

NEW
PROGRAM PROPOSAL
WEBER STATE UNIVERSITY

Submission Date: November 2012

College: Moyes College of Education

Department: Health Promotion and Human Performance

Program Title: Physical Education Teaching Specialization for Grades 1-8

1. Complete Program Description

Present the complete, formal program description.

The Physical Education Teaching Specialization for grades 1-8 is designed to provide Elementary Education Majors with a specialization providing background content knowledge, skills, assessment plans and program design. Program completion and the Utah State Elementary Teaching License will enable the graduate to teach physical education in the grade 1-8 setting. Students will be required to seek admittance to the teacher education program to seek licensure.

2. Purpose of Degree

Summarize why the institution should offer this degree and the expected outcomes.

The purpose of the Physical Education Teaching Specialization for grades 1-8 is to provide the elementary education graduate with skills in content knowledge, assessment practices and program design. The graduate with the appropriate Elementary Teaching license will be prepared to teach physical education in a grade 1-8 setting. Elementary Education students will soon be required to have a specialization area that will provide them with more marketable skills in the various educational settings.

3. Institutional Readiness

Describe how the existing administrative structures support the proposed program and identify new organizational structures that may be needed to deliver the program. Describe how the proposed program will or will not impact the delivery of either undergraduate or lower-division education.

Existing administrative structures will be sufficient to support this new specialization required by the elementary teacher education program and will not impact the current physical education programs. There is room to accommodate additional students in the courses already offered.

4. Faculty

Identify the need for additional faculty required in each of the first five years of the program. State the level of preparedness of current faculty and the level of preparedness that will be needed by the fifth year. Clearly state the proportion of regular full-time, tenure track faculty to part-time and non-tenure contract faculty. Describe the faculty development procedures that will support this program. See Requirements in the Institutional Readiness Section.

This new specialization required by the elementary teacher education program will not impact the course load of any faculty member in the physical education program as the required courses are presently taught for physical education majors and minors.

5. Staff

List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/instructors, advisors.

No additional staff will be required.

6. Library and Information Resources

Describe library resources required to offer the proposed program. Does the institution currently have the needed library resources?

Current library resources will be adequate to support the additional program.

7. Admission Requirements

List admission requirements specific to the proposed program.

In addition to the teacher education program admission requirements the physical education program admission requirements are listed:

Admission Requirements

Students must apply for Physical Education program admittance by November 10 or March 10 of their **first** semester of taking Professional Physical Education courses. Applications are available from the Physical Education Program Director. In addition, students applying for the Teaching Track must also meet the Teacher Education admission and licensure requirements (see [Teacher Education Department](#) in this catalog). Students applying for the Physical Education Specialization grades 1-8 *must also meet the Teacher Education* admission and licensure requirements. Students will not be allowed to register for PEP 3520, 3520L, 3630, 3660, 4830, 4830C, or 4990 until admission requirements have been met.

Admission requirements include:

1. Declared major in a physical education program
2. Minimum cumulative GPA of 2.75.

3. Students may transfer a maximum of 12 physical education professional course credits from another institution per the Physical Education Program Director approval.
4. Fingerprinting/background check must be cleared prior to admission to the program. Provisional admission is granted for one semester only until the check is completed.
5. Sport specific skills and fitness tests must be completed and passed at the Control/Utilization Level and Healthy Fitness Zone. Sport specific skill and fitness testing is offered once during the fall and spring semesters. Provisional admission may be granted for up to three semesters.
6. Student Disposition score above 20 in each course taken.
7. Student must adhere to the Health Promotion and Human Performance Department 'Student Conduct Policy' available online at <http://www.weber.edu/wsuiimages/HPHP/StudentCode/HPHPStudentCode.pdf>.

Program Retention Requirements

After admission into the Physical Education major/minor programs, students will be retained based on the following:

1. Minimum cumulative GPA of 2.85.
2. Earned grade of C- or above for each required course.
3. Clear fingerprinting/background check.
4. Retention/improvement of sport specific and fitness skills.
5. Student Disposition score above 20 in each course.
6. Student must adhere to the Health Promotion and Human Performance Department 'Student Conduct Policy' available online at <http://www.weber.edu/wsuiimages/HPHP/StudentCode/HPHPStudentCode.pdf>.

8. Student Advisement

Describe the advising procedure for students in the proposed program.

Students will choose a faculty mentor at the time of admission application and will meet each semester with that mentor prior to registration for the upcoming semester classes. The faculty mentor will suggest a program of study for the upcoming semester.

9. Justification for Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credits or clock hours exceeds 63 for AA or AS, 69 for AAS, 126 credit hours for BA or BS; and 36 beyond the baccalaureate for MS.

As requested by teacher education, the specialization is designed to be approximately 18-22 credit hours. Eight to nine of the credits are lower division with 15 of the credits as upper division credits. The lower division credits include a required General Education course Nutrition 1020 Science and Application of Human Nutrition (3), and HLTH 1300 First Aid: Responding to Emergencies (2) or AT 2175

Introduction to Sports Medicine (3), either course students may receive First Aid training and certification. One of the upper division credits is designed as a capstone practicum teaching experience in a grade 6-8 school.

10. External Review and Accreditation

Indicate whether any external consultants, either in- or out-of-state, were involved in the development of the proposed program, and describe the nature of that involvement. For a career and technical education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought and how that accreditation will impact the program. Project a future date for a possible accreditation review; indicate how close the institution is to achieving the requirements, and what the costs will be to achieve them.

Reference to the Utah Office of Education Physical Education Endorsement and Core Curriculum was used in developing the required courses for the grade 1-8 specialization program.

11. Projected Enrollment

Courses required for the Grades 1-8 Physical Education Specialization are those presently required for the Physical Education Majors and Minors. At the present time with our current faculty and facilities and equipment, we can easily accommodate up to five more students per semester. More than an additional 5 students per semester may require additional faculty. We do not intend to limit the number of qualified students to enroll in the proposed program except for the limit in the number of students allowed in each course.

Year	Student Headcount	# of Faculty	Student-to-Faculty Ratio	Accreditation Req'd Ratio
1	2	No increase	Slight change	N/A
2	3	No increase	Slight change	N/A
3	4	No increase	Slight change	N/A
4	5	No increase	Slight change	N/A
5	5	No increase	Slight change	N/A

12. Expansion of Existing Program

If the proposed program is an expansion or extension of an existing program, present enrollment trends by headcount and by student credit hours (if appropriate) produced in the current program for each of the past five years for each area of emphasis or concentration.

The proposed program may possibly present an addition of up to five additional students to the physical education major and minor programs. An increased enrollment of up to 5 students per semester will not adversely affect the delivery of instruction.

Need

13. Program Need

Clearly indicate why such a program should be initiated.

The teacher education program is revamping their graduation requirements requiring a specialization area in some teaching discipline. This new program is designed to give students the opportunity to specialize in an area where they may have the occasion to seek employment in a middle school setting with their elementary teaching license.

14. Labor Market Demand

Include local, state, and national data, and job placement information, the types of jobs graduates have obtained from similar programs. Indicate future impact on the program should market demand change.

Current elementary education program, graduates are prepared and licensed to teach only elementary education up to grade 8. The additional specialization will prepare students to teach in their specialization up to grade 8 (include teaching in a middle school or a junior high school). This new specialization will offer our students greater marketability.

15. Student Demand

Describe evidence of student interest and demand that supports potential program enrollment.

We have students enrolled in the physical education programs who are interested in teaching either at the junior high school setting or the elementary setting. This option of a physical education grade 1-8 specialization will give those students the licensing option we have not been able to offer in the past.

16. Similar Programs

Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.

There are no other institutions in the state offering a similar option.

17. Collaboration with and Impact on Other USHE Institutions

Describe discussions with other USHE institutions that are already offering the program that have occurred regarding your institution's intent to offer the proposed program. Include any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.

There are no other institutions in the state that offer a program in Teaching Elementary Physical Education with teaching license.

18. Benefits

State how the institution and the USHE benefit by offering the proposed program.

As the state's elementary schools consider the possibility of hiring certified physical education teachers for teaching physical education, Weber State University will be prepared to offer a quality education for new students and have them prepared to accept the newly created jobs. There is also the option for hiring our graduates in other states that do hire elementary physical educators. This elementary physical education degree with licensure may draw students from out of state as well as those who typically attend from within the state.

19. Consistency with Institutional Mission

Explain how the program is consistent with and appropriate to the institution's Regents' approved mission, roles, and goals.

This Physical Education Teaching Specialization for Grades 1-8 is consistent with Weber State University's mission to provide a professional degree in a setting where students are valued for what they can contribute to the community, the university, and the classroom. Students are provided with an educational experience that includes a balance of community-based learning, research, leadership opportunities along with opportunities for collaboration with faculty. Students are enrolled in courses with faculty to student ratio of 1:24. Students have the opportunity for community based learning in 90% of the courses within the program.

Program and Student Assessment

Program assessment and performance standards information, which is required for Regents' review, will serve as information only during University Curriculum Committee review.

20. Program Assessment

State the goals for the program and the measures that will be used in the program assessment procedure to determine if goals are being met.

The goals of the Physical Education Teaching Specialization for Grades 1-8 are based on the National Association for Sport and Physical Education [NASPE] Standards for Beginning Teachers. Program

goals are built upon preparing graduates who are expected to: 1) know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals; 2) be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards; 3) plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students; 4) use effective communication and pedagogical skills and strategies to enhance student engagement and learning; 5) utilize assessments and reflection to foster student learning and inform instructional decisions, and 6) demonstrate dispositions essential to becoming effective professionals.

Program assessment procedures will include evaluation of Praxis scores of program participants. Evaluation of the number of students passing each of the listed assessment measures will offer another program assessment measure. Assessment measures are listed below in #21 with the Expected Standards of Performance.

21. Expected Standards of Performance

List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen? Include formative and summative assessment measures you will use to determine student learning.

The following standards and competencies for student achievement are described by the National Association for Sport and Physical Education [NASPE] Standards for Beginning Teachers. These are the same standards required by the physical education majors and minors.

Program Learning Goal	Measurable Learning Outcome	Method of Measurement	Standard of Competency	When and How Data is Collected
	Students will:			
Physical education students know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.	1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.	National Praxis Content Knowledge Test	Passing score of 150	Test is given several times throughout the year.
	1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement,	National Praxis Content Knowledge Test	Passing score of 150	Test is given several times throughout the year.

Proposed Curriculum Changes for PEP

New and Revised Physical Education Programs

	physical activity, and fitness.			
	1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.	National Praxis Content Knowledge Test	Passing score of 150	Test is given several times throughout the year.
	1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.	20 Question Exam on the History of Physical Education	75% correct	Test is given at the conclusion of the History unit in PEP 2000.
	1.5 Analyze and correct critical elements of motor skills and performance concepts.	National Praxis Content Knowledge Test	Passing score of 150	Test is given several times throughout the year.
Physical education students are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.	2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.	Skill and application test	Level three of a five level competency test	Tests given twice each year.
	2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.	Fitnessgram	3/5 Fitness tests in the healthy zone	Tests given twice each year.
	2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.	Skill and application test	Level three of a five level competency test	Tests given twice each year.
Physical education students plan and implement developmentally appropriate	3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of	Semester Long Curriculum Plan Assignment	70% correct	Assignment is given week two of each semester in PEP 3520.

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New and Revised Physical Education Programs

learning experiences aligned with local, state, and national standards to address the diverse needs of all students.	student needs.			
	3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written at least 3 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	3.3 Design and implement content that is aligned with lesson objectives.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written every time a student teaches during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written every time a student teaches during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written every time a student teaches during the semester.
	3.6 Plan and implement progressive and sequential instruction that	Practicum Teaching Experience Lesson Plan	70% correct	Lesson plans are written every time a student teaches during the semester.

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	addresses the diverse needs of all students.	Development		
	3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.	Peer Teaching Using Technology Lesson Plan	70% correct	Lesson plans are collected on the day the students do their teachings.
		Peer Teaching Using Technology	70% correct	Practicum teaching is done 2 times per semester in PEP 3520.
Physical education students use effective communication and pedagogical skills and strategies to enhance student engagement and learning.	4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written every time a student teaches during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written at least 2 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written at least 2 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	4.4 Recognize the	Practicum	70% correct	Lesson plans are written

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	changing dynamics of the environment and adjust instructional tasks based on student responses.	Teaching Experience Lesson Plan Development		at least 2 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
	4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written at least 2 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
		Class Management Techniques	70% correct	Assignment given at weeks 2, 4, 6, and 8 in PEP 4830.
	4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.	Practicum Teaching Experience Lesson Plan Development	70% correct	Lesson plans are written at least 2 times during the semester.
		Practicum Teaching Experience Observations	70% correct	Practicum teaching is done 2-5 times per semester in PEP 3520.
		Single Student Interventions	70% correct	Assignment given at weeks 3, 5, 7 and 9 in PEP 4830.
Physical education students utilize assessments and reflection to foster student learning and inform instructional decisions.	5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.	Evaluation and Grading Assignment	70% correct	Assignment is given during week 10 of the semester in PEP 3520.
	5.2 Use appropriate assessments to evaluate student	Practicum Teaching Using	70% correct	Practicum teaching is done twice during the semester in PEP 3520.

	learning before, during, and after instruction.	Technology		
	5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.	Peer and Practicum Teaching Experience	70% correct	Reflection is done after each of four teachings during the semester in PEP 3520.
Physical education students demonstrate dispositions essential to becoming effective professionals.	6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.	Service Learning Assignment	70% correct	Given at the end of the service learning experience at the end of the semester in PEP 2000.
	6.2 Participate in activities that enhance collaboration and lead to professional growth and development.	Cooperating teacher evaluation of practicum teacher.	70% correct	Given at the end of the practicum teaching experience in PEP 4830.
	6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.	Cooperating teacher evaluation of practicum teacher.	70% correct	Given at the end of the practicum teaching experience in PEP 4830.
	6.4 Communicate in ways that convey respect and sensitivity.	Home Communications Assignment	70% correct	Given week 9 of each semester in PEP 4830.

Program Curriculum

22. All Program Courses

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours.

Course Requirements for the Physical Education Grades 1-8 Specialization

Professional Knowledge (11 credit hours)

- PEP 2000 - Foundations of Physical Education (3)
- PEP 3100 - Motor Development and Learning (4)
- PEP 3520 - Curriculum and Assessment (3)
- PEP 3520L - Curriculum and Assessment Lab (1)

Field Experiences (1 credit hour)

- PEP 4830 - Field Experience in Physical Education (1)

Skill Development and Methods of Teaching (6 credit hours)

- PEP 3240 - Skill Development and Methods of Teaching Field Sports (2)
- PEP 3242 - Skill Development and Methods of Teaching Court Sports (2)
- PEP 3290 - Skill Development and Methods of Teaching Fitness for Life (2)

Required Support Course (2-3 credit hours)

- HLTH 1300 - First Aid: Responding to Emergencies (2) or AT 2175 - Introduction to Sports Medicine (3)

Required General Education Course (3 credit hours)

- NUTR LS 1020 – Science and Application of Human Nutrition (3)

Course Prefix & Number	Title	Credit Hours
Core Courses		
PEP 2000	PEP 2000 - Foundations of Physical Education	(3)
PEP 3100	PEP 3100 - Motor Development and Learning	(4)
PEP 3520	PEP 3520 - Curriculum and Assessment	(3)
PEP 3520L	PEP 3520/L – Curriculum and Assessment Lab	(1)
PEP 3240	PEP 3240 - Skill Development and Methods of Teaching Field Sports	(2)

Proposed Curriculum Changes for PEP New and Revised Physical Education Programs

PEP 3242	PEP 3242- Skill Development and Methods of Teaching Court Sports	(2)
PEP 3290	PEP 3290 - Skill Development and Methods of Teaching Fitness for Life	(2)
PEP 4830	PEP 4830 - Field Experience in Physical Education (1)	(1)
	Sub-Total	18
Support Courses		
HLTH 1300 – or AT 2175 -	First Aid: Responding to Emergencies or Introduction to Sports Medicine	(2) or (3)
	Sub-Total	2-3
Required General Education Course		
NUTR 1020 - Science and Application of Human Nutrition (3)	NUTR LS 1020 - Science and Application of Human Nutrition (3)	(3)
	Sub-Total	3
	Total Number of Credits	23-24

23. New Courses to be Added in the Next Five Years

List all new courses to be developed in the next five years by prefix, number, title, and credit hours. Use the following format:

There are no planned courses to be added.

INFORMATION PAGE

Did this program proposal receive unanimous approval within the Department? yes If not, what are the major concerns raised by the opponents?

Explain how this program will differ from similar offerings by other departments. Also explain any effects this proposal will have on program requirements or enrollments in other departments including

the Bachelor of Integrated Studies Program. In the case of similar offerings or affected programs, **you should include letters from the departments in question stating their support or opposition to the proposed program.**

This specialization is focused on preparing students to teach grades 1-8 students Physical Education. The teaching practicum experience will be directed toward grades 6-8 students. The Teacher Education required PEP 3620 course, Teaching Elementary Physical Education and Health, will offer a teaching practicum in grades K-6. The physical education majors and minors presently offered focus on secondary grades typically. This program is strictly for those students who do not intend to teach in a high school setting.

Indicate the number of credit hours for course work within the proposed program. (Do not include credit hours for General Education, SI, Diversity, or other courses unless those courses fulfill requirements within the proposed program.) 20-21 plus Life Science General Education Course NUTR LS 1020 Science and Application of Human Nutrition (3)

Submit the original to the Faculty Senate Office, **MC 1033**, and an **electronic copy** to bstockberger@weber.edu

APPROVAL PAGE

for: Physical Education Teaching Specialization for Grades 1-8

November 2012

✓ The WSU Library has adequate information resources to support this proposal.

____ Currently, the WSU Library does not have adequate information resources to support this program. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the Library's budget.


 WSU Librarian/Date (Must be signed by the Library)

Approval Sequence:

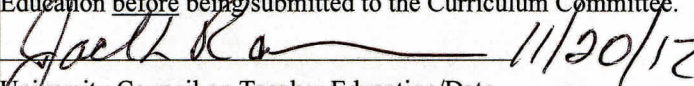
 11/5/12
Department Chair/Date (& BIS Director if applicable)

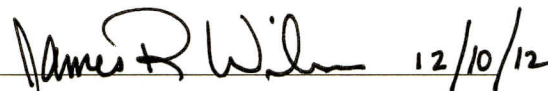
 11/13/12
College Curriculum Committee/Date

Program Director or ATE Director (if applicable)/Date

 11/15/12
Dean of College/Date

Programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

 11/20/12
University Council on Teacher Education/Date

 12/10/12
University Curriculum Committee/Date

Passed by Faculty Senate _____



WEBER STATE UNIVERSITY

TERRY & VICKIE MOYLS
COLLEGE OF
EDUCATION
DEPARTMENT OF TEACHER EDUCATION
DR. JACK MAYHEW, CHAIR

September 5, 2012

To: University Council on Teacher Education, College and University Curriculum Committees

From: Dr. Jack Mayhew, Chair, Teacher Education Department

Re: Physical Education Teaching Specialization for Grades 1-8

Dear Colleagues:

Please accept this letter of support for the proposal submitted by the Health Promotion and Human Performance (HPHP) department to establish a physical education teaching specialization for grades 1 – 8. The Teacher Education Department has identified a need to provide elementary education candidates with more options that will (a) allow them to specialize in specific content areas, (b) address areas of need identified by local school districts, and (c) provide candidates with specialized knowledge and skills that will enhance their ability to secure a teaching position following graduation.

I have reviewed the proposal developed by HPHP and commend them for their work in developing a high-quality program. The Teacher Education Department appreciates the faculty and staff of HPHP for their ongoing cooperation and collaboration, and for responding to our request in such a timely manner. The issue of child obesity and fitness is a well documented concern in the United States. If approved, this specialization will provide a valuable option for our elementary education candidates and will also provide a needed public service.

Please feel free to contact me if you have any questions or need additional information.

Sincerely,


Jack Mayhew, Ph.D., Chair

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