# 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.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **HPE 140: Foundations: Physical Education and Exercise Science** | | | |  |
| [Replacing](#Ifapplicable) | **HPE 140: Foundations of Wellness And Health Promotion** | | | |
| A.2. [Proposal type](#type) | **Course: revision** | | | |
| A.3. [Originator](#Originator) | **Kristen Pepin** | [Home department](#home_dept) | **HPE** | | |
| A.4. [Context and Rationale](#Rationale) | This class used to be a requirement for both majors within the HPE department (Teacher Preparation, and Community Health and Wellness). Health content previously covered in this course was absorbed into other health courses based on the program redesign. This allows HPE 140 to focus on the movement-based programs within the department, namely the Physical Education major and the Wellness and Exercise Science major. Therefore, the title and description are being revised to reflect this. | | | | |
| A.5. [Student impact](#student_impact) | This course will give the physical education teacher candidates and wellness and exercise students a stronger foundation in the history of physical education and exercise science, professional standards, and expectations for the movement setting, and introductory concepts for teaching in movement settings. | | | | |
| A.6. [Impact on other programs](#impact) | Wellness and Exercise science uses this course—and given they have submitted a program revision—this revised title will be reflected on their catalog copy rather than the copy that goes with this proposal. | | | | |
| 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) | | N/A | |
| 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. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions)) Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | New Examples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) | **HPE 140** | **HPE 140** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) | **Foundations of Wellness and Health Promotion** | **Foundations: Physical Education and Exercise Science** |
| B.4. [Course description](#description) | An introduction to the professional fields of health, physical education, and movement science allows students to develop professional philosophies.  Studies focus on wellness trends, careers, and the role of technology | Students are introduced to professionalism, careers, and educating in movement-based settings. Included is an analysis of various historical, philosophical, and sociocultural factors. |
| B.5. [Prerequisite(s)](#prereqs) |  |  |
| B.6. [Offered](#Offered) |  |  |
| B.7. [Contact hours](#contacthours) |  |  |
| B.8. [Credit hours](#credits) |  |  |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  |  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. Is this an Honors course? | **no** | **no** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. | **no** | **no** |
| B.15. [How will student performance be evaluated?](#performance) |  |  |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  | |

| B.18**.** [**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)**?** |
| --- | --- | --- |
| Upon completion of this course, students will assess factors that drive careers in physical education and exercise science | SHAPE PETE 1, 6  RIPES 3, 6  RIPTS 1, 2, 8, 11  FSEHD 1, 2 | Rationale |
| Upon completion of this course, students will create and articulate personal professional philosophies related to their field of interest. | SHAPE PETE 1, 6  RIPES 3, 6  RIPTS 1, 2, 10, 11  FSEHD 2 | Personal Philosophy |
| Upon completion of this course, students will examine the responsibilities and competencies for entry-level professionals within their field of interest. | SHAPE PETE 1,2,3,4,5,6  RIPTS 2, 11  FSEHD 1 | Career Exploration, Exam |
| Upon completion of this course, the students will demonstrate an understanding of the history and foundational concepts that have contributed to the development of physical education and exercise science. | SHAPE PETE 1  RIPTS 1,2,10,11  FSEHD 1 | Historical Biography |
| Upon completion of this course the students will use behavior change theories to analyze sociological factors that influence decision making regarding an individual’s lifestyle choices. | SHAPE PETE 1  RIPES 3,6  RIPTS 1  FSEHD 1, 2 | Sociological Project |

| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| --- |
| 1. Professionalism   A- Guidelines  B- Expectations  C- Professional Organization   1. Career Exploration   A- PK-12 Careers  B- Exercise Science Careers   1. Philosophy   A- Foundations  B- Personal Development   1. Historical Foundations   A- Key Events  B- Historical Figures   1. Motor Behavior   A- Introduction to Motor Development  B- Introduction to Motor Learning   1. Biomechanical Foundations   A- Basic Physics  B- Application to Human Movement   1. Exercise Physiology Foundations   A- Body Systems  B- Fitness Principles  C- Adaptations for Exercise   1. Sociological Foundations   A- Introduction to Factors  B- Factor Impact on Movement Participation  C- Social Justice in Movement Settings   1. Exercise Psychology   A- Motivation  B- Adherence   1. PE Pedagogy   A- Theoretical Concepts  B- Professional Standards   1. Teaching Methods   A- Styles & Strategies  B- Movement Setting Specifics  C- Use of Technology for Education   1. Standards   A- PK-12 Standards  B- Teacher Standards  C- Exercise Science Guidelines & Scope   1. Introduction to Planning   A- Objective Writing  B- Learning Domains  14) Future Professionals  A- Leaders  B- Advocates |
|  |

## 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 |
| --- | --- | --- | --- |
| Karen Castagno | Program Director of Physical Education |  |  |
| Robin Kirkwood Auld | Chair of Health & Physical Education |  |  |
| Gerri August or Julie Horwitz | Co-Interim Deans 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) | Date |
| --- | --- | --- | --- |
| Jason Sawyer | Director Wellness and Exercise Science |  |  |
|  |  |  |  |
|  |  |  | Tab to add rows |