# 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): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- | --- | --- | --- |
| A.1. Program | **Physical education** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Program: revision** | | | |
| A.3. [Originator](#Originator) | **Karen Castagno** | Home Department | Health & Physical Education | | |
| A.4. [Context and Rationale](#Rationale) | **The BS in Physical Education Program underwent significant curriculum changes for teacher candidates entering RIC in the Fall 2017. Since that time, the Physical Education faculty have had the opportunity to evaluate the effectiveness of these curricula changes. Based upon the faculty reflection and additional feedback, the Physical Education program will undergo another curriculum change which will be explained below.**  **Rationale for Changes:**   1. **Since the last RIDE review, the FSEHD has charged teacher education program faculty to “reimagine” our programs to meet the increasing needs of the 21st century learner. Additional emphasis is placed on preparing our teacher candidates to be “ready for day one.” New FSEHD courses have been developed and approved by UCC to provide our teacher candidates with increased clinical experiences in the areas of special education and differentiated instruction, and the teaching of students who are not native English speakers. An additional course in teaching and learning provides the initial skills necessary to establish a “teacher identity” early in the teacher candidates’ career.** 2. **New proposed Physical Education courses provide a stronger alignment with the Rhode Island Professional Teaching Standards (RIPTS)** 3. **New proposed Physical Education courses provide a stronger alignment with the Society of Health and Physical Educators (SHAPE) national standards for the preparation of physical educators. While the FSEHD has officially left its affiliation with CAEP in December 2018, the Physical Education program will continue to align with and collect assessment data with the hope of re-affiliating with our Specialized Professional Association (SPA) SHAPE sometime in the future.** 4. **On the recommendation of two National Experts in the field of Physical Education pedagogy and curriculum design, members of the Health and Physical Education External Advisory Committee, other Clinical Faculty and recent graduates from the program, we will continue to include extensive clinical experiences (over 206 hours) in course work prior to student teaching. However, each group has recommended additional clinical field work in student teaching. In response to this recommendation, the Physical Education program has provided a proposal to increase the length of the student teaching experience.** 5. **The addition of one 2-credit course in Adapted Physical Education (APE) to the program (which was previously offered as an elective) will enable teacher candidates to become certified in APE through RIDE upon graduation.**     **Summary of Changes:**  **Program Courses**   * **HPE 140 *Revise title* *and description to become:* Foundations: Physical Education and Exercise Science to reflect the elimination of content from Health Education.** * **HPE 325 *Revise title, description, and prerequisite,* *to become*: Assessment in Physical Education to reflect the elimination of content from Health Education. Also reduce by one credit.** * **HPE 409 *Change prerequisites* to reflect changes in Special Education courses.** * **HPE 416 *New Course* titled Educational Kinesiology and Exercise Physiology to better align with standards** * **HPE 444 *Revised title, description and prerequisite, add to program, and reduce credits and when offered:* Practicum in Adapted Physical Education; this will also be added into the retention requirements.** * **HPE 411 and HPE 420 *Delete from Program* and replace with new course HPE 416.** * **HPE 404 *Delete from Program* Physical Education topics will be infused in HPE 435.** * **HPE 425 *Reduce number of credits by one and revise the prerequisite to include HPE 435.*** * **HPE 435 *New Course* titled Physical Education Student Teaching Capstone**   **Professional Courses**   * **FNED 101 A*dd to program* New required FNED course for all teacher candidate.** * **FNED 246, CEP 215 *Add to program* Newly redesigned FNED courses.** * **FNED 346, CEP 315 *delete from program.***   **Cognates**   * **SPED 333 *Add to Program* Newly redesigned SPED course.** * **SPED 433 *Delete from Program*** * ***TESL 401 Add to Program* New required FSEHD course for all teacher candidates.**   **The language describing the Specialization in Adapted Physical Education is also being updated and streamlined, though it will essentially be the same requirements, but deletes the “alternative” option.** | | | | |
| A.5. [Student impact](#student_impact) | **Students with now take courses that align with national program standards in the same allotted time and course count.** | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **None** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. | | | | | |

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) | **83** | **Projected to be similar and stable** |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) | A minimum cumulative GPA of 2.75 each semester.  2. A minimum grade of B- in HPE 413, and HPE 414 and a recommendation to continue from the instructors of each course.  3. A minimum grade of B- in all other required and professional courses.  4. Completion of the Professional Service Retention Requirement prior to enrolling in HPE 425. | A minimum cumulative GPA of 2.75 each semester.  2. A minimum grade of B- in HPE 413, HPE 414, and HPE 444 and a recommendation to continue from the instructors of each practicum.  3. A minimum grade of B- in all other required and professional courses.  4. Completion of the Professional Service Retention Requirement prior to enrolling in HPE 425 and HPE 435. |
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| .4. Course requirements for each program option | **Program Courses (30)**   |  |  |  | | --- | --- | --- | | [HPE 102](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/100/HPE-102) | Personal Health (3) | 3 | | [HPE 140](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/100/HPE-140) | Foundations of Wellness and Health  Promotion (3) | 3 | | [HPE 243](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/200/HPE-243) | Motor Development and Motor Learning (3) | 3 | | [HPE 301](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-301) | Principles of Teaching Activity (3) | 3 | | [HPE 325](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-325) | Assessment in Health & Physical Ed. (3) | 3 | | [HPE 404](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-404) | School Health &PE Leadership (3) | 3 | | [HPE 409](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-409) | Adapted Physical Education (3) | 3 | | [HPE 411](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-411) | Kinesiology (3) | 3 | | [HPE 415](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-415) | Teaching/Assessment in APE (3) | 3 | | [HPE 420](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-420) | Physiological Aspects of Exercise (3) | 3 | |  |  |  |   **Activity Courses (9)**   |  |  |  | | --- | --- | --- | | [HPE 313](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-313) | Elementary Activities (3) | 3 | | [HPE 314](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-314) | Middle School Activities (3) | 3 | | [HPE 315](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-315) | High School Activities (3) | 3 |   **Professional Courses (25)**   |  |  |  | | --- | --- | --- | |  |  |  | | [CEP 315](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/CEP-Counseling-and-Educational-Psychology/300/CEP-315) | Educational Psychology (3) | 3 | | [FNED 346](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/FNED-Foundations-of-Education/300/FNED-346) | Schooling in a Democratic Society (4) | 4 | | [HPE 413](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-413) | Practicum in Elementary PE (3) | 3 | | [HPE 414](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-414) | Practicum In Secondary PE (3) | 3 | | [HPE 423](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-423) | Student Teaching Seminar in PE (2) | 2 | | [HPE 425](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-425) | Student Teaching in PE (10) | 10 |   **Cognates (16)**   |  |  |  | | --- | --- | --- | | [BIOL 108](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/100/BIOL-108)\* | Basic Principles of Biology (4) | 4 | | [BIOL 231](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/200/BIOL-231) | Human Anatomy (4) | 4 | | [BIOL 335](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/300/BIOL-335)\* | Human Physiology (4) | 4 | | [SPED 433](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/400/SPED-433) | Adaptation of Inst. for Inclusive Ed. (3) | 3 |   \* Counts as Gen Ed. | **Program Courses (23)**   |  |  |  | | --- | --- | --- | | [HPE 102](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/100/HPE-102) | (3) | 3 | | [HPE 140](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/100/HPE-140) | Foundations: Physical  Education & Exercise Science (3) | 3 | | [HPE 243](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/200/HPE-243) | (3) | 3 | | [HPE 301](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-301) | (3) | 3 | | [HPE 325](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-325) | Assessment in Physical Ed. (2) | 3 | |  |  | 3 | | [HPE 409](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-409) | (3) | 3 | |  |  | 3 | | [HPE 415](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-415) | (3) | 3 | |  |  | 3 | | HPE 416 | Educational Kines/Exercise. Phys (3) |  |   **Activity Courses (9)**   |  |  |  | | --- | --- | --- | | [HPE 313](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-313) | (3) | 3 | | [HPE 314](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-314) | (3) | 3 | | [HPE 315](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/300/HPE-315) | (3) | 3 |   **Professional Courses (30)**   |  |  |  | | --- | --- | --- | | FNED 101 | Intro to Teaching (2) |  | | \*[CEP 215](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/CEP-Counseling-and-Educational-Psychology/300/CEP-315) | Educational Psych (4) | 3 | | [FNED 246](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/FNED-Foundations-of-Education/300/FNED-346) | Schooling Social Justice (4) | 4 | | [HPE 413](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-413) | (3) | 3 | | [HPE 414](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-414) | (3) | 3 | | [HPE 423](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-423) | (2) | 2 | | [HPE 425](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/HPE-Health-and-Physical-Education/400/HPE-425) | (9) | 10 | | HPE 435 | PE Student Teaching Capstone(1) |  | | HPE 444 | Practicum in APE (2) |  |   **Cognates (19)**   |  |  |  | | --- | --- | --- | | [BIOL 108](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/100/BIOL-108)\* | (4) | 4 | | [BIOL 231](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/200/BIOL-231) | (4) | 4 | | [BIOL 335](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/BIOL-Biology/300/BIOL-335)\* | (4) | 4 | | [SPED 333](http://ric.smartcatalogiq.com/2018-2019/Catalog/Courses/SPED-Special-Education/400/SPED-433) | Intro to SPED (3) | 3 | | TESL 401 | Teaching Emergent Biling (4) |  |   \* Counts as Gen Ed. |
| C.5. Credit count for each program option | **79** | **81** |
| C.6. Other changes if any | Specialization in Adapted Physical Education  Students who anticipate working with special populations in Physical Education must meet the following additional requirement in order to qualify to take the HPE 444: Specialization in Adapted Physical Education course: Maintain a minimum grade of B in each of the following courses: HPE 409, HPE 413, HPE 414 and HPE 415; and SPED 433.  The purpose of HPE 444 is to offer an additional option for undergraduates to earn an Adapted Physical Education Certificate through RIDE. The alternative option must be earned by maintaining a B in all classes listed above. The course consists of a minimum of three full weeks of documented hands on experience with K-12 schoolchildren in an adapted physical education setting under the supervision of a certified Adapted Physical Educator in the State of Rhode Island. All competencies for certification will be met during this period of time. | Specialization in Adapted Physical Education  The purpose of the Specialization in Adapted Physical Education is to offer distinction for those who go above and beyond the minimum requirements of each course to set him/herself apart from peers. The Specialization can only be earned by maintaining a B in HPE 409, HPE 415, HPE 413, HPE 414, HPE 444, and SPED 333. |
| C.7 [Program goal](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)  Needed for all new programs |  |  |

D. 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 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](mailto:curriculum@ric.edu) and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. 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 |
| --- | --- | --- | --- |
| Robin Kirkwood Auld | Chair of HPE |  |  |
| Ying Hui-Michael | Chair of SPED |  |  |
| Gerri August | Dean of FSEHD |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS 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

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