

**NEW, REVISED, OR DELETED PROGRAM COVER SHEET**  
**2000-2001**  
**University Curriculum Committee**  
**Undergraduate Programs (Majors, Minors, Sequences)**

DEPARTMENT \_\_\_\_\_ KNR \_\_\_\_\_ DATE \_\_\_\_10/1/01\_\_\_\_

A. **Proposed Action:** (more than one item may be checked if a revision).

\_\_\_\_\_ New Major CIPS CODE \_\_\_\_\_ (obtain from Planning, Policy Studies and Info Systems)

\_\_\_\_\_ New Minor CIPS CODE \_\_\_\_\_ (obtain from Planning, Policy Studies and Info Systems)

\_\_\_\_\_ New Sequence

\_\_\_\_\_ Change in requirements for major

\_\_\_\_\_ Change in requirements for minor

\_\_\_ **X** \_\_\_ Change in requirements for sequence

\_\_\_ **X** \_\_\_ Other program revisions

\_\_\_\_\_ More than 50% of courses in this program are distance education.

\_\_\_\_\_ Program deletion

B. **Summary of proposed action** (see Part A), including title and exact *Undergraduate Catalog* copy for a new or altered program. (See *Catalog* and Program Checklist for format and examples.) Provide a summary of the revisions in addition to the exact current *Catalog* copy.

Refer to summary page.

C. **Routing and action summary:**

<p>1. _____ Date Approved Department Curriculum Committee Chair</p>	<p>4. _____ Date Approved College Dean</p>
<p>2. _____ Date Approved Department Chair</p>	<p>5. _____ Date Approved Teacher Education Council Chair if appropriate (10 copies to the Dean of the College of Education)</p>
<p>3. _____ Date Approved College Committee Chair</p>	<p>6. _____ Date Approved University Curriculum Committee Chair (8 copies to the Undergraduate Studies)</p>

Submit 20 copies of **NEW** Undergraduate proposals to University Curriculum Committee

Submit 8 copies of **REVISED** Undergraduate proposals to University Curriculum Committee

All new and deleted programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate. **The Senate rules mandate electronic submission (in MS Word or HTML format) of all materials for website posting.**

3/00

### Summary of Proposed Curriculum Changes Table

Course #	Number Change	Level Change	Title Change	Hour Change	Prerequisite Change	Content Change	New C
HPR 225					X		
HPR 241							
HPR 242							
HPR 258							
HPR 341							
HPR 358							X

### Summary of changes by sequence

#### Physical Education Sequence:

##### Teacher Education

<HPR 241 indicates a deleted course from sequence

#HPR 225 indicates a change in prerequisite

\*\*HPR 242 indicates new course with content from HPR 241

<HPR 258 indicates a deleted course from sequence

\*\*HPR 341 indicates new course with content from HPR 241

^^HPR 358 indicates new course with content from HPR 258

## SCHOOL OF KINESIOLOGY AND RECREATION

### Physical Education Program

#### STATEMENT OF RATIONALE FOR CURRICULAR CHANGES IN SEQUENCE COURSES

##### Teacher Education Sequence:

The changes proposed reflect advancements in physical education pedagogy, in addition to Guidelines of the National Association for Sport and Physical Education (NASPE) National Standards for Beginning Physical Education Teachers and the National Standards in Physical Education. Also, the National Council for Accreditation of Teacher Education (NCATE) has provided a program review for Illinois State. Weaknesses of the program are addressed below.

**I. NCATE accreditation**--Following the National Council for Accreditation of Teacher Education (NCATE) accreditation visit, weaknesses noted in our program were the lack of a secondary pedagogy course that includes secondary field experiences under the supervision of physical education faculty and a separate course in physical education assessment. Taking the current 4 hour course, HPR 241, and splitting the course into two 3 hour classes (KNR 242 & KNR 341) enables the sequence to devote three hours to a secondary pedagogy class and three hours to an assessment class. (Historically, the KNR department offered two separate classes, but with the retirements and change of faculty, the course was moved from two 3 hour classes to a combined 4 hour class). With the NCATE report, NASPE's Guidelines, and the addition of new faculty, it appears it is the appropriate time to update the curriculum.

The proposed course, **KPR 242** would replace KNR 241 and:

- review effective teaching practices and apply them to the secondary level.
- provide more time to cover content in curriculum and planning
- provide a field based experience at the secondary level in physical education where the characteristics of the adolescent learner can be addressed
- provide a field based experience at the secondary level under the supervision of physical education faculty.

The proposed course, **KNR 341** would replace KNR 241 and:

- provide additional time to cover assessment material more in depth than the current time pattern allows
- provide additional time to cover material that is currently being omitted because of time restraints.
- provide additional time to cover a variety of current assessment practices, including fitness testing, authentic assessment tools, and self-assessment.

**II. Pedagogical practices**- Most teacher education programs in physical education follow a sequence of pedagogical coursework to prepare their students. The curricular changes in this proposal will strengthen the teacher education sequence by providing students a coherent and consistent series of courses specifically designed to prepare them to become effective teachers of physical education. KNR 158 will continue to be the introductory pedagogy course which includes peer teaching opportunities. KNR 221 will apply pedagogical principles to an elementary setting and will incorporate more extensive peer teaching opportunities. KNR 225 will require a prerequisite of **all sections of Pre-Professional Skills Test passed** before taking the course. KNR 242 will reiterate basic pedagogical principles and provide opportunities for students to apply these principles in a field based setting at the secondary level. Additionally, curriculum planning and unit planning will continue to be emphasized. KNR 341 will address more in-depth material in assessment strategies. KNR 358 will allow an additional pedagogy class to be offered prior to student teaching, and will serve as a capstone seminar type course, providing a field experience in an elementary school setting. The student teaching experience is housed in the College of Education, with physical education supervision, and is STT 399.74 & STT 399.75.

The proposed course, **KNR 358** would replace KNR 258 and:

- serve as a capstone seminar type course with the students continuing to apply pedagogical principles and practices in an elementary field-based setting.

The proposed course, **KNR 225** would have a change in the prerequisite, to provide a . sequencing of classes and requirements in pedagogy.

**\*\*An additional benefit of these curricular changes is a better balance within our program of 100, 200, & 300 level courses.**

-

## NEW CATALOG COPY

### New and Revised Course Descriptions

#### **KNR 225 MOTOR DEVELOPMENT OF CHILDREN**

3

F,S

*Incl Clin Exp: 4 hrs Type 1 and 4.*

Motor development related to anatomical growth and sensory development in the child from infancy to puberty. Mechanisms and theories of perceptual motor development, research findings, and implications for physical education.

#### **KNR 242 SECONDARY METHODS AND PRACTICES IN PHYSICAL EDUCATION**

3

F,S

*KNR 158, 225; 221 or conc. reg. req. Incl Clin Exp: 20 hrs. Type 1-5, Admission to Teacher Ed req.*

Development and administration of secondary physical education programs. Planning, and teaching physical education activities at the secondary level.

#### **KNR 341 ASSESSMENT IN PHYSICAL EDUCATION**

3

F,S

*KNR 158, 225, 221; 242 or conc. reg. req.*

Planning and implementation of appropriate assessment strategies in physical fitness, motor skills, cognitive achievement, and the affective areas in K-12 physical education.

#### **KNR 358 DIRECTED PRACTICUM IN ELEMENTARY PHYSICAL EDUCATION**

3

F,S

*Student must have 2 consecutive hours between 8 a.m. and noon and 1 p.m. and 3 p.m. (e.g., 9-11) free daily, during one half of the semester. KNR 158, 225, 221, and 242; 341 or conc. reg. req. Adm to Teacher Ed. required. Taken the semester prior to student teaching. Include Clin Exp: 40 hrs Type 1-5. Formerly DIRECTED EXPERIENCES IN PHYSICAL EDUCATION.*

Arranged clinical experience assignment that includes observation, participation, and teaching in elementary physical education.

## DELETED COURSES

#### **KNR 241 SECONDARY PHYSICAL EDUCATION CURRICULUM AND EVALUATION**

3

F,S

#### **KNR 258 DIRECTED PRACTICUM IN PHYSICAL EDUCATION**

3

F,S

*Current catalog copy for*

## TEACHER EDUCATION SEQUENCE in the PHYSICAL EDUCATION MAJOR:

## Teacher Education Sequences:

## Selective Admission:

All Physical Education majors planning to become certified teachers must apply for and be admitted to the University's Teacher Education Program (see Teacher Education Program section of this Undergraduate Catalog). In addition to fulfilling University requirements for admission to Teacher Education, the Physical Education major must have verified the following:

1. Students admitted to the Teacher Education Sequence must have earned a completed 8 hours: HPR 158, 221, and two of the following Performance and Analysis courses: HPR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80, 151.10, 151.20, 151.30, 152.20, or 152.30, 152.50.
2. A minimum of 2.5 cumulative GPA and a minimum 2.5 major GPA.
3. Completion of departmental application for admission to the Teacher Education program and a projected program plan for graduation through contact with departmental advisor.
4. Participation in a personal interview as requested by the Sequence Coordinator of Teacher Education.
5. A positive recommendation from the Sequence Coordinator based upon evidence of satisfactory progress from faculty teaching requirements for admission to Teacher Education by established deadlines may petition through the Physical Education Teacher Education Sequence Coordinator. All petitions must be approved by the Office of CECP.

## Teacher Education Sequence Program of Study Leading to a 6-12 Standard Certificate:

- 74 total hours required.
- 50 hours in the following core and sequence courses required.
- 23 hours in core courses: HPR 160, 181, 182, 240, 254, 257, 280, 282.
- 27 hours in sequence courses: HPR 158, 221, 241, 258, 383, 391, including 4 hours required from: HPR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from HPR 151.10, 151.20, 151.30, 152.20, 152.30, 152.50; 2 hours from HPR 153.10, 153.20; THE 105, 119; 1 hour from HPR 281, 283, 285.
- 24 hours in Professional Education requirements (see C&I Professional Education requirements in this *Undergraduate Catalog*); STT 399.74 (10 sem hrs).

## Teacher Education Sequence Program of Study Leading to a K-12 Special Certificate:

- 80 total hours required.
- 53 hours in the following core and sequence courses required.
- 23 hours in core courses: HPR 160, 181, 182, 240, 254, 257, 280, 282.
- 30 hours in sequence courses: HPR 158, 221, 225, 241, 258, 383, 391, including 4 hours required from HPR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from HPR 151.10, 151.20, 151.30, 152.20, 152.30, 152.50; 2 hours from HPR 153.10, 153.20; THE 105, 119; 1 hour from HPR 281, 283, 285.
- 27 hours in Professional Education requirements: (see C&I Professional Education requirements in the *Undergraduate Catalog*); STT 399.74 (8 sem hrs), 399.75 (5 sem hrs).

## Selective Retention:

In order to receive school approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University Teacher Education program, must maintain a

- cumulative 2.5 GPA and a major 2.5 GPA.
2. A student falling below the required GPA will be placed on probation for 1 semester. If after 1 semester, the 2.5 GPA has not been reestablished, the student will be dropped from the Teacher Education program.
  3. The student may reapply for admission upon meeting all of the criteria again. The student who is not readmitted after 1 semester of probation and a minimum 2.0 GPA will have the choice to enter the Physical Education Studies (general) Sequence.
  4. Satisfactory recommendation from the Teacher Education Sequence Coordinator following completion of the Clinical Experience in HPR 258.
  5. A student who has not been retained may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the Committee will either disallow the appeal or approve reinstatement on a probationary basis for a specified period of time.

**Entitlements:**

Completion of the Teacher Certification Sequence in the 52-hour major and the Professional Education requirements entitles the Physical Education graduate to the 6-12 standard certificate, and the K-12 special certificate in the 55-hour major if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate.

*Proposed catalog copy for*

**TEACHER EDUCATION SEQUENCE in the PHYSICAL EDUCATION PROGRAM:**

**Teacher Education Sequences:**

**Selective Admission:**

**All Physical Education majors planning to become certified teachers must apply for and be admitted to the**

University's Teacher Education Program (see Teacher Education Program section of this *Undergraduate Catalog*). In addition to fulfilling University requirements for admission to Teacher Education, the Physical Education major must have verified the following:

1. Students admitted to the Teacher Education Sequence must have earned a completed 8 hours: KNR 158, 221, and two of the following Performance and Analysis courses: KNR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80, 151.10, 151.20, 151.30, 152.20, or 152.30, 152.50.
2. A minimum of 2.5 cumulative GPA and a minimum 2.5 major GPA.
3. Completion of departmental application for admission to the Teacher Education program and a projected program plan for graduation through contact with departmental advisor.
4. Participation in a personal interview as requested by the Sequence Coordinator of Teacher Education.
5. A positive recommendation from the Sequence Coordinator based upon evidence of satisfactory progress from faculty teaching in the major program.
6. Students who fail to meet all requirements for admission to Teacher Education by established deadlines may petition through the Physical Education Teacher Education Sequence Coordinator. The Office of CECP must approve all petitions.

Teacher Education Sequence Program of Study Leading to a 6-12 Standard Certificate:

- 76 total hours required.
- 52 hours in the following core and sequence courses required.
- 23 hours in core courses: KNR 160, 181, 182, 240, 254, 257, 280, 282.
- 29 hours in sequence courses: KNR 158, 221, 242, 341, 358, 383, 391, including 4 hours required from: KNR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from KNR 151.10, 151.20, 151.30, 152.20, 152.30, 152.50; 2 hours from KNR 153.10, 153.20; THE 105, 119; 1 hour from KNR 281, 283, 285.
- 24 hours in Professional Education requirements (see C&I Professional Education requirements in this *Undergraduate Catalog*); STT 399.74 (10 sem hrs).

Teacher Education Sequence Program of Study Leading to a K-12 Special Certificate:

- 82 total hours required.
- 55 hours in the following core and sequence courses required.
- 23 hours in core courses: KNR 160, 181, 182, 240, 254, 257, 280, 282.
- 32 hours in sequence courses: KNR 158, 221, 225, 242, 341, 383, 391, including 4 hours required from KNR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from KNR 151.10, 151.20, 151.30, 152.20, 152.30, 152.50; 2 hours from KNR 153.10, 153.20; THE 105, 119; 1 hour from KNR 281, 283, 285.
- 27 hours in Professional Education requirements: (see C&I Professional Education requirements in the *Undergraduate Catalog*); STT 399.74 (8 sem hrs), 399.75 (5 sem hrs).

Selective Retention:

In order to receive school approval for a student teaching assignment the student must verify the following:

1. A student, after having been officially admitted to the University Teacher Education program, must maintain a cumulative 2.5 GPA and a major 2.5 GPA and verify certification in first aid by the American Red Cross or National Safety Council within the past three years.
2. A student falling below the required GPA will be placed on probation for 1 semester. If after 1 semester, the 2.5 GPA has not been reestablished, the student will be dropped from the University Teacher Education program.
3. The student may reapply for admission upon meeting all of the criteria again. The student who is not readmitted after 1 semester of probation and a minimum 2.0 GPA will have the choice to enter the Physical Education Studies (general) Sequence.
4. Satisfactory recommendation from the Teacher Education Sequence Coordinator following completion of the Clinical Experience in KNR 358.
5. A student who has not been retained may appeal for reconsideration to the Physical Education Selection-Retention Committee. After consideration, the Committee will either disallow the appeal or approve

**reinstatement on a probationary basis for a specified period of time.**

### Entitlements:

**Completion of the Teacher Certification Sequence in the 52-hour major and the Professional Education requirements entitles the Physical Education graduate to the 6-12 standard certificate, and the K-12 special certificate in the 55-hour major if additional student teaching assignments have been completed at the elementary level. Student choice will determine the type of student teaching assignment (elementary and secondary or secondary only) and thus the type of certification entitlement. Students who select a dual student teaching assignment are entitled to both the K-12 and 6-12 teaching certificates when they graduate.**

## TEACHER EDUCATION Teacher Education Sequence Program of Study Leading to a 6-12 Standard Certificate

### Current

### Proposed

^^Indicates change in number , level, prerequisite,  
and content

\*\*Indicates number change, title, hour, prerequisite,  
and content

#Indicates change in prerequisite

<Delete Course

74 total hours required.

76 total hours required

50 hours in the following core and sequence courses: req.

52 hours in the following core and sequence  
courses req

23 hours in core courses: HPR 160, 180, 181, 182, 240,  
254, 257, 280, 282

23 hours in core courses: HPR 160, 181,  
182, 240, 254, 257, 280, 282

27 hours in sequence courses: HPR 158, 221,  
383, 391, including 4 hours required from: HPR 150.20,  
150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from  
HPR, 151.10, 151.20, 151.30, 152.20, 152.30; 152.50  
2 hours from HPR 153.10, 153.20; THE 105, 119; 1 hour  
from HPR 281, 283, 285.

29 hours in sequence courses: HPR 158, 221,  
<241\*\*242, <258\*\* 341, ^^358, 383, 391, including 4 hours  
required from: HPR 150.20, 150.30, 150.50,  
150.60, 150.70, 150.80; 3 hours from HPR  
152.50, 151.10, 151.20, 151.30, 152.20,  
152.30, 152.50; 2 hours from HPR 153.10, 153.20;  
THE 105, 119; 1 hour from HPR 281, 283,  
285.

Total Sequence Credit Hours

50 hrs.

Total Sequence Credit Hours

52 hrs

24 hours in Professional Education requirements (see C & I  
Professional Education requirements); STT 399.74 (10 sem.

24 hours in Professional Education requirements  
(see C & I Professional Education require-

hrs.).

ments); STT 399.74 (10 sem. hrs.).

## Teacher Education Sequence Program of Study Leading to a K-12 Certificate

### Current

### Proposed

^^Indicates change in number, level, prerequisite, and content

\*\*Indicates change in number, title, hour, prerequisite, and content

#Indicates change in prerequisite

< Delete course

80 total hours required.

82 total hours required.

53 hours in the following core and sequence courses required.

52 hours in the following core and sequence courses required.

23 hours in core courses: HPR 160, 181, 182, 240, 254, 257, 280, 282.

23 hours in core courses: HPR 160, 181, 182, 240, 254, 257, 280, 282.

30 hours in sequence courses: HPR 158, 221, 225, 383, 391, including 4 hours required from HPR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from HPR 151.10, 151.20, 151.30, 152.20, 152.30; 152.50; 2 hours from HPR 153.10, 153.20; THE 105, 119; 1 hour from HPR 281, 283, 285.

32 hours in sequence courses: HPR 158, 221, #225, &lt;241, \*\*242, &lt;258, \*\*341, ^^358, 383, 391, including 4 hours required from HPR 150.20, 150.30, 150.50, 150.60, 150.70, 150.80; 3 hours from HPR 151.10, 151.20, 151.30, 152.20, 152.30, 152.30, 152.50; 2 hours from HPR 153.10, 153.20; THE 105, 119; 1 hour from HPR 281, 283, 285.

Total Sequence Credit Hrs.

53 hrs.

Total Sequence Credit Hours

55 hrs

27 hours in Professional Education requirements: (see C &amp; I Professional Education requirements); STT 399.74 (8 sem hrs), 399.75 (5 sem hrs.)

27 hours in Professional Education requirements: (see C &amp; I Professional Education requirements- STT 399.74 (8 sem. hrs), 399.75 (5 sem hrs.)

### UNIVERSITY STANDARDS FOR PROPOSED SEQUENCE

  127   No more than 124 semester hours of coursework

  55   Require no more than 55 semester hours in major department

  82   Should not mandate more than 76 hours excluding University Studies

       May mandate no more than 24 hours in University Studies