

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		02-104d	App-4/15/03	App-4/29/03

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

**1. Course Proposals (check all that apply)**

New Course                       Course Prefix Change                       Course Deletion

Course Revision                       Course Number and/or Title Change                       Catalog Description Change

**HPED 216 Teaching Elementary Physical Education**

<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
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**2. Additional Course Designations: check if appropriate**

This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

**3. Program Proposals**

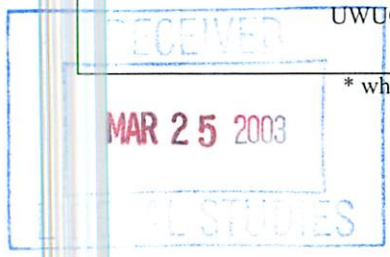
New Degree Program                       Program Title Change                       Program Revision

New Minor Program                       New Track                       Other

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals	Date
Department Curriculum Committee Chair(s) <i>Madelyn Patrizio Boyls</i>	3-21-03
Department Chair(s) <i>David Stein</i>	3-21-03
College Curriculum Committee Chair <i>Stephen Miller</i>	3-24-03
College Dean <i>Patricia J. Zoni</i>	3-24-03
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title) <i>Joseph Domaracki TECC</i>	3-24-03
UWUCC Co-Chairs <i>Gail Sedquist</i>	4/15/03

\* where applicable



## COURSE SYLLABUS

### I. Catalog Description

HPED 216 Teaching Elementary Physical Education	2 class hours
	3 lab hours
	2 credits
	2 c-31-2cr

**Prerequisite:** EDSP 102, HPED 142

Introduces student to instructional methods in physical education with an emphasis on program standards, objectives, and assessments for kindergarten through fifth grade. Provides an overview of characteristics of elementary school children and appropriate activities for this age group. Includes opportunities to improve personal skills, develop units, and teach peers and school age children.

### II. Course Objectives

At the completion of this course, the student will:

1. demonstrate understanding of developmental characteristics of children from the physical, social, emotional, and the intellectual realm.
2. identify multiple learning styles.
3. recognize appropriate activities for different developmental levels.
4. differentiate between and demonstrate competence using different teaching styles.
5. identify effective means of verbal and non-verbal communication including types of feedback.
6. identify effective classroom management and discipline techniques.
7. write behavioral objectives from the cognitive, affective, and psychomotor domains for different age levels and content areas.
8. develop teaching progressions with sample block unit plans, lesson plans, and evaluation methods.
9. use Pennsylvania State Standards for Physical Education in lesson preparation.
10. observe and critique peer teaching.
11. participate in intern teaching experiences
12. justify the importance of Physical Education in the elementary school curriculum.

### III. Course Outline

This course consists of 2 hours of class work per week and 3 hours of lab per week. Classes will be directed by the course instructor. The labs will provide opportunities for students to participate in observation of elementary school classes, peer teaching, and instructing elementary children in a variety of settings. Lab activities will also include personal development of skills needed to effectively teach elementary physical education.

Week	Class Activities (2 hours/week)	Lab Activities (3 hours/week)
1	An overview of developmental physical education Childhood growth and motor development	Physical Activity and Fitness
2	Physical Activity for Children	Wellness: Developing a Healthy Lifestyle
3	Planning for Quality Instruction	Movement Concepts and Themes
4	Cognitive Learning/Affective Growth	Fundamental Motor Skills
5	Effective Teaching: Skills, Responsibilities, Choices <b>EXAM I</b>	Manipulative Skills
6	Facilitating Learning: Positive Discipline & Classroom Management	Body Management Skills

7	Teaching Styles: Connecting With the Learner	Cooperative & Personal Challenge Skills
8	Lesson Planning National and state standards for PE	Developmental Games
9	Assessing Progress	Game Skills
10	The Developmental Curriculum	Basketball Skills/Hockey Skills
11	Safety Considerations & Legal Liability	Football Skills/Soccer Skills
12	Equipment and Class Size More Days per Week Equals More Learning	Softball Skills/Volleyball Skills
13	Reducing Disruptive Student Behaviors Teaching Social Behaviors	Track, Field, & Cross Country Running
14	Evaluation and Assessment	Adventure Activities
15	<b>FINAL EXAM</b>	During final exam period

#### **IV. Course Evaluation**

Two course examinations:  
 Midterm = 30 percent  
 Final = 30 percent

Demonstration of Skills = 10 percent  
 Lesson Plan Development = 10 percent  
 Teaching Demonstration = 10 percent  
 Participation and Attendance = 10 percent

#### **V. Sampling Grading Scale:**

90-100      A  
 80-89        B  
 70-79        C  
 60-69        D  
 59and below   F

#### **VI. Attendance Policy**

Students are expected to attend each class. The instructor recognizes students' need to miss class because of illness or personal emergencies. Three allowable absences will be permitted over the course of the semester. Students are responsible for any work missed due to absences.

#### **VII. Textbook**

Chepko,S., & Arnold, R. (2000). Guidelines for Physical Education Programs, Boston: Allyn and Bacon Publishing. (*This book will also be required in HPED 217 & HPED 218*)

Pangrazzi, R. (2004). Dynamic Physical Education for Elementary School Children, San Francisco: Benjamin Cummings Publishing.

#### **VII. Special Resources : Proper attire for activities**

## VII. Bibliography

Anderson, A. (1999). Blending management and instruction to foster participation in the study of movement. Journal of Physical Education, Recreation, and Dance, 70(6), 46-56.

Carlton, B., & Henrich, J. (2000). Strategies for enhancing the performance of low-skilled students. Journal of Physical Education, Recreation, and Dance, 71(2), 29-31.

Corbin, C., Dale, D., & Pangrazi, R. (1999). Promoting physically active lifestyles among youths. Journal of Physical Education, Recreation and Dance, 65 (7), 22-48.

Gallahue, D., & Cleland-Donnelly, F. (2003). Developmental Physical Education for All Children, Champaign, IL: Human Kinetics Publishing.

Helion, J., & Fry, F. (1995). Modifying activities for developmental appropriateness. Journal of Physical Education, Recreation, and Dance, 66(7), 57-59.

Kirchner, , G., & Fishburne, G. (1998). Physical Education for Elementary School Children, Boston: McGraw Hill Publishing.

Locke, L., & Lambdin, D. (2003). Putting Research to Work in Elementary Physical Education, Champaign, IL: Human Kinetics Publishing.

Mohnsen, B. (1998). Concepts of Physical Education, Reston, VA: NASPE Publications.

Rink, J. (2002). Teaching Physical Education for Learning, Boston: McGraw Hill Publishing.

Young, J. (1996). Current trends and issues in physical education. In B. Hennessey (Ed.), Physical Education Sourcebook (pp. 3-11). Champaign, IL: Human Kinetics.

## Course Analysis Questionnaire

### Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is intended for Health and Physical Education majors who will be certified to teach health and physical education in kindergarten through twelfth grade. The content of this course prepares them to instruct elementary physical education in the elementary school. The course will focus on the Pennsylvania Physical Education Standards for elementary school children.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course and a new course proposal, HPED 316 Teaching Elementary Health Education also a 2 credit course, will replace HPED 321 Methods in Elementary Health and Physical Education. This change will allow more opportunities for teaching experiences as well as provide a semester long period for both health and physical education. Currently students receive half a semester of each.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).**

This course has not been offered at IUP on a trial basis.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

This is not a dual-level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

Other institutions offer similar courses. Many colleges break down the course into individual sports and activities such as HPED 103 Teaching Soccer or HPED 111 Teaching Racquet Sports at Lock Haven University. The courses being proposed by IUP's HPE Department provide the students with an overall developmental approach to teaching physical education. This helps students better understand the standards and assessments for different age levels.

- A7 **Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

The information presented in this course is part of the National Teachers Exam for HPE certified teachers.

**Section B: Interdisciplinary Implications**

- B1 **Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

This course will be taught by a faculty member of the Department of Health and Physical Education.

- B2 **What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

No other department on campus teaches a course that covers similar material.

- B3 **Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments**

This course will not be cross-listed with other departments.

- B4 **Will seats in this course be made available to students in the School of Continuing Education?**

This course will be available to HPE majors and those who have met the prerequisites.

**Section C: Implementation**

- C1 **Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Faculty resources are adequate.

- C2 **What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:**

- \*Space
- \*Equipment
- \*Laboratory Supplies and other Consumable Goods
- \*Library Materials
- \*Travel Funds

No additional resources will be needed to teach this course.

**C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

There are not plans to have resources for this course covered by grant funding.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered each fall and spring semester.

**C5 How many sections of this course do you anticipate offering in any single semester?**

One section of this course will be offered each fall and spring semester.

**C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

The enrollment for each section will be around 25 students. This has been determined by current trends in lower level classes in HPE.

**C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

It is recommended class sizes stay below 30 to adequately provide teaching time for each student.

**C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

This course will not be taught as a distance education course.

#### **Section D Miscellaneous**

This new course is being developed as a result of feedback provided by NASPE and AAHE (professional organizations of Health and Physical Education).