

Tina L Thompson

From: Yuanlong Liu
Sent: Friday, April 6, 2018 2:10 PM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request Change Course HPHE 4100 - E-2018-HPHE-2; effective term: 201940
Attachments: Appendix A.docx

Please verify your data for New Curriculum Course Request for department: HPHE; college: E.
 Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 31-JAN-2018

Request ID: E-2018-HPHE-2

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 4100

Specific Course Change type selected: Title Specific Course Change type selected: Description Specific Course Change type selected: Level restriction

1. Existing course prefix and number:

HPHE 4100

2. Proposed course title:

Physical Education Intern Seminar

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

Not Applicable

4. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Both

5. Existing Banner course title:
HPHE Intern Teaching Seminar

6. Proposed course title to be entered in Banner:
Intern Seminar: Physical Educ

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 differentiate from new Health Education intern teaching seminar.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
With new courses of the same nature for Health Education, faculty decided to clarify nomenclature.

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.

1. Write functional lesson and unit plans with complete objectives, management plans and evaluation schemes for use during the student teaching experience.
2. Develop management strategies to address student misbehavior given school-based experiences.
3. Create a written three-year professional development plan that outlines the intern's personal development plan for maintaining professionalism and continuing certification.
4. Analyze a minimum of three recordings of personal teaching performance using course criteria (reflective practitioner strategies) and develop a written report of strengths, weaknesses, and goals to improve performance.
5. Set teacher and student behavioral goals based on the data collected by the WMU supervisor in written form.
6. Evaluate personal performance in written form on a daily, weekly and semester basis.
7. Demonstrate a personal commitment to professionalism by joining a state or national association and attending one meeting of the group within a 12-month period before or during intern teaching.
8. Devise a professional resume following WMU placement center criteria.

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.
none

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.

none

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?

This is a name change only, so this is N/A.

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.) none

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.

none

O. Current course description:

Through course activities and assignments, students develop professional skills which facilitate positive induction into the field of education. All assignments correspond with practical experiences which occur concurrently during HPHE 4750. Prerequisites: Students must attain a GPA of 2.5 in physical, health and professional education courses as well as overall. All course work necessary for completion of student's major and minor curricula must be done prior to the semester during which the student applies for intern teaching.

P. Proposed course description:

Through course activities and assignments, students develop professional skills which facilitate positive induction into the field of Physical Education. All assignments correspond with practical experiences which occur concurrently during HPHE 4750. Prerequisites: All course work necessary for completion of student's curriculum must be done prior to the semester during which the student applies for intern teaching.

Credits: 2 hours

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 06-APR-2018

Department approver: Yuanlong Liu

Chair comment:

Date: 06-APR-2018

Appendix A
Proposed Revisions to PHEJ
(Approved 2017 CEHD 786)

The January 1, 2017 program outlined on the following page was approved by the Undergraduate Studies Council at their February 14, 2017 meeting. The program submitted for consideration in the current proposal (dated January 31, 2018) reflects the following changes:

- Add BIOS 1600 and 1610 as pre-requisite options with BIOS 1120
 - This allows transfer students entering WMU with 1600 or 1610 credit (pre-med or science students) allowing any of the 3 classes to serve as a pre-requisite to BIOS 2110.
- Revise current Teaching Assistantship (TA) information to reflect:
 - Add HPHE 1501: *Teaching Assistantship: Physical Education* (1 credit)
 - Add HPHE 1502: *Teaching Assistantship: Health Education* (1 credit)
- Add HPHE 3120
 - This was removed from the original combined program in error.
- Delete HPHE 3540 (*Human Sexuality Education*)
 - This content is being added to HPHE 2200 for one additional credit hour
- Reduce credits of HPHE 4100 from 4 to 2 (retain as: *Intern Seminar: Physical Education*)
- Add a new course (HPHE 4110: *Intern Seminar: Health Education*, 2 credits)
- Reduce credits of HPHE 4750 from 20 to 10 (retain as: *Intern Teaching: Physical Education*)
- Add a new course (HPHE 4755: *Intern Seminar: Health Education*, 10 credits)
- Update credit hour totals to: 72 hrs without intern teaching and 96 including intern teaching

Appendix A
Proposed Revisions to PHEJ
(Approved 2017 CEHD 786)

The January 1, 2017 program outlined on the following page was approved by the Undergraduate Studies Council at their February 14, 2017 meeting. The program submitted for consideration in the current proposal (dated January 31, 2018) reflects the following changes:

- Add BIOS 1600 and 1610 as pre-requisite options with BIOS 1120
 - This allows transfer students entering WMU with 1600 or 1610 credit (pre-med or science students) allowing any of the 3 classes to serve as a pre-requisite to BIOS 2110.
- Revise current Teaching Assistantship (TA) information to reflect:
 - Add HPHE 1501: *Teaching Assistantship: Physical Education* (1 credit)
 - Add HPHE 1502: *Teaching Assistantship: Health Education* (1 credit)
- Add HPHE 3120
 - This was removed from the original combined program in error.
- Delete HPHE 3540 (*Human Sexuality Education*)
 - This content is being added to HPHE 2200 for one additional credit hour
- Reduce credits of HPHE 4100 from 4 to 2 (retain as: *Intern Seminar: Physical Education*)
- Add a new course (HPHE 4110: *Intern Seminar: Health Education*, 2 credits)
- Reduce credits of HPHE 4750 from 20 to 10 (retain as: *Intern Teaching: Physical Education*)
- Add a new course (HPHE 4755: *Intern Seminar: Health Education*, 10 credits)
- Update credit hour totals to: 72 hrs without intern teaching and 96 including intern teaching