

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:	UWUCC Use Only Proposal No: <u>11-1220 W-10/25/12</u>	Senate Action Date:
LSC Action-Date:	UWUCC Action-Date: <u>AP-4/3/12</u>	

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Sharon Deutschlander	Email Address deutsch@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 724-357-3194

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: HPED 318 Preprofessional Experience I

Proposed course prefix, number and full title, if changing:

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		2/28/12
Department Chairperson(s)		2/28/12
College Curriculum Committee Chair		3/2/12
College Dean		3/6/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<u>Edel Reilly TECC, Chair</u>	<u>3/26/12</u>

MAR 27⁶ 2012

I. Catalog Description

HPED 318 Preprofessional Experience I

3 class hours

0 lab hours

Prerequisites: EDUC 242, HPED 216, HPED majors only

2 credits

(3c-0l-2cr)

Students teach as assistants to a faculty member in physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

II. Course Outcomes

Students will be able to:

1. Develop and demonstrate professional behavior through attendance and punctuality.
2. Develop and demonstrate professional behavior by consistently dressing in proper teaching attire.
3. Demonstrate knowledge of the subject by preparing and organizing lesson plans.
4. Demonstrate the ability to prepare behavioral objectives for lessons from the cognitive, affective, and psychomotor domains.
5. Show competence in speaking and demonstrating activities during presentation of lessons.
6. Provide a safe environment for children to perform physical education activities.
7. Exhibit sensitivity to the needs of children through pupil teacher interaction.
8. Evaluate student knowledge and skills by analyzing error and offering corrective feedback.
9. Recognize and deal with discipline problems in a positive and timely manner.

Student Outcomes Assessment Matrix

INTASC	NASPE Competency Domain	Course Objective	Assessment Technique
9	6	1	Attendance & punctuality
9	6	2	Proper teaching attire
2,4,6	1,3	3	Weekly lesson plans Creation of weekly homework Development of Unit Plan
2,6,7	1,3	4	Behavioral objectives
2,5,6	2,4	5	Evaluation of teaching
2,4,6	3,4	6	Organization diagram addressing safety concerns Evaluation of teaching
2,3,4,5,6	2,3,4	7	Observation Reflection of each lesson Evaluation of teaching
2,4,5,7,8	1,2,5	8	Unit assessment Reflection of each lesson Evaluation of teaching
2,3,5,6	3,4	9	Observation Reflection of each lesson

III. Course Outline

Week 1: Introductory meeting to establish expectations of the course.
(2 hours) Submit class schedule.

Receive teaching assignment.

Assignment to teaching team and grade level.

Weeks 2 – 14: Team instruction to assigned class (26 hours or 2 hrs/wk)

Each class time will follow these instructions:

1. Students will have a principle teaching responsibility consisting of a minimum of 1 activity unit, 1 day per week, 40 minutes per day.
2. Students not teaching will assist in the class setting with active participation.
3. An additional hour of group meeting per week is required in addition to teaching time at the school setting.
4. In order to critique lesson plans and teaching performance, feedback sessions will take place immediately following lesson delivery or at an arranged time if the class schedule does not allow ample time.

IV. Evaluation Methods

The final grade will be determined as follows:

Attendance & Punctuality:

(5%) Consistent attendance and punctuality must be maintained throughout the semester in order to be successful in teaching experiences.

Proper Teaching Attire & Presence:

(5%) Students are expected to dress appropriately for instruction and maintain a professional appearance when in the school whether they are the assigned teacher or assisting a fellow classmate.

Observations:

(10%) Students will complete observations of in-service teachers as well as teaching candidates. One page reaction to the lesson observed should be handed to the course instructor during the next class meeting.

Behavioral Objectives:

(5%) Cognitive, affective, psychomotor, and fitness objectives will be provided for each lesson. Students' ability to write appropriate objectives and a grade assigned following the completion of 3 lesson plans.

Lesson Plans:

(20%) Lesson plans must adhere to HPED format and given to the instructor at least 2 days before instruction in the school.

Unit Plan:

(15%) One complete unit plan will be completed during the semester that includes unit goal, lessons, and proper assessments.

Safety Diagrams:

(5%) Each lesson taught will include a safety diagram that will ensure student safety throughout the lesson.

Evaluation of Teaching:

(25%) Students' instruction will be evaluated throughout the semester and corrective feedback and reinforcement provided by the instructor.

Reflections:

(10%) Students will complete a reflection in which they will express the positives and negatives about each lesson they instruct.

V. Grading Scale

A = 90 to 100 percent

B = 80-89 percent

C = 70-79 percent

D = 60-69 percent

F = 59 or below

VI. Attendance Policy

Students are expected to attend all classes. If you are unable to attend due to an emergency, you need to notify the course instructor as soon as possible in order to make accommodations for the instruction of school children.

VII. Required textbooks, supplemental books and readings

No textbook is required. Students should use textbooks from methods courses previously taken as a guide when planning lessons.

VIII. Special resource requirements

Students will provide:

1. task sheets and homework materials
2. any teaching aids not available at the school
3. professional attire – polo shirt and khaki pants

Bibliography

Graber, K.C. (2013). *Physical Education and Activity for Elementary Classroom Teachers*, 1st Edition, New York: McGraw Hill Publishing.

Graham, G.M., Holt/Hale, S.A., & Parker, M.A. (2013). *Children Moving: A Reflective Approach to Teaching Physical Education with Movement Analysis Wheel*, 9th Edition, New York: McGraw Hill Publishing.

Pangrazi, R.P. (2013). *Dynamic Physical Education for Elementary School Children*, 17th Edition, San Francisco: Pearson Benjamin Cummings.

Pangrazi, R.P. (2009). *Promoting Physical Activity and Health in the Classroom*, 1st Edition, San Francisco: Pearson Benjamin Cummings.

2. Summary of proposed revisions

It has been revised in the following ways:

- Course description change:

Old Course Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisite: EDUC 242, HPED 216, HPED majors only	0 lab hours
	1 credit
	(3c-01-1cr)

Students teach as assistants to a faculty member in two different activities, one in physical education (general education) and one in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

New Course Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisites: EDUC 242, HPED 216, HPED majors only	1 lab hours
	2 credits
	(3c-01-2cr)

Students teach as assistants to a faculty member in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

- The course credit is changing from one to two credits.

3. Justification/Rationale for Revisions

This course is being revised to reflect how it has developed over time to meet required standards set by the National Association of Sport and Physical Activity (NASPE).

1. The course description has been changed to better reflect what is being required in the class. The old description language stated students would be involved in a general education physical education experience. This has been changed to clarify the focus is on elementary physical education.
2. While the class hours (3) have not changed, the course requirements have changed over time in order to meet teacher education standards. Lesson plans and unit plans are required to be written by the students as well as teaching the lessons/unit planned. Previously, students taught lessons designed primarily by the instructor for the course. The lesson/unit plans have become more extensive and work intensive. The increased workload warrants an increase in credit hours.

4. Old Syllabus

I. Catalog Description

HPED 318 Preprofessional Experience I	3 class hours
Prerequisite: EDUC 242, HPED 216, HPED majors only	0 lab hours
	1 credit
	(3c-01-1cr)

Students teach as assistants to a faculty member in two different activities, one in physical education (general education) and one in elementary physical education. Emphasizes unit development, class management, leadership skills, and evaluation.

II. Course Objectives

The student will:

- Develop and demonstrate professional behavior through attendance and punctuality.
- Develop and demonstrate professional behavior by dressing in a uniform appropriate for activity.
- Demonstrate knowledge of the subject by preparing and organizing lesson plans.
- Demonstrate the ability to prepare behavioral objectives for lessons from the cognitive, affective, and psychomotor domains.
- Show competence in speaking and demonstrating activities by presentation of lessons.
- Provide a safe environment for children to perform physical education activities.
- Exhibit sensitivity to the needs of children through pupil teacher interaction.
- Evaluate student skills by analyzing error and offering corrective feedback.
- Recognize and deal with discipline problems in a positive and timely fashion.

III. Course Outline

- A. Introductory meeting to establish expectations of the course.
 1. Submit class schedule
- B. All succeeding classes will take place at the University Lab School in Davis Hall Multi-Purpose Room, as per the published schedule.
 1. Students will have a principle teaching responsibility consisting of a Minimum of 1 activity unity, 3 days/week, ½ hour/day.
 2. Add additional ½ hour of observation per week is required.
- C. In order to critique lesson plans and teaching performance, feedback sessions will take place immediately following lesson delivery or at an arranged time if the class schedule does not allow ample time.
- D. Students not teaching will assist in the class setting with active participation or perform extra observations.
- E. A log of observations, reactions, and suggestions for improvement will be maintained.

Subject: Re: HPED 318 Course Revision Proposal that needs revising
From: "David G. Lorenzi" <David.Lorenzi@iup.edu>
Date: Thu, 25 Oct 2012 07:06:01 -0400
To: "Sharon Aikins" <saikins@iup.edu>
CC: "Gail Sechrist" <gailsech@iup.edu>, <Elaine.Blair@iup.edu>, <Keri.Kulik@iup.edu>

Sharon,

The HPED Pedagogy Committee met yesterday and has decided to withdrawal this proposed curricular revision. We will revisit sometime in the near future as we evaluate our entire undergraduate curriculum.

Thank you.

David G. Lorenzi, Ed.D., CAPE
Associate Professor
Undergraduate Teacher Education Program Director
Special Needs Activity Program Director
Department of Health and Physical Education
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<http://www.iup.edu/healthphysed/SNAP/default.aspx>

On Thu, 27 Sep 2012 08:12:16 -0400
Sharon Aikins <saikins@iup.edu> wrote:
> Here you go David...
>
> Sharon
>
> *****
>
> Sharon Aikins, Administrative Assistant
> saikins@iup.edu
> Liberal Studies (724) 357-5715
> Teaching Excellence (724) 357-7800
> Women's Studies (724) 357-4753
> University-wide Undergraduate Curriculum Committee (724) 357-5715
> Fax (724) 357-2281
> Stabley Library, Room 103
> 429 South Eleventh Street
> Indiana University of Pennsylvania - Indiana, PA 15705-1087
>
>
>
> On 9/27/2012 7:39 AM, David G. Lorenzi wrote:
>> Thanks Gail, could you please send us a copy of the proposal?
>> -----
>> David G. Lorenzi, Ed.D., CAPE
>> Associate Professor

>> Undergraduate Teacher Education Program Director
>> Special Needs Activity Program Director
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>> On Mon, 24 Sep 2012 17:36:27 -0400
>> "Gail Sechrist" <gailsech@iup.edu> wrote:
>> > David,

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>> >
>> > The course is listed below it was a
>> >course
>> > revision and catalog description change. The bulleted items were
>> >the
>> > issues/questions that the committee had and that needed to be
>> >resolved.

>> >
>> > If you do not have a copy of the proposal Sharon Aikins (Liberal
>> > Studies/UWUCC Administrative Assistant) can forward it to you we
>> >have the
>> > original paper copy and a scanned copy.
>> >
>> > Let me know if you have any questions.

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>> > HPED 318 Preprofessional Experience I,
>> >course
>> > revision, catalog description change

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>> > . Typo - should there be 1 lab hour-the two catalog
>> >descriptions
>> > included in the proposal do not match?

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>> > . Needs a culminating activity.

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>> >
>> > Gail
>> >
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