

College: E

Department: HPHE

Initiator name:

Suzan Ayers

Department email:

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Proposed effective term:

201710

Does course need General Education approval?

N

Will course be used in teacher education?

N

If 5000 level course, prerequisites apply to:

1. Existing course prefix and number:

HPHE 6440

2. Existing course prerequisites:

Prerequisites and Restrictions:

(HPHE 6450 Minimum Grade of C OR

HPER 6450 Minimum Grade of C OR

HPER 645 Minimum Grade of C)

3. Proposed course prerequisites:

none

4. Existing course corequisites:

No Corequisites exist for HPHE 6440 in term 201710.

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites:

none

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

No Major Restrictions exist for HPHE 6440 in term 201710.

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

No Class Restrictions exist for HPHE 6440 in term 201710.

12. Level restriction:

Exclude

13. List the level (undergraduate, graduate) that is to be included or excluded.

UG

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

No

2. Please choose the applicable class level:

Graduate

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

No

4. Explain briefly and clearly the proposed improvement.

Eliminating the current prerequisite will enable students to enroll independently.

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

This course (HPHE 6440) is a core requirement for one graduate program (Pedagogy) and an elective for another (CSP) in the HPHE department. Currently, students must contact the HPHE office for manual enrollment in this course. The inefficiency of this step in the registration process has negatively impacted each student currently enrolled in the course.

The existing prerequisite was included prior to both programs moving online and reflected a preferred course sequencing for the Pedagogy program. In consultation with the graduate directors of both programs, the move to online-only instruction has eliminated the need for course sequencing so the elimination of this prerequisite is reasonable.

6. 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.

Upon completion of this course, each student will be able to:

1. describe the terms, procedures and tools associated with program evaluation.

NASPE Advanced Standard 2

National Standards for Sport Coaches 37, 38

2. demonstrate knowledge of research supporting effective program evaluation.

7. 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.

n/a

8. 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.

n/a

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

n/a

10. 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.

n/a

11. 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?

This change will ease the enrollment process, which is an important aspect of online-only graduate programs.

12. 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.)

This will ease the burden on HPHE office staff and faculty.

13. 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

14. (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

15. Current course description:

This course facilitates the evaluation of physical education and athletic programs using state, national, and international standards. Course content includes the process of evaluation involving school, community, and other personnel as well as the product of evaluation associated with the preparation of application materials to submit for specific accreditation or as action research designed for program improvement. Students will be exposed to methods of action research in creating and maintaining an optimal physical activity program.

16. Proposed course description:

This course facilitates the evaluation of physical education and athletic programs using state, national, and international standards. Course content includes the process of evaluation involving school, community, and other personnel as well as the product of evaluation associated with the preparation of application materials to submit for specific accreditation or as action research designed for program improvement. Students will be exposed to methods of action research in creating and maintaining an optimal physical activity program.