

**Report to Program Review and Assessment Committee**

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**Department of Physical Education**

**Physical Education Teacher Education Curriculum Revision**

**Respectfully submitted September, 2009**

**Purpose of the Project:**

The department of physical education is currently revising its physical education teacher education curriculum to comply with the new Indiana Department of Education physical education standards. These standards, which require Colleges and Universities to prepare PETE students to teach all students, will license teachers in both general and adapted physical education. These new standards will affect all students matriculating into a PETE program as of the summer of 2008.

To meet these standards, the department of physical education is restructuring the current curricula based upon an infusion concept. Rather than attempt to meet the new standards via additional course work, the department will infuse special education concepts across the curricula beginning with entry-level courses and ending with our capstone student teaching experience.

**Results of the Project:**

After receiving the PRAC grant, the involved faculty designed and distributed a survey to past PETE graduates (5 years post-graduation) which asked questions regarding most meaningful courses, additional courses, etc. Although our return rate was low (~30%), the results suggested that additional course work focused on health and students with disabilities were indicated. A review of the current PETE literature, issues related to retention and credit hours, and a fundamental desire to re-think how teacher education can be accomplished in our department.

Drs. Stanton-Nichols, Urtel, Angermeier, and Culp presented the attached proposal to the department's curriculum committee was passed in May of 2009 allowing the departments PETE faculty to begin curriculum revisions. The revisions must now go to the entire department for passage, however the proposal has yet to reach the department for a formal vote.

## Proposal to the Curriculum Committee

Attached is the rationale for curricular revisions for the physical education teacher education program track. The work done by Drs. Stanton, Urtel, Culp, and Angermeier (collectively referred to as “we” in this proposal) was supported by a Program Review and Assessment Committee grant that focused on curricular revision, design, and assessment. Listed below are proposed changes and rationale to the PETE program:

### **Proposed change #1: Elimination of courses from current track**

There are several reasons for this proposed change. The first is a result of credit hours needed to graduate with a teacher education degree. There are discrepancies between the credit hours needed to graduate with a PETE degree versus the number to graduate from most degree programs at IUPUI. More recently, the departmental review committee asked faculty to reconsider the degree credit hours. We have also considered potential redundancies that currently exist within the track and whether or not certain courses pertained to the NASPE and Indiana Physical Education standards. We propose that the following courses be eliminated from the current PETE-HE program track:

<b>Course</b>	<b>Rationale</b>	<b>Options</b>
One credit elective activity (1)	Addressed in HPER P133/156	None; want to eliminate from curriculum
HPER H160 (3)	While we think it is important for students to be certified in first aide/CPR (as most schools require this of their physical education teachers) we would like to give students the option of either taking H160 OR obtaining certification through other means	Many students have first aide/CPR certification through other means and by providing an option, some students may move through the curriculum more efficiently. Additionally, by the time the student graduates their certifications will be expired and many school corporations offer annual renewals or courses prior to the school year. There are many ways for the student to gain certification in a more timely and cost-efficient way.
HPER P215 (3)	Course, while valuable is not needed for PETE students; aspects of courses are covered in methods courses	None; want to eliminate from curriculum. We however do recognize that this is a prerequisite to HPER P409 and other courses. Would request ideas or suggestions regarding this course.
HPER P244 (2)	Suggest including EITHER P244 or P245 but not both	Either P244 or P245
HPER P245 (2)	Suggest including EITHER P244 or P245 but not both	Either P244 or P245
HPER P405 (3)	While a valuable course, we feel it does not contribute to teacher preparation	Consider P405 as a humanities option
HPER P411 (3)	While a valuable course, more appropriate for sports management track; pertinent topics addressed in content block	Consider P411 as a humanities option
HPER 318 or 517 (3)		These courses could be used as electives vs. requirements
	<b>Total credit hour reduction= 18</b>	

**Proposed change #2:****Collapsing of courses/extending credit hour allocation to one course**

To further reduce credit hours but avoid elimination of relevant courses, we are also proposing combining HPER P133/156 into one course. However, we feel that some of the strengths of the two courses will be lost if there is elimination without consideration. Students in these two courses do participate in service learning and also have a wider range of experiences between the two courses. Therefore the committee would like to recommend moving either P133 OR P156 from a two to three credit hour course.

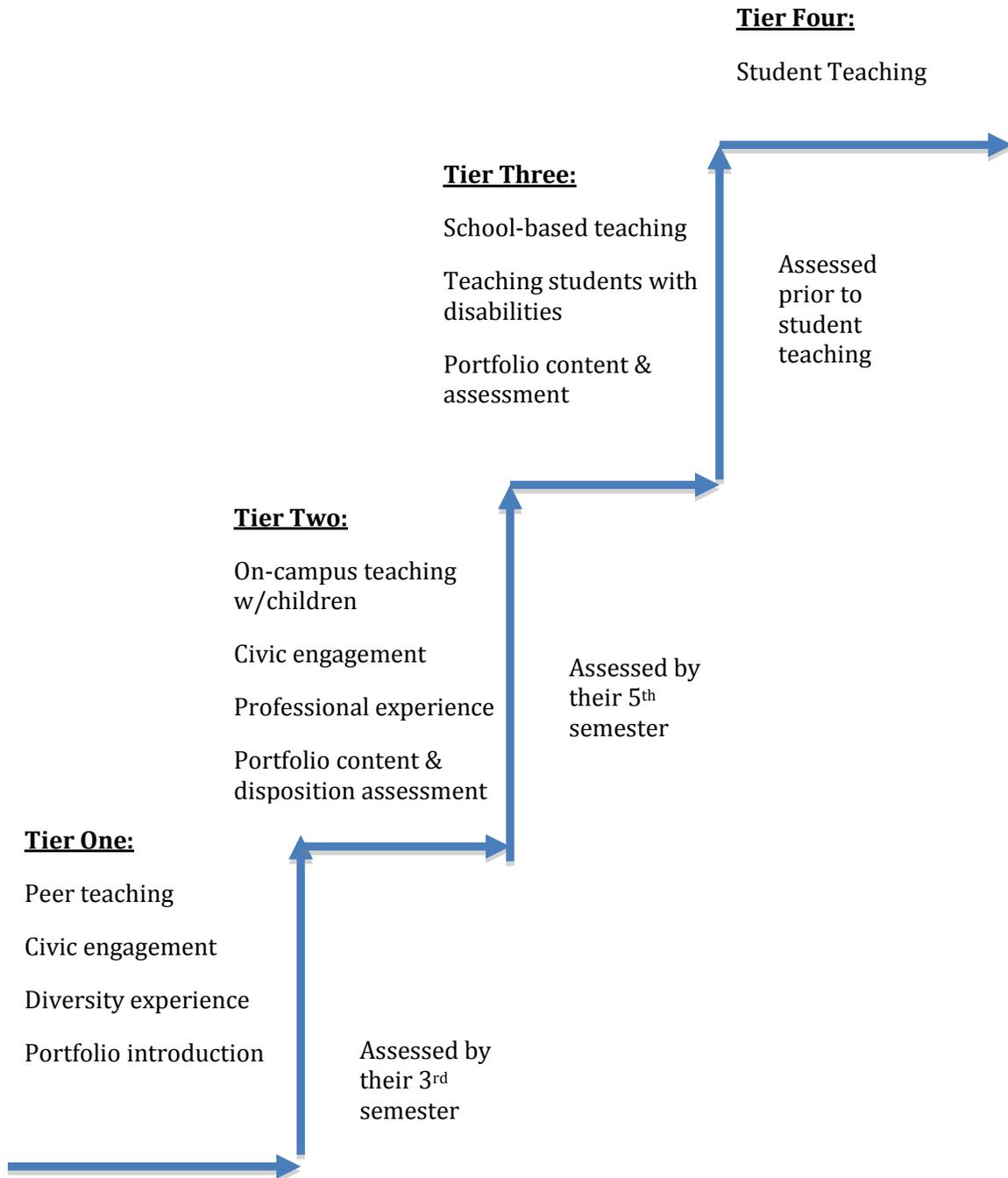
**Proposed change #3:****Assessment through program portfolio**

One of the most important aspects of the curricular change is assessment process. The attached figure is a draft of what we are calling the “Tiered Assessment Portfolio Project” (TAPP). The purpose is to assess student’s knowledge, performance, and dispositions towards teaching in health and physical education as well as other relevant outcomes related to teacher education. Knowledge, performance, and disposition are levels measured by NASPE, AAHE and the Indiana health and physical education standards. The portfolio program also allows for continuous and progressive assessment of students as they progress through the curriculum.

Students will be responsible for submitting aspects of their assessment portfolio in specific courses. These items will be part of the course requirement yet reviewed by all “teacher education” faculty to determine if the students are progressing accordingly (will need rubric for this). The outline below is an indication of what types of goals and objectives (not yet specified) we’d like to measure.

1. Tier One
  - 1.1. Assessment Goals
    - 1.1.1. Basic physical education, health education, adapted physical education knowledge
    - 1.1.2. Introduction to Experiential learning
    - 1.1.3. Diversity in physical education
    - 1.1.4. Dispositions
  - 1.2. Assessment objectives
    - 1.2.1. Lesson plan basics
    - 1.2.2. Understanding of PUL's
    - 1.2.3. Praxis I
    - 1.2.4. School of Education application process
2. Tier Two
  - 2.1. Assessment Goals
    - 2.1.1. On-campus experiential learning
    - 2.1.2. Professional experience
3. Tier Three
  - 3.1. Assessment Goals
    - 3.1.1. School-based teaching (School of Education)
    - 3.1.2. Service learning experience
  - 3.2. Assessment objectives
    - 3.2.1. Teaching methodology displayed
    - 3.2.2. Teaching disposition displayed
    - 3.2.3. APE experience
    - 3.2.4. Health experience

Figure 1



**Proposed change #4:**  
*reconsidered)*

**Course cohort requirements** *(Is being)*

We feel that to effectively educate students, students should consistently move through the curriculum taking courses in a systematic fashion and ideally, taking courses with their classmates. The later is something the committee has discussed but feel that would be hard to implement given the types of students we see, however, we feel that we can require some courses be taken together to maximize teacher education preparation and discussion.

Of all the proposed changes, we feel this particular requirement will best serve the students educational progress. The exchange and discourse that can be shared amongst and between classes is critical for students to engage in the learning process. Particularly if faculty are asked to address content specific items related to adapted physical education and health education.

<b>Course Cohort</b>	<b>Rationale</b>	<b>Concerns</b>
<u>Cohort #1</u> HPER P204 HPER P290	P204 (Motor Development) and P290 (Movement Experience) focus similar topics that if required to take together could allow for experiential learning from content (P204) to practice (P290)	All courses are offered fall and spring semester making it possible for students to take these courses together either fall or spring
<u>Cohort #2</u> HPER P390 HPER P495 HPER P497 HPER H352	This cohort would require students to take P497 prior to P390/P495 yet these students would be participating in both courses from one semester to the next (e.g., if a student took P497 in the fall, those same students would take P390/495 in the spring). The purpose of this proposal is to allow students to develop a curriculum in P497 and H352 and then to use the curriculum in P390/495 service learning program.	This would require significant planning on the student's part and may also require P497 being offered both fall and spring semester.
<u>Cohort #3</u> HPER P398 EDUC M456 HPER H464	Recently Drs. Urtel and Stanton have seen benefits when students take these two courses together. Additionally, the health aspect of the curriculum needs more connection to teacher education discussion. Unique to these courses are observation and service learning experience that allow students to reflect on their experiences. When taken collectively, students will have more opportunities for professional discussion and reflection.	Currently we do not foresee this being an issue because both are offered in spring and many are taking the courses together.

### **Conclusion:**

While we have considered multiple elements of the teacher education program, we are confident there are issues that still require modification but believe these proposed changes will significantly enhance the current program. We thank the committee for their time and welcome any questions to clarify these proposed changes. We also recognize that we have not considered how this might impact transfer students and those who change tracks mid-course. Any recommendations regarding the later would be appreciated.

### **Resources:**

Ayers, S.F. & Housner, L.D. (2008). A descriptive analysis of undergraduate PETE programs.

Journal of Teaching in Physical Education, 27, 51-67.

Le Cornu, R. & Ewing, R. (2008). Reconceptualising professional experiences in pre-service teacher education: Reconstructing the past to embrace the future. Teaching and Teacher Education, 24, 1799-1812.

[http://www.wvu.edu/~physed/petenew0103/undergrad\\_curriculum.htm](http://www.wvu.edu/~physed/petenew0103/undergrad_curriculum.htm)

<http://www.efdeportes.com/efd123/secondary-physical-education-teachers-beliefs-on-teaching-students-with-disabilities.htm>

[http://www.aahperd.org/naspe/pdf\\_files/standards\\_initial.pdf](http://www.aahperd.org/naspe/pdf_files/standards_initial.pdf)

<http://www-afa.adm.ohio-state.edu/u-majors/pdf/pete.pdf>

<http://www.brockport.edu/pes/undergrad/teached/insidep-12-pe/p12courses.html>