

Date of request: 31-JAN-2018

Request ID: E-2017-HPHE-55

College: E

Does course need General Education approval?: N

Will course be used in teacher education?: Y

8. Major and/or minor restrictions: Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded: PDEJ, HESJ, PESN and new major code PHEJ should be included.

10. Classification restrictions: Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded: SR

12. Level restriction: Include

13. List the level (undergraduate, graduate) that is to be included or excluded.UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both? Not Applicable

15. Is this a multi-topic course? No

16. Proposed course title to be entered in Banner: Intern Seminar: Health Ed

17. Is this course repeatable for credit? No

18. Is this course mandatory credit/no credit? No

19. Select class type:Supervision or Practicum

20. How many contact hours per week for this course?2

A. Please choose Yes or No to indicate if this class is a Teacher Education class: Yes

B. Please choose the applicable class level: Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class: No

D. Explain briefly and clearly the proposed improvement.

•Add intern seminar course to address gap for health education in the new physical/health dual major program.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

• As part of the changes required by the state-mandated merger of the Physical Education and Health Education Teacher Education programs into a combined dual-endorsement major, several courses needed to be updated. Please refer to attached Appendix A supporting

document for scope of these changes and how this course fits into the context of these revisions.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Advocating for the professional Health Education profession (participation, portfolio)
2. Providing and aligning curriculum, instruction, and assessment using the National Health Education Standards and Michigan Standards (participation, portfolio)
3. Developing a professional development plan (participation, portfolio)
4. Developing a health education unit and lesson plans within a Coordinated School Health Program/Whole School, Whole Community, Whole Child (WSCC) model (participation, portfolio)
5. Developing a professional portfolio to demonstrate roles and competencies as outlined by the SHAPE Health Education Teacher Preparation Standards (participation, portfolio)

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

- This new course is part of that PHEJ pilot revision.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. • No other programs will be impacted by this change. No duplication as this is a new addition to fill gap.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. • No other programs will be impacted, as this course will enroll only PHEJ majors.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale. • Benefits are to students to prepare students for the real-world teaching workplace. No program conflicts or delays in student graduation as no extra credits have been added to the program as a result of this course addition. This new HPHE 4110 course will be offered once each year.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

- Current (N=53;32PETE majors,3HETE majors, 18 minors-only) and future students will benefit from this revised curriculum. The 'market demand' is reflected by the number of current PETE and HETE candidates. The trend in declining enrollment in both HETE and PETE enrollment across the country has been seen at WMU as well. For the last several years we have struggled to maintain two separate programs, so we anticipate the experimental program offers a more content-specific curriculum that primarily emphasizes physical and health literacy, which we anticipate will increase the marketability of graduates, therefore attracting additional enrollment.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

- No adverse effect on resources. New faculty hire with expertise in health education will help support this. The course will be offered once/year in the spring concurrently with HPHE 4755 (Intern Teaching: Health Education). As part of the changes required by the state-mandated

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O. Current course description: New course

P. Proposed course description:

Intern Seminar: Health Education

Through course activities and assignments, interns develop professional skills, which facilitate positive induction into the health education field. Course activities and assignments correspond with practical experiences that occur concomitantly during HPHE 4755 (Intern Teaching: Health Education)

Credit Hours: 2

Course prerequisites/corequisites: All coursework completed. Take concurrently with HPHE 4755:
Intern Teaching: Health Education