

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: HPHE

COLLEGE: CEHD

PROPOSED EFFECTIVE FALL YEAR: 2021

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|--|--|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | X Revised curriculum | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |

☐ Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Physical and Health Education Teacher Education: K-12 (PHEJ)

Chair, Department Curriculum Committee: Carol Weideman

Date 10.13.20

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- ☒ For new programs and other changes that have resource implications, the dean has been consulted.
- ☒ When appropriate, letters of support from department faculty are attached.
- ☒ When appropriate, letters of support from other departments in the same college are attached.
- ☒ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☒ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- ☒ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director: Yuanlong Liu

Date 10/13/2020

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

To revise the Physical & Health Education Teacher Education K-12 (PHEJ) program. The revision is to remove two final internship experiences for physical education and health education and instead add one combined physical education and health internship. Additionally, the two separate physical education and health education intern seminars will be removed from the program and instead add one combined seminar course. The pre-internship curriculum courses also need to be adjusted from 2 four-credit courses to 2 three-credit courses. Two pre-internship experience one-credit hour courses are being added. One previously required course is being eliminated.

Specifically:

New Courses; HPHE 4740, HPHE 4105, HPHE 4475

Change Credit Hours and Pre-Co-Requisites: HPHE 4470, HPHE 4480

Remove Course from Program: HPHE 4500

2. Rationale. Give your reason(s) for the proposed improvement.

Answer:

The reason to combine the internship experience (HPHE 4740) and remove the individual physical and health education intern experiences (HPHE 4750 & 4755) are as follows:

- a. One semester of internship will provide the required hours needed by the Michigan Department of Education.
- b. Upon exploring other prek-12 educational program requirements in Michigan, one semester of internship is only required. Therefore, this keeps our program competitive.
- c. There is a shortage of K-12 educators in Michigan in which our students will be able to start work sooner to fulfill the need.
- d. Currently, the PHEJ program has limited resources to oversee a second internship.

The reason to combine the intern seminar (HPHE 4105) and remove the individual physical and health education intern seminar (HPHE 4100 & 4110) are as follows:

- e. Upon having one semester of internship for both physical and health internship experiences, only one seminar is required.

Reasons for reducing the credit hours of HPHE 4470 and 4480 from 4-credit hour courses to 3-credit hour courses and adding a corequisite 1-credit courses to each course (HPHE 4475 & 4485):

- f. To ensure students recognize these two courses require pre-internships
- g. Create alignment with other pre-internship courses affiliated with preK-12 licensure within the WMU College of Education and Human Development.

Reasons for eliminating a formerly required course: HPHE 4500 Cultural Dynamics in HPHE

- h. This course was intended to be removed for fall of 2020 but was missed in previous program revisions.
- i. This course aligns with the old general education requirements and is not with the new WES program.
- j. The course does not meet the needs of our students in their future careers as dual Physical and Health Educators.

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.

Answer: This revision will not negatively impact other colleges, departments, or programs.

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

Answer: This revision includes the removal of the last semester of coursework and one formerly revised course.

Overall, the majority of our students have more than the required 122 credits needed to graduate; therefore, this

revision lessens the amount of total hours for these students (no need to add another 12 credits that are not needed). For students who need additional credits to graduate, electives will be required.

Our program will need to adjust when courses are offered after this request has been approved.

5. Alignment with college's and department's strategic plan, mission, and vision.

Answer: The revision will support the overall university's plan (which therefore supports the college and department) of ensuring students graduate within a timely manner and without additional credit hours. In addition, this revision supports the positive quality of our PHETE program of requiring coursework truly necessary for our students' success.

6. 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.

Answer: This proposed revision allows students to graduate one full semester earlier, therefore saving students time and money. Upon courses needing to be re-arranged within fall and spring semesters, any/all changes will support the success of current and future students.

7. 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?

Answer: Our current program includes 38 undergraduate students. Due to COVID 19, numbers could have decreased, yet we are proud to see consistent numbers. Upon removing one full semester or coursework, our program does become a stronger competitor for attracting students to transfer/complete their degree at Western Michigan University.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Answer: The PHEJ program currently includes two full-time instructors (one tenured, one term) and part-time instructors. We are hoping to be able to hire another full-time instructor for 2021-2022 which was postponed this past spring due to the current COVID-19 pandemic. Yet, with or without another instructor being hired, this revision LESSENS instructors loads. For example, we are currently expecting 10 students to intern beginning next fall (2021). If students have to intern for TWO FULL semesters, an instructor will be needed for two full semesters in which supervising 10 students is approximately 8 credits per semester.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

Answer: Upon completion of the PHEJ program, students will be able to:

1. Demonstrate the knowledge and skills of a physically literate- and health-literate educator.
2. Select developmentally appropriate learning experiences articulated with state and national standards.
3. Plan and implement those learning experiences through a series of lessons in K-12 settings.
4. Select, administer, and interpret assessments of learning experiences to inform future instruction
5. Demonstrate motor skill competence and health-relate fitness
6. Communicate and advocate for health and healthy school communities.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

Answer:

No formal assessment was utilized for this proposed revision; current demands and needs due to COVID-19 supports this revision.

Informal assessments and a conversation with the Associate Dean (Dr. Feters) support this revision for the PHEJ program. The PHEJ program will begin utilizing this revision as soon as possible in which formal assessments will begin/continue.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. 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.

Answer: There are no formal PHEJ articulation agreements and students will still be able to transfer appropriate courses into the PHEJ program. The advising office will work on new transfer guides for the PHEJ program.

12. Please offer both “Current Catalog Language” and “Proposed Catalog Language” if there is to be a change in the catalog description for a given program. For the “current” language, please copy and paste relevant language from the most current catalog and for the “proposed” language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Answer:

Current Catalog Language: (2020-21)

(found at http://catalog.wmich.edu/preview_program.php?catoid=36&poid=11356&returnto=1570)

Successful completion of the Physical and Health Education Teacher Education: K-12 program prepares a student to be eligible for K-12 certification in the teaching of physical education and health education in Michigan. Students must complete the education sequence including the **two full semesters** of intern teaching experience. Physical/Health Education majors must complete the teaching assistantship courses (HPHE 1501, HPHE 1502) **for one semester each**. Students should obtain teaching assistant applications from the Human Performance and Health Education department office. In addition, students will complete a minimum of 60 clock hours of observation and participation in both elementary and secondary public schools in Physical and Health Education settings as well as an extensive lab experience with exceptional children (in HPHE **3460**).

No minor required.

Admissions and Professional Program Requirements

All education students are coded Pre-Education upon admission to the University. Candidates may apply for advancement to the Physical and Health Education Teacher Education: K-12 professional curriculum after 35 credits earned toward their degree. A minimum cumulative grade point average of 2.75 must be attained for advancement from the Pre-Education curriculum to the Physical and Health Education Teacher Education: K-12 professional curriculum. Pre-Education students are not permitted to enroll in upper-level professional education courses until admission requirements are met and application is approved.

A grade of "C" or higher must be earned in all professional education coursework: HPHE 3460, HPHE 4100, HPHE 4470, HPHE 4480, LS 3050.

A minimum cumulative grade point average of 2.75 must be attained for enrollment in Intern Teaching.

Baccalaureate-Level Writing Requirement-REMOVE

Students who have chosen the Physical and Health Education Teacher Education: K-12 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

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

Physical and Health Education Teacher Education: K-12

K-12 State Provisional Certificate
Health Education (MA) and
Physical Education (MB) OR
Physical and Health Education (MC)

Required Cognates (11-12 hours)

BIOS 1120 - Principles of Biology Credits: 3 hours

OR

BIOS 1600 - Biological Form and Function Credits: 3 hours

OR

BIOS 1610 - Molecular and Cellular Biology Credits: 4 hours

BIOS 2110 - Human Anatomy Credits: 4 hours

BIOS 2400 - Human Physiology Credits: 4 hours

Required Professional Content and Theory Courses (43 hours)

HPHE 1500 - Foundations of Physical and Health Education Credits: 3 hours

HPHE 1501 - Teaching Assistantship: Physical Education Credits: 1 hour

HPHE 1502 - Teaching Assistantship: Health Education **Credits: 1 hour**
HPHE 2200 - Health Concepts and Strategies **Credits: 4 hours**
HPHE 2210 - Healthy Behaviors **Credits: 4 hours**
HPHE 2400 - Human Motor Development and Learning **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 REMOVE**
Required Professional Content and Theory Cognate Courses

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 and Rhythmic Movements **Credits: 3 hours**
HPHE 1650 - Skills and Instruction of Fitness Activities **Credits: 3 hours**
HPHE 2950 - Functional Anatomy and Biomechanics **Credits: 3 hours**
HPHE 2980 - Exercise Physiology **Credits: 3 hours**
Professional Pedagogical Sequence (17 hours)

Must be admitted to the professional education program to take these courses.

HPHE 3460 - Physical and Health Education Methods: Special Populations **Credits: 3 hours**
HPHE 3120 - Planning School Health Programs **Credits: 3 hours**
HPHE 4470 - Health Education: K-12 Methods **Credits: 4 hours**
HPHE 4480 - Physical Education: K-12 Methods **Credits: 4 hours**
LS 3050 - K-12 Content Area Literacy **Credits: 3 hours**
Intern Teaching (24 hours)

All coursework must be completed.

HPHE 4100 - Physical Education Intern Seminar **Credits: 1 or 2 hours**
(2 hours needed)
HPHE 4110 - Intern Seminar: Health Education **Credits: 2 hours**
HPHE 4750 - Intern Teaching: Physical Education **Credits: 5 or 10 hours**
(10 hours needed)
HPHE 4755 - Intern Teaching: Health Education **Credits: 10 hours**

Proposed Catalog Language (2021-22):

Successful completion of the Physical and Health Education Teacher Education: K-12 program prepares a student to be eligible for preK-12 certification in the teaching of physical education and health education in Michigan. Students must complete the education sequence **including the one full semester of intern teaching experience**. Physical/Health Education majors must complete the teaching assistantship courses (HPHE 1501, HPHE 1502) for one semester each **in which exploratory hours are completed**. Students should obtain teaching assistant applications from the Human Performance and Health Education department office. In addition, students will complete **a minimum of 60 clock hours of apprenticeship hours** in both elementary and secondary public schools in Physical and Health Education settings as well as an extensive lab experience with exceptional children (in **HPHE 3460**).

No minor **is** required.

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

Physical and Health Education Teacher Education: K-12

K-12 **Michigan Standard** Certificate
Physical and Health Education (MC)

Required Cognates (11-12 hours)

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

Required Professional Content and Theory Courses (43 hours)

- **HPHE 1500 - Foundations of Physical and Health Education Credits: 3 hours**
- **HPHE 1501 - Teaching Assistantship: Physical Education Credits: 1 hour**
- **HPHE 1502 - Teaching Assistantship: Health Education Credits: 1 hour**
- **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 and Rhythmic Movements Credits: 3 hours**
- **HPHE 1650 - Skills and Instruction of Fitness Activities Credits: 3 hours**
- **HPHE 2200 - Health Concepts and Strategies Credits: 4 hours**
- **HPHE 2210 - Healthy Behaviors Credits: 4 hours**
- **HPHE 2400 - Human Motor Development and Learning 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**

Professional Pedagogical Sequence (17 hours)

Must be admitted to the professional education program to take these courses.

- **HPHE 3460 - Physical and Health Education Methods: Special Populations Credits: 3 hours**

- HPHE 3120 - Planning School Health Programs **Credits: 3 hours**
- HPHE 4470 - Health Education: K-12 Methods **Credits: 3 hours**
- HPHE 4475 – Pre-internship: Health Education Credits: 1 hour
- HPHE 4480 - Physical Education: K-12 Methods **Credits: 3 hours**
- HPHE 4485 – Pre-internship: Physical Education Credits: 1 hour
- LS 3050 - K-12 Content Area Literacy **Credits: 3 hours**

Intern **Teaching (12 hours)**

All coursework must be completed.

- HPHE 4740 – Intern Teaching: Physical Education and Health Education Credits: 10 hours
- HPHE 4105 - Physical Education and Health Education Intern Seminar Credits: 2 hours