

Date of request: 22-SEP-2020

Request ID: E-2020-HPHE-75

College: E

Department: HPHE

Initiator name: Lori Reichel

Initiator email: [lori.reichel@wmich.edu](mailto:lori.reichel@wmich.edu)

Proposed effective term: 202140

Does course need General Education approval?: N

Will course be used in teacher education?: Y

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course HPHE 4740

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:  
HPHE 4740

2. Proposed credit hours:  
5 or 10

3. Proposed course title:  
Intern Teaching: Physical Education and Health Education

4. Proposed course prerequisites:  
All other courses and program requirements must be completed prior to intern teaching with an overall GPA of 2.75 and a grade of "C" or above in all professional education coursework.

5. Proposed course corequisites:  
HPHE 4105

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):  
none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):  
C

8. Major and/or minor restrictions:

Include

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

10. Classification restrictions:  
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:  
none

12. Level restriction:  
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.  
Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?  
Not Applicable

15. Is this a multi-topic course?  
No

16. Proposed course title to be entered in Banner:  
Physical Ed & Health Ed Intern

17. Is this course repeatable for credit?  
No

18. Is this course mandatory credit/no credit?  
Yes

19. Select class type:  
Supervision or Practicum

20. How many contact hours per week for this course?  
32-40

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

B. Please choose the applicable class level:  
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.  
No

D. Explain briefly and clearly the proposed improvement.

Currently, students need to intern for two full semesters: one for Physical Education and the other for Health Education. This proposal is to combine the internship into only one full semester in which students will complete both Physical and Health Education internship hours.

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

Reasons for the proposed improvement include:

- schools are in need to educators; (FYI- due to this need, some of the current interning students may be asked to substitute in schools);
- Western needs to remain competitive;
- due to a variety of reasons, including transfer credits, many of our PHEJ students graduate with many more credit hours than the required 122 credits;
- current resources, including instructors, are limited; and
- the attempt to keep consistent with other educational programs at Western.

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. Advocating for the professional Physical and Health Education profession (participation, portfolio)
2. Providing and aligning curriculum, instruction, and assessment using Michigan State Standards and National Education Standards (participation, portfolio)
3. Developing a professional development plan (participation, portfolio)
4. Developing plans within a Coordinated School Health Program/Whole School, Whole Community, Whole Child (WSCC) model (participation, portfolio)
5. Developing a professional portfolio demonstrating roles and competencies as outlined by Michigan Education Standards and National Education Teacher Preparation Standards (participation, portfolio).

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.

No formal assessment was utilized for this proposed revision.

Informal assessments and a conversation with the Associate Dean (Dr. Fetters) support this revision for the PHEJ program; this revision will allow our program to be consistent with other educational programs at Western.

The PHEJ program will begin utilizing this revision as soon as possible in which formal assessments will begin/continue.

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.

No other programs will be impacted by this change. No duplication either. The PHETE program is the only existing one at Western (only one that trains future Physical and Health education teachers).

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

No other programs will be impacted, as this course will enroll only PHEJ majors.

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.

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.

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?

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.

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.) The PHEJ program currently includes two full-time instructors (one tenured, one term) and part-time instructors. We are hoping to hire another full-time instructor for 2021-2022 which was postponed this past spring due to the current COVID-19 pandemic. With or without another instructor being hired, this revision reduces current instructors loads. For example, we are currently expecting 10 students to intern beginning next fall (2021). These students will need to intern for two full semesters and an instructor will be need to supervise students for two full semesters. Supervising 10 students is approximately 8 credits per semester with the seminar course.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

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 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.

Again, recognizing our program will require one, not two, semester to intern makes our program competitive to other state programs.

O. Current catalog copy:  
N/A

P. Proposed catalog copy:  
This course is the clinical field experience for pre-service teachers in the Physical Education and Health Education program. Students devote five days per week for one semester to intern teaching within the PreK-12 school setting with a mentor teacher. They are expected to have experience in both the curricular and extracurricular programs of the school in which they teach. May repeat course one time only.

Prerequisites & Corequisites: Prerequisite: All other courses and program requirements must be completed prior to intern teaching with an overall GPA of 2.75 and a grade of “C” or above in all professional education coursework. Corequisite: HPHE 4105.

Credits: 5 or 10 hours

Restrictions: Restricted to Physical Education and Health Education majors.

Notes: Graded on a Credit/No Credit basis.

When Offered: Fall, Spring

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 13-OCT-2020

Department approver: Yuanlong Liu

Chair comment:

Date: 13-OCT-2020



## HUMAN PERFORMANCE & HEALTH EDUCATION

### WESTERN MICHIGAN UNIVERSITY

#### HPHE 4105 (+ HPHE 4740 Internship)

#### Physical Education & Health Education Intern Seminar [future semester]

**INSTRUCTOR:****OFFICE:****OFFICE HOURS:****COURSE WEB SITE:** E-learning and/or Google drive**EMAIL:****PHONE:** 269.387.**FAX:** 269.387.**COURSE:** SRC 1042, M 4:30-6:00p**COURSE DESCRIPTION**

This seminar will be directly related to the students' classroom experiences; it will further the students' practical understanding of research on effective teaching and effective schools, help to refine their techniques of effective classroom management and curriculum design, and enhance the students' sense of their own teaching style. Through course activities and assignments, teacher candidates (TC) are expected to take professional responsibility and practice professional ethics while participating in discussions and assignments focused on deliberate reflection about teaching and student learning. As such, this course facilitates the development of professional skills to support the positive induction into the preK-12 educational field.

**PREREQUISITES:** Successful completion of all major and minor coursework.

**COREQUISITE:** HPHE 4740

**COURSE COMPETENCIES**

The course has been designed to provide teacher candidates with opportunities to demonstrate competence in the following areas:

- Advocating for the professional Physical and Health Education profession (participation, portfolio)
- Providing and aligning curriculum, instruction, and assessment using Michigan State Standards and National Education Standards (participation, portfolio)
- Developing a professional development plan (participation, portfolio)
- Developing plans within a Coordinated School Health Program/Whole School, Whole Community, Whole Child (WSCC) model (participation, portfolio)
- Developing a professional portfolio demonstrating roles and competencies as outlined by Michigan Education Standards and National Education Teacher Preparation Standards (participation, portfolio).

**TECHNOLOGY TOOLS****Tk20**

The College of Education and Human Development uses the Tk20 data management system. Tutorials and the help desk are available at <https://wmich.edu/teachercertification/data-reporting/tk20>. Assignments corresponding with practical experiences that occur concomitantly during HPHE 4750 will be documented in the Teaching (Exit) Portfolio housed in Tk20. All teacher candidates will be expected to either meet expectations for an entry level teacher as defined by the 10 InTASC Standards or be progressing toward expectations by the end of the internship experience. The InTASC, SHAPE America, and CAEP Standards will be covered in greater detail during seminar.

Your cooperating teacher will need to upload the professional disposition forms and final evaluation. They will also need to "sign off" on both of their evaluations and your self-evaluations.

You will need to "sign off" on your clinical instructor's three formal observations and your cooperating teacher's mid-term (if applicable) and final evaluation.

### E-learning and/or Google Drive

Class materials will be stored and transmitted on e-learning and/or a shared Google Drive which has public and private folders. Use of work emails (wmich.edu or school emails for CT) is the only access granted to use the Google Drive.

### ACADEMIC INTEGRITY/DISHONESTY

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

This particular class includes teaching experiences and related materials, which must be generated by each student for a grade. Although you may discuss these with others in this class and your Cooperating Teacher, **the final work submitted for grading must be created independently by you, and reflect your own efforts, knowledge, understanding and expression of ideas.** Use of others' work constitutes academic dishonesty. In addition, offering or providing your work to others is also a form of academic dishonesty (complicity). If you have questions or are confused about what is or is not appropriate regarding this, or other issues of academic integrity, please consult with me during office hours or after class. I am available at those times to discuss anything pertaining to this course. The WMU Writing Center can give you additional help with paraphrasing and citing sources correctly. If you observe other students in this class engaging in any form of academic dishonesty (<https://wmich.edu/conduct/honesty/definitions>) I invite you to approach me in confidence about it. **If you are found responsible for academic dishonesty, you will be assigned a failing grade in this course and unable to complete the final internship experience.**

Students and instructors are responsible for making themselves aware of and abiding by the "Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures" related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office [www.wmich.edu/registrar/calendars/interfaith](http://www.wmich.edu/registrar/calendars/interfaith)
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

### ATTENDANCE

Teacher Candidates are required to attend all seminar meetings. **More than two absences will result in failure of this course.**

### ACADEMIC REQUIREMENTS

Quality preparation for interning is an expectation. Participation and timely submission of plans and other required work are basic requirements and due on e-learning or the course Google Drive unless otherwise indicated. **NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR ARRANGEMENT.**

<u>COMPONENT OF GRADE</u>	<u>% OF GRADE</u>	<u>GRADING SCALE</u>
Participation	35	93 - 100% = A
Assignments	35	88 - 92% = BA
Tk20	30	83 - 87% = B
		78 - 82% = CB
		70 - 77% = C
		≤ 69% = Repeat

## **EVALUATION DESCRIPTIONS**

**1. Participation (35%)** The participation component of your grade stems from the role you play in classmates' learning during the intern teaching experience; you are one others' best resources for this experience. Regular attendance in seminar and active participation in seminar-related activities (including all-day PD and other CEHD experiences) comprise this component of the final seminar grade.

**2. Assignments (35%)** Course tasks will be assigned throughout the semester. Due dates for some assignments will be announced in class, others appear on the tentative block schedule. Certain assignments will earn points while others will be evaluated on a pass/fail basis with 80% being the "pass" standard. All assignments are due in the class Google Drive before the start of seminar (4:30p EST) on the indicated date. Assignments include but are not limited to weekly journal entries, Impact on Student Learning (ISL), Educational Philosophy paper, attendance at a School Board meeting.

### **Journals**

In order to be a reflective practitioner, you will be asked to journal about your internship experience. Weekly journal entries will provide a way to discuss class- and school-related activities from the previous week in response to specific prompts. You may also add any questions or concerns you have. Journals are due to the Google drive by 6:00 p.m. EST Sunday night for the previous week.

### **GoReact Assignments**

There are three GoReact assignments, each of which are recording of your teaching with a reflection focused on specific instructional skills. These GoReact reflections may be used in your Exit Portfolio (*section varies based on assignment*).

### **Parent/Guardian Communication**

This assignment is reflected via a case study reflection but may also include any type of written communication you provide parents or documentation of parent/guardian calls and/or participation in teacher/family conferences. This may be used in your Exit Portfolio (*Learning Environments, Assessment, or Leadership and Collaboration*).

### **Classroom Management Plan**

This assignment includes a plan of procedures that will help your day run smoothly to provide order and safety for your students, specifying steps taken to include diverse learners and a section on rules/consequences. This may be used in your Exit Portfolio (*Learning Environments, Learning Differences, or Instructional Strategies*).

### **Job Application/Interview Process**

You will soon be in the market for a job as a physical/health education professional. As such, you will be competing for jobs that may hinge on how well you interview. You will craft and submit a cover letter of application and resume before your mock interview. Interviews will be conducted as though you are a candidate for an actual job. This means you should bring anything you would to an interview, wear what you would to an interview, and conduct yourself as you would with total strangers who have the authority to hire you for this position. You will be required to videotape and analyze your interview, so be sure to bring your iPad to the actual interview. An interview guide and rubric for the reflection and



are provided on the course web site. **If your materials (application and supporting material) are not submitted by the deadline indicated on the tentative block plan, you will not be allowed to participate in the mock interview.**

### MDE Survey

This short online survey from the Michigan Department of education will be sent to your email. This must be completed at the end of your internship to earn credit for the course.

**3. Tk20 Artifacts (30%)** This component of your grade reflects your development as a new teacher and the understanding that your WMU education is but the first step in your growth as a teacher. The items required by the unit (CEHD via OCE) must be completed in collaboration with the practical component of the final internship. One Tk20 binder will be completed for both Physical and Health Education. This major assignment is uploaded to Tk20 and demonstrates competency in each of the 10 InTASC Standards.

Components of the Tk20 include:

#### Impact on Student Learning

This is a major assignment that is uploaded to Tk20 and demonstrates your ability to foster learning for all students during the teaching process. Pieces of this may be used in your Exit Portfolio (*Content Knowledge, Content Application, Planning for Instruction, Instructional Strategies, or Assessment*).

#### Philosophy of Education

This is a short statement of your philosophy of education (no more than one page) and should be "fresh," not a resubmission of one you have already turned in for credit in a previous class. The document should demonstrate the development of your perspective on teaching and learning. This may be used in your Exit Portfolio (*Professional Learning and Ethical Practice*). The philosophy should apply to your role of both health and physical educator (equally).

**Final Exit Portfolio** This component of your grade is based upon your development as a new teacher and the understanding that your WMU education is but the first step in your growth as a teacher. This major assignment is uploaded to Tk20 and demonstrates competency in each of the 10 InTASC Standards. **You must post at least one artifact, with reflections, for each of the 10 standards. Each standard must be fully addressed, so some may require more than one artifact.**  
InTASC standards: [https://drive.google.com/drive/folders/1GUXI\\_MVivsMU0Yzo8UtD67jVSI-UFv88](https://drive.google.com/drive/folders/1GUXI_MVivsMU0Yzo8UtD67jVSI-UFv88)

### TENTATIVE COURSE OUTLINE

Week Date	Topic/Activities	Assignments Due/Notes <i>*Required CEHD assignments</i>
Pre-intern	Seminar Orientation Review syllabus ISL unit (do ASAP) & Tk20	Timing and expectations
Week 1 visit	Management Professional Philosophy Tk20 evidence <ul style="list-style-type: none"> <li>• InTASC 1: Learner Development</li> <li>• InTASC 4: Content Knowledge</li> <li>• InTASC 5: Applications of Content</li> <li>• InTASC 9: Professional Learning/Ethical Practice</li> </ul>	Weekly journals must be posted to the Google drive by Sunday 6:00 p.m. EST before the seminar due date indicated on syllabus. <b>EXAMPLE:</b> Journal for the week of 1/6-10/20 is due Sunday 1/12/19 by 6p EST. School Board attendance (KPS)
Week 2	Child Abuse Bullying, School Violence <b>PREP:</b> "Stop Bullying on the Spot" doc	*Week 1 Journal (Google folder by 6p EST)  School Board attendance (VCS, OPS)
Week 3	• InTASC 2: Learning Differences	

	InTASC 3: Learning Environments	*Week 2 Journal
Week Date	Topic/Activities	Assignments Due/Notes <i>*Required CEHD assignments</i>
Week 4 Observe 1	<b>Fri at WMU 9a-3p Intern Professional Development Day: Skill Building</b>	*Week 3 Journal *Parent/Guardian case study School Board attendance (KPS, PPS) Select/post artifacts: InTASC stds 9, 1, 4, 5
Week 5	Assessment <b>PREP:</b> Review: “Grading & Report Cards...” and “Overcoming Resistance to Achievement-Based...” PDF ISL planning • Tk20 & GoReact evidence documentation • InTASC 6: Assessment • InTASC 7: Planning for Instruction • InTASC 8: Instructional Strategies	*Week 4 Journal *Classroom Management Plan  1 <sup>st</sup> placement unit A&E plan  *GoReact Self-Observation 1
Week 6	• Advocacy <b>PREP:</b> Advocacy ppt, “Helping Classroom Teachers” & “Helping Your Child Develop Physical & Health Literacy” PDF • InTASC 9: Professional Learning and Ethical Practice • InTASC 10: Leadership & Collaboration	*Week 5 Journal *Philosophy of Education statement  Select/post artifacts: InTASC stds 2-3  School Board attendance (VCS, KPS, OPS)
Week 7	• Resume and Cover Letters <b>PREP:</b> review “Job Search Skills” ppt, read “Transition to Teaching” part 1 (PDF)	*Week 6 Journal Drafts cover letter and resume Select/post artifacts: InTASC stds 6-8
Week 8 Observe 2	• Interviewing <b>PREP:</b> revise cover letter/resume & read “Transition to Teaching” part 2 (PDF)	*Week 7 Journal *GoReact Self-Observation2 School Board attendance (KPS, PPS)
<b>Week - WMU FALL/SPRING BREAK</b> (*Week 8 Journal)		
Week 9	Mock Interviews	*WMU Spring Break week Journal School Board reflection *Finalized cover letter and resume
Week 10	<b>Fri at WMU 9a-3p Intern Professional Development Day: Career-Building</b>	*Week 9 Journal
Week 11 Observe 3	• Legal Liability • School Districts/ISD Structures in MI • ISL update & Philosophy <b>PREP:</b> review “Legal Liability” & “School Structures” ppts	*Week 10 Journal *Impact on Student Learning posted to Tk20
Week 12	Tk20 workshop; all artifacts posted by seminar’s end	*Week 11 Journal
Week 13	Advocacy Presentations HRF Assessment (FitnessGram, 5/6 HFZ expected) <b>Wed at WMU: 9a-2:30p Career Fair Bernhard Center</b>	*Week 12 Journal *Final Exit Portfolio (including self-evaluation) uploaded to Tk20
Week 13	Exit interviews with Instructors	*MDE survey completed