# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “Comments on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| A.1. [Course or program](#Proposal) | **HPE 425W Student Teaching: Health and physical Education** |
| [Replacing](#Ifapplicable)  | **HPE 425W Student teaching in physical education** |
| A. 1b. Academic unit | **School of Education**  |
| A.2. [Proposal type](#type) | **Course: revision**  |
| A.3. [Originator](#Originator) | **Susan Clark** | [Home department](#home_dept) |  |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery.  | **The department currently has two separate courses for student teaching, one in Health Education (HPE 424W) and student teaching in Physical Education (HPE 425W). During the student teaching experience (last semester of college), the double majors (HPE students) teach both Health Education and Physical Education while at an elementary school and while at a secondary school. In alignment with other education programs, such as Art Education, Technology Education, World Languages, Secondary Education, who all have student teaching for 7 credits, we are proposing to also have HPE student teaching at 7 credits. Currently the HPE 423W Student Teaching in PE is a 9-credit course but does not need to be. We are proposing it change to HPE 425W to a 7-credit course and to reflect the combination of teaching Health and Physical Education that the revised PE Program will reflect. Students will also have a 2-credit Seminar in HPE (if approved), and an early Spring HPE 444 3-credit Practicum in Adapted Physical Education for a combined 12-credit semester load. RIDE supports this revision. The note “This is a full-semester assignment” will be added to the end of the description so this will be clear to students.****In HPE 424W (HE) and HPE 425W (PE), there are valuable learning experiences on the specific teaching, assessment and management to Physical Education and to Health Education, *however*, there is also overlap of core foundational concepts of best teaching practice, and the student teachers are working with the same students for both disciplines. They currently must complete two separate Teacher Candidate Work Samples, which is a huge project, when frankly, they only need to complete this work once to demonstrate their planning, assessment and reflection skills. The TCWS is infamously a source of great stress for students in the FSEHD, and HPE students, different from other programs in the FSEHD, must complete TWO TCWS which is just too much and unnecessary. Combining the two courses would continue to allow students to experience on-the-job training, while still retaining the applications unique to the two disciplines.**  |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | **Students will be registering for one student teaching course instead of registering for two separate courses. Additionally, students will be asked to complete one capstone assignment as opposed to two.**  |
| A.6. [Impact on other programs](#impact)  | **The Health Education program will no longer be needed as the courses, including this one, are absorbed into the revised PE program.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **No impact** |
| [*Library*:](#library) | **No impact** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **None** |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A/Users/SAbbotson/Documents/Curriculum/ManualandWebsite/transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title)  | HPE 425W  | HPE 425W  |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | Student Teaching in Physical Education | Student Teaching: Health and Physical Education |
| B.4. [Course description](#description)  | In this culminating field experience, candidates complete teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. | In this culminating field experience, candidates complete teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  |  |
| B.7. [Contact hours](#contacthours)  | 42-43 per week | 42-43 per week |
| B.8. [Credit hours](#credits) | 9  | 7 |
| B.9. [Justify differences if any](#differences) | Credits for student teaching allow students to be full time students while providing an immersive semester-long field experience aligned with RIDE requirements.  With the revision to a combination HPE and with the movement of HPE 444 to the early spring prior to student teaching, the students will now be able to be full-time with 7 student teaching credits, 2 credits for seminar, 3 credits for HPE 444, and no longer taking the capstone. They will have 12 credits (full time) with this combination. The number of credit hours and the contact hours, when calculated for a full-time internship or student teaching experience are different than calculating for a traditional course. The number of credit hours has in the past been higher than most of the FSEHD programs, and this proposed change will bring the HPE student teaching experience in line with those. The 7 credits for the weeks in the field are more accurate and reasonable than the previous 9.After reviewing hours in the field and consulting with the RI Department of Education and the Health and Physical Education External Advisory Board it was determined teacher candidates in the Physical Education program exceed the necessary number of field experience hours. According to the RIDE requirements for certification in Health and Physical Education, revised in 2023, candidates must complete at least 60 hours in the field prior to student teaching, and 90 days of student teaching in two phases. RIDE does not speak in terms of hours, but rather days and weeks. Phase I is a minimum of 12 weeks of residency experiences. These are not necessarily full-time (5 days per week) and may take place over multiple semesters. This requirement is already covered by the multiple practica courses in the programs. (RIDE) Phase II is a minimum of 12 weeks full-time teaching. (RIDE) For the purposes of this proposal where hours are asked for, teacher candidates in the Physical Education program spend over 200 hours in the field prior to student teaching and spend approximately 15 weeks and 560 hours student teaching |

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| B.10. [Grading system](#grading)  |  |  |
| B.11. [Type of cours](#instr_methods)e  |  |  |
| B.12. CATEGORIES 12. a. [How](#required) to be used | **Required for major** | **Required for major** |
|  12 b. Is this an Honors  course? | **NO** | **NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at least 50% Standard Classroom instruction. | **NO** | **NO** |
|  12. d. Writing in the  Discipline (WID) | **YES** | **YES** |
| B.13. [How will student performance be evaluated?](#performance)  |  |  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  |  |
| B.15. [Redundancy statement](#competing) |  |  |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Plan standards-based and best practice 21st Century HPE | SHAPE 2 | TCWS, ICEE |
| Implement standards-based and best practice 21st Century HPE | SHAPE 3 | TCWS, ICEE |
| Create and implement valid and aligned assessment plans for lessons and units | SHAPE 2,3 | TCWS, ICEE |
| Demonstrate Professional Behaviors | SHAPE 5 | Professional Behaviors Indicators |
| Collaborate with CT and school personnel | SHAPE 5 | TCWS, ICEE Professional Behaviors Indicators |
| Reflect | SHAPE 3 | TCWS, ICEE |
| Provide a nurturing and well-managed environment | SHAPE 1, 2 | ICEE, Professional Behaviors Indicators |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
| --- |
| Topic 1 Teaching elementary physical education Subtopic 1a best teaching practices in elementary physical education Subtopic 1b class and behavior management in elementary physical education Subtopic 1c assessment in physical education in elementary physical education Subtopic 1d creation and planning of lesson plans in elementary physical education  Subtopic 1e reflection of planning and teaching in elementary physical education Subtopic 1f professional and dispositional development in elementary physical educationTopic 2 Teaching elementary health education Subtopic 1a best teaching practices in elementary health education Subtopic 1b class and behavior management in elementary health education Subtopic 1c assessment in physical education in elementary health education Subtopic 1d creation and planning of lesson plans in elementary health education  Subtopic 1e reflection of planning and teaching in elementary health education Subtopic 1f professional and dispositional development in elementary physical educationTopic 3 Teaching secondary physical education Subtopic 1a best teaching practices in secondary physical education Subtopic 1b class and behavior management in secondary physical education Subtopic 1c assessment in physical education in secondary physical education Subtopic 1d creation and planning of lesson plans in secondary physical education  Subtopic 1e reflection of planning and teaching in secondary physical education Subtopic 1f professional and dispositional development in secondary physical educationTopic 4 Teaching secondary health education Subtopic 1a best teaching practices in secondary health education Subtopic 1b class and behavior management in secondary health education Subtopic 1c assessment in physical education in secondary health education Subtopic 1d creation and planning of lesson plans in secondary health education  Subtopic 1e reflection of planning and teaching in secondary health education Subtopic 1f professional and dispositional development in secondary physical education |

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Kristen Pepin | Program Coordinator of Physical Education | Kristen Pepin | 4/8/24 |
| Susan Clark | Chair of Department of Health and Physical Education, and Program Coordinator of Health Education | Susan Clark | 3/26/24 |
| Carol Cummings | Dean of Feinstein School of Education and Human Development  | Carol A. Cummings | 4/18/24 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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