits: 3 hours**
- HPHE 3150 - Measurement, Evaluation, and Statistics for Exercise Science, Health, and Physical Education **Credits: 3 hours**
- HPHE 4500 - Cultural Dynamics in Human Performance and Health Education **Credits: 3 hours**

### Required Professional Activity Courses (15 hours)

- HPHE 1610 - Skills and Instruction of Invasion Games **Credits: 3 hours**
- HPHE 1620 - Skills and Instruction of Net/Wall Games **Credits: 3 hours**
- HPHE 1630 - Skills and Instruction of Target/Striking/Fielding Games **Credits: 3 hours**
- HPHE 1640 - Skills and Instruction of Early Elementary & Rhythmic Movements **Credits: 3 hours**

- HPHE 1650 - Skills and Instruction of Fitness Activities **Credits: 3 hours**

## **Professional Pedagogical Sequence (37 hours)**

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- HPHE 2200 - Basic Health Concepts I **Credits: 3 hours**
- HPHE 2210 - Basic Health Concepts II **Credits: 4 hours**
- HPHE 2400 - Human Motor Development and Learning **Credits: 3 hours**
- HPHE 3460 – Physical & Health Education Methods: Special Populations **Credits: 3 hours**
- HPHE 3540 - Human Sexuality Education **Credits: 4 hours**
- \*HPHE 4000 – Field Experience/Internship in HPHE **Credits: 10**
- HPHE 4100 - Intern Teaching Seminar in HPHE **Credits: 2 hours**
- HPHE 4470 – Physical & Health Education: Elementary Methods **Credits: 4 hours**
- HPHE 4480 – Physical & Health Education: Secondary Methods **Credits: 4 hours**

\*NOTE: A total of 10 credits of HPHE 4000 are required. One credit will be taken during each of the semesters HPHE 3540, 4470, and 4480 are taken. Seven credits will be completed during the HPHE 4100 semester as a final internship experience.

## **Required Teaching Assistantship in Physical Activity and Health Education**

### **Physical Education/Activity Possible Elective Courses (5 hours)**

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- HPHE 2350 - Theory of Coaching **Credits: 2 hours**
- HPHE 2720 - Administration of Recreational Sports **Credits: 3 hours**
- HPHE 3350 - Advanced Theory of Coaching **Credits: 2 hours**
- HPHE 3960 - Principles for Strength and Conditioning **Credits: 3 hours**
- HPHE 3970 - Exercise and Sports Nutrition **Credits: 3 hours**
- HPHE 4000 - Field Experience/Internship in HPHE **Credits: 1 to 8 hours**
- HPHE 4690 - Fitness Management **Credits: 3 hours**
- HPHE 4700 - Facilities and Risk Management **Credits: 3 hours**
- HPHE 5610 - Legal Issues in Sport **Credits: 3 hours**