

Tina L Thompson

From: Yuanlong Liu
Sent: Friday, April 6, 2018 2:08 PM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request Change Course HPHE 4470 - E-2017-HPHE-54; effective term: 201810
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-2017-HPHE-54

College: E

Department: HPHE

Initiator name: sandra vamos

Initiator email: sandra.vamos@wmich.edu

Proposed effective term: 201810

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 4470

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 4470

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

3. Existing course prerequisites:
 Prerequisites and Restrictions:
 (HPHE 1500 Minimum Grade of D OR
 HPER 1500 Minimum Grade of D OR

PEPR 150 Minimum Grade of D) AND

(HPHE 2400 Minimum Grade of D OR
HPER 2400 Minimum Grade of D OR
PEPR 240 Minimum Grade of D) AND

(HPHE 2950 Minimum Grade of D OR
HPER 2950 Minimum Grade of D OR
PEPR 295 Minimum Grade of D) AND

(HPHE 2980 Minimum Grade of D OR
HPER 2980 Minimum Grade of D OR
PEPR 298 Minimum Grade of D) AND

(HPHE 3150 Minimum Grade of D OR
HPER 3150 Minimum Grade of D OR
PEPR 315 Minimum Grade of D) AND

(HPHE 3460 Minimum Grade of D OR
HPER 3460 Minimum Grade of D OR
PEPR 346 Minimum Grade of D)

4. Proposed course prerequisites:

Add HPHE 3120: Planning School Health Programs

5. Existing course corequisites:

No Corequisites exist for HPHE 4470 in term 201910.

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):

The default grades are D for undergraduates.

9. Existing Banner course title:

Physical/Health Ed: EI Methods

10. Proposed course title to be entered in Banner:

Health Education: 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.

- Make the required title and description changes to reflect the addition and nature of content (i.e., health education and K-12).
- Revise the pre-reqs to include HPHE 3120: Planning School Health Programs

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.

Both the PETE and HETE programs have historically provided separate elementary instructional methods courses. Given the practical reality that many if not most physical and health educators teach both content areas, combining instructional methods courses is reasonable, yet the practicality of ‘training’ teachers on pedagogy due to the scope and nature of both disciplines makes most sense for the Health Education methods course to be offered as K-12 and separately. The primary goal of HPHE 4470: Health Education – K-12 Methods is for each student to gain increased competency to effectively and efficiently teach skills-based national and state-based standards and strategies for K-12 health education.

- Moreover, it is logical to provide one methods course spanning K-12. This is because the foundational teaching pieces [i.e., National Health Education Standards; Michigan Standards; Whole School, Whole Child, Whole Community approach (WSCC), etc.] applies to K-12, thus a K-12 methods course approach would help avoid any potential overlap vs. if taught separately. Although Health Education and Physical Education K-12 methods will be taught separately, the symbiotic emphasis of Health Education and Physical will be highlighted. This foundation will be set in HPHE 3120: Planning School Health Programs (pre-requisite), which highlights best practice consistent with current literature identifying and unifying components of what has been called a coordinated school health program (CSHP) model and what is now referred to as a Whole School, Whole Child, Whole Community (WSCC) approach designed to improve learning and health in our nation’s schools. Two of the ten components of WSCC approach is health education and physical education/physical activity.

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. Describe the dimensions of health and the roles and responsibilities of health education and health educators within the school setting and Whole School Whole Community Whole Child Approach (WSCC)
2. Describe the relationship among WSCC, the ten major health content areas, the National Health Education Standards, the Michigan Model for Health, and the CDC’s six categories of health risk behaviors
3. Identify developmentally appropriate health needs, health risks, and protective factors for young people
4. Determine the priority areas of need for health education and roles of health educator within WSCC
5. Analyze the National Health Education Standards and state-developed Michigan Model for Health Curriculum and apply these standards and performance indicators to teach school health education for all learners
6. Develop behavior objectives in lesson plans linked with appropriate assessment tools (e.g, scoring rubrics) for any health topic
7. Design and deliver effective lesson plans utilizing a variety of innovative instructional strategies that motivate students to become health-literate individuals
8. Utilize technology to enhance student learning
9. Analyze factors that influence choice of curricula, strategies and resources, including internal and external influences such as student characteristics, special learning needs, multiple intelligences, cultural influences, policies and legal considerations etc.

10. Identify and utilize valid health-related information, community services to enhance health education opportunities

11. Peer-evaluate and self-evaluate teaching

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.

- Combining content from two instructional methods courses into one 4-credit course makes efficient use of instruction for the PHEJ programs. This new HPHE 4470 course will continue to be offered once/year. Should enrollment increase we will consider increasing the offering.

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. Future PHEJ students will be required to complete this course, therefore reflecting the "market demand" as well as 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. Combining two instructional methods courses into a single 4-credit course maximizes resource efficiency by reducing the number of separate classes from a classroom, instructor, and credit hour perspective. Course offerings will remain as they currently are, with HPHE 4470 being offered once/year. If enrollment increases, we would consider adding a section.

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 4470 does not have any transfer equivalencies.

O. Current course description:

This course is designed to provide experiences which will enable students to develop, implement and assess health and physical education content in an elementary school setting.

P. Proposed course description:

Health Education: K-12 Methods

This course provides information and experiences, which allow the student to plan and implement effective health education curricula and activities in K-12 school settings considering national/state standards and the Whole School Whole Community Whole Child Approach while using reflective teaching skills.

Credits: 4

Prerequisites: HPHE 1500, 2400, 2950, 2980, 3120, 3150, 3460

Co-requisites: None

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

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