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College of AH&N
Minnesota State University, Mankato

Minnesota State University, Mankato *HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5*

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):

College: Allied Health and Nursing — ☒ Undergraduate

Department: Human Performance — ☐ Graduate

Program: Physical Education Teaching - B.S. — CIP #

Type of Change Proposed: PROGRAM PROPOSALS — Change in Requirements-Course(s) Added

Title Current:

Title Proposed:

24-Char. Abbrev:

Proposal # 86

Effective Date of Change:

Academic Year 05-06

(For Office Use Only)

Course Designator and Number	Number of Credits

(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

POLICY CHANGES: OLD GPA POLICY: A GPA of 2.00 is required.

NEW POLICIES: Candidates for the physical education teaching degree and DAPE minor in the department must have a cumulative grade point average of 2.5 or above to be admitted to the Department of Human Performance and Professional Education. A grade of "C" or better is required in all courses in the major and minor.
Candidates may not take any course in the major and minor from the department as independent studies.

Rationale or Justification for change:

These changes are congruent with the College of Education's requirements for admission to Professional Education and departmental policy regarding independent study.

For General Education or Cultural Diversity Courses Only

General Education Course:

GE Category #	GE Category Name (Maximum of 3 Categories)
N/A	
N/A	
N/A	

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.

? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Cultural Diversity Course:

(Please check one.)

☐ **Core** (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)

☐ **Related** (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply:)

☐ Course is an elective.

☐ Course is required for program

☐ Pre- or Co-requisites:

☐ Other courses are being changed or eliminated. (Explain.)

Instructional Type: Lecture

Grading Format: ☐ Grade ☐ P/N

Course will be offered:

☐ Fall Semester

☐ Spring Semester

☐ Summer Session

☐ Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

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MINNESOTA STATE UNIVERSITY, MANKATO

Revised September 2002

*****For Program Proposals*****

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc

d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

*****For Programs Requiring MnSCU Approval*****

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:
http://www.mnsu.edu/acadaf/html/currformsprocesses.htm

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension** or **reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.

Minnesota State University, Mankato

Curriculum Proposal

Signature Page

Department
✓ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

Gary M. Rushing 10-6-05
Department Chair Date

Comments: This is a change in admission requirements only. Staffing nor any other component of our Dept. will be affected.

College Curriculum Committee
✓ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

Ronald A. Nelson 11-27-05
Committee Chair Date

Comments:

College Dean
✓ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

11/2/05
Dean Date

Comments:

General Education Subcommittee
__ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee
✓ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

11/23/05
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee
__ Recommended
__ Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean
__ Recommended
__ Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council
✓ Recommended (Category/ies_____)
__ Not Recommended (Category/ies_____)

12/7/05
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs
✓ Approved (Category/ies_____)
__ Not Approved (Category/ies_____)

12/7/05
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

POLICIES/INFORMATION – PHYSICAL EDUCATION TEACHING B.S.

OLD GPA POLICY: A GPA of 2.00 is required.

NEW POLICIES: Candidates for the physical education teaching degree and DAPE minor in the department must have a cumulative grade point average of 2.5 or above to be admitted to the Department of Human Performance and Professional Education. A grade of "C" or better is required in all courses in the major and minor.
Candidates may not take any course in the major and minor from the department as independent studies.

HUMAN PERFORMANCE DEPARTMENT MEETING
October 4, 2005

PRESENT: Patrick Akuffo, Rayla Allison, Ken Ecker, Sherry Folsom-Meek, Chad Grabau, Heidi Henschel Pellett, Bruce Pietz, Gary Rushing, Pat Sexton, Mary Visser

1. Minutes of last department meeting were approved with two minor changes. One change was indicating that the two fixed-term positions listed in item #3 will be full-time positions. The other change was in the wording under #2 Goals and Action Steps in the statement about GAs lending a hand with the majors club. The statement should read: It was agreed that graduate students/assistants **could** lend a hand with the majors club and that Bruce Pietz would oversee the club. In connection with the above statement, the question was raised as to how graduate assistants are assigned within the department and also the duties assigned to each. Graduate assistants are to work 20 hours/week. Ken Ecker proposed that any faculty who has a need for GAs have a meeting to decide what the students would do. Also, Gary would like the GAs to submit their schedules to him showing how they are completing the 20 hrs/week.

2. **Curriculum Checks:** Does our department want to do our own curriculum checks on the student's application for graduation or do we want the Registrar's Office to do them? DARS is a new system that allows students and advisors to print off a student's record of classes taken, transferred, etc. Questions were raised as to whether the system is fully operational and also about student privacy. After some discussion, it was decided that Gary would forward the applications to faculty members and it would be up to them whether they wanted to double-check the Registrar's Office evaluation. Sexton moved we accept this policy, Sherry seconded, all were in favor. Passed.

3. Kent Kalm sent a thank you to the department for the flowers sent to his dad's funeral. Question was raised if the department has done anything for Rob. Gary asked Heidi to get a card to circulate among the faculty and then send to him.

4. **PETE Policies:** Heidi reported on the curriculum proposal distributed for a change in the requirements for the Physical Education teaching major. She would like to see us raise the student GPA requirement from 2.0 to 2.5 (cumulative) to be admitted to professional education and also recommend that no student should take an Independent Study to be substituted for a core course. New policy will read: "Candidates for the physical education teaching degree and DAPE minor in the department must have a cumulative grade point average of 2.5 or above to be admitted to the Department of Human Performance and Professional Education. A grade of "C" or better is required in all courses in the major and minor. Candidates may not take any course in the major and minor from the department as independent studies." Rayla made a motion to adopt this policy. Seconded by Pat Sexton. Motion passed unanimously.

5. **HP 422/522:** Sherry presented a curriculum proposal to add a prerequisite of "HP 182 or equivalent" for this course. Discussion followed on what the term "equivalent" would mean

and also whether our majors should be able to get into HP 182 before other students. It was mentioned that a note could be added to the class that physical education teaching majors would be given first priority for enrollment. It was determined that "equivalent" would mean HP 257, WSI. Patrick Akuffo made a motion to add the prerequisite of HP 182 or equivalent of HP 257 to HP 4/522. Pat Sexton seconded the motion. All were in favor. Motion carried.

6. **HP 445/545:** Sherry presented a curriculum proposal to change the title of this course to: Teaching Students with Cognitive and Emotional/Behavioral Disorders. Motion made by Chad to approve, Heidi seconded. All were in favor. Motion passed.

7. **Advising Day:** Advising day will be November 1st, 2nd, or 3rd. It was decided that the hours would be 12-6:00 PM. Bruce will check on the availability of the area by Sandella's.

8. **Curriculum Vita:** All faculty are asked to submit their curriculum vita to Gary by October 14th. Please include degree, publications, courses taught, etc.

9. **AT Search:** Pat Sexton reported on the progress of the athletic training search. Three candidates have applied and the committee has met and narrowed the pool to two to be brought in for interviews. One candidate is Theresa Mackey who is ABD but plans to be done in May. The other candidate is Jackie Williams who is also ABD and will be contacted to see if she can come for an interview.

10. Graduate Faculty will meet Tuesday, October 11th.

11. Looks like the best time for the Activity Committee to meet is October 11th, 12-1:00 PM.

12. Next department meeting will be: Tuesday, October 25th, 3:15 PM.

New Physical Education Teacher Education Major Curriculum (B.S. Degree) 2005-2006

Name_____ Tech ID # _____

√ When Completed	HP Performance Courses	Credits
	HP 103 Fitness for Living	1
	HP 166 Team Games	1
	HP 176 Lifetime Activities I: Tennis	1
	HP 176 Lifetime Activities I: Badminton	1
	HP 177 Golf	1
	HP 179 Winter Activities: Cross Country Skiing	1
	HP 182 Aquatic Skills	1
	SUBTOTAL	7

√ When Completed	PETE Theory Courses (39 credits)	Credits
	HP 201 Intro to Teaching Physical Education	3
	HP 255 Developmental Movement	3
	HP 266 Teaching Dance in Physical Education	2
	HP 320 Foundations of Motor Learning	3
	HP 340 Prevention and Care - Prereq: BIO 220, HLTH 310	2
	HP 348 Structural Kinesiology & Biomechanics – Prereq: PHYS 101, BIOL 220, 230	3
	HP 386 Methods of Middle & Secondary Physical Education – Prereq: All performance courses, HP 255, 266	4
	HP 403 Measurement & Evaluation in HP	3
	Choose 1: HP 412 Assessment in APE HP 413 Lifespan Motor Development	2
	HP 411 Developmental/Adapted Physical Education	3
	HP 414 Physiology of Exercise – Prereq: BIO 220, 230	3
	Choose 1: HP 421 Teaching Sport to Individuals with Disabilities HP 422 Adapted Aquatics	2
	HP 424 Methods of Elementary Physical Education – Prereq: All performance courses, HP 255, 266, 386	4
	HP 432 Elementary Teaching Field Experience	2
	SUBTOTAL	39

√ When Completed	Professional Education Core	Credits
	HLTH 310 Drug Education	3
	KSP 210	2
	KSP 220	3
	PPST & Professional Education Portfolio Praxis II	
	KSP 310	3
	KSP 403	2
	KSP 410	3
	KSP 420	3
	KSP 475, 476, 478 Student Teaching	12
	SUBTOTAL	31

√ When Completed	Supporting Courses	Credits
	PHYS 101 Introductory Physics	3
	BIOL 220 Human Anatomy	4
	BIOL 230 Human Physiology	4
	PSYCH 101 Psychology	4
	HLTH 210 Advanced First Aid and CPR	3
	CHEM 104 Introduction to Chemistry	3
	SUBTOTAL	21

Assessment Plan Report Preparation Form
Department of Human Performance
Physical Education Pedagogy Program
2005-2006

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery Criterion of Achievement	What is Hoped to Be Learned?
A. A teacher of physical education understands and applies the skills necessary to perform varied physical activities.	Provide innovative accessible high quality undergraduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	Peer Teaching Unit Plan	HP 386 HP 424	These assessments will take place whenever these courses are offered	All assessments need to reflect a standard above basic (see attached generic rubric for description levels)	We want to make sure students have a satisfactory understanding of the skill development areas. This will be reflected from three different sources.
B. A teacher of physical education understands disciplinary knowledge of	Provide innovative accessible high quality undergraduate educational	The university will enhance advising, support services, and learning	Lesson Plans Unit Plans Praxis II – Content Area Exam	HP 386, 432 HP 424	These assessments will take place whenever these courses	All assessments need to reflect a standard above basic (see attached generic rubric for description levels)	We want to make sure students have a satisfactory understanding of the content areas. This will be reflected from five

physical activities and well-being.	programs and continuing education programs responsive to the needs of students and health service professionals	experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	Clinical and Reflection Paper		are offered to students.		different sources.
C. A teacher of physical education must demonstrate an understanding of the teaching of physical education that integrates understanding of pedagogy, students, learning, classroom management, and professional development.	Promote a healthy environment that values each member of the learning community and supports student, faculty, and staff professional development and participation in quality education, scholarship, research, and service opportunities.	The university will prepare students for careers and for life-long learning by providing a focused undergraduate pre-professional, professional, and liberal arts program.	Videotape Teaching Analysis Peer Teaching Teaching at an Elementary School Summative Evaluation	Teacher Candidates- HP 386, HP 432, HP 424	These assessments will take place whenever these courses are offered to students	All assessments need to reflect a standard above basic (see attached generic rubric for description levels)	We want to make sure students have a satisfactory understanding and ability to demonstrate the pedagogical- content areas of the profession. This will be reflected from five different sources.

*What will department or program do with results of information?

- We will use this information to adjust the content, delivery, and sequencing of materials and activities as based on the results.