

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 4750 - E-2018-HPHE-3; effective term: 201910
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-3

College: E

Department: HPHE

Initiator name: Suzan Ayers

Initiator email: s.ayers@wmich.edu

Proposed effective term: 201910

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 4750

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

1. Existing course prefix and number:
 HPHE 4750

2. Proposed course title:
 Intern Teaching: Physical Education

3. Existing Banner course title:
 HPHE Intern Teaching

4. Proposed course title to be entered in Banner:
 Intern Teaching: Physical Ed

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 course.

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.

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. 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.
4. Set teacher and student behavioral goals based on the data collected by the WMU supervisor in written form.
5. Evaluate personal performance in written form on a daily, weekly and semester basis.
6. 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.

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.

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?

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.

The Michigan Department of Education has mandated institutes of higher education begin offering merged Health/Physical Education Teacher Education programs, so we are the first to provide this new curriculum. All future Health/Physical Education teachers will be serviced by this leaner program that results in the preparation to earn endorsements in two fields. There is the chance that our enrollment will increase slowly as other universities close (as has already happened in MI), or decide they are not staffed to merge their programs, therefore limiting the number of PE/HE programs available.

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.

none

O. Current course description:

This course represents the final experience of the student's curriculum during which an application of all knowledge and skills acquired is facilitated. Through the experiences provided in this course, students develop the skills and knowledge necessary for certification as a health or physical education teacher in the state of Michigan. Graded on a Credit/No Credit basis.

P. Proposed course description:

Intern Teaching: Physical Education

This course represents the final experience of the student's curriculum during which an application of all knowledge and skills acquired is facilitated. Through the experiences provided in this course, students develop the skills and knowledge necessary for certification as a Physical Education teacher in the state of Michigan. Graded on a Credit/No Credit basis.

Prerequisites & Corequisites: Prerequisite: Department approval.

Credits: 10 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