

Experiential Learning Course Proposal Cover Sheet
(Use this form if your program is seeking approval for a whole course to count as an ELR)

Program/Department/School Submitting Proposal Health Education and Promotion (EH-BSE-SHED-HPE)

Date Submitted 9/20/11

Contact Person Cynthia W. Symons

E-mail csymons@kent.edu

Phone 2-0681

Course Number/Title EDUC 49526 – Student Teaching Health/Physical Education **Number of Credits** 12

Check one:

☒ **New Proposal** ☐ **Resubmission with Revision; Date of Original Submission** _____

Select Appropriate Experiential Learning Category/Categories: Practical Experiences

Chair/Director Signature _____

Date _____

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision:	Approved	_____ (Date)	<input type="checkbox"/>
	Withdrawn by Submitter	_____ (Date)	
	Minor Revision – Resubmit	_____ (Date)	
	Major Revision – Resubmit	_____ (Date)	
	Denied	_____ (Date)	

Course-Based Experiential Learning Requirement Form
(use this form if your program is seeking approval for a whole course as an ELR)

Please consult the Experiential Learning Guidelines as you respond to each item on this form.

Course Subject/Number/Title: EDUC 49526 – Student Teaching Health/Physical Education

Credit Hours: 12

Prerequisite(s): Admission to Advanced Study

The course objectives section of the syllabus must include the goals of the experiential learning component.

1. Describe how the course provides opportunities for students:

- The Student Teaching experience in Health/PE is designed specifically to connect ideas, concepts, and skills developed at the university with their applications to new and different contexts. After consultation with their academic advisor and the Student Teaching Office in the Vacca Center, teacher candidates are assigned to a public school district in Northeast Ohio to work with a licensed and experienced on-site mentor (cooperating teacher). This experience allows student teachers to apply course concepts and skills in a practical setting. Further, the Student Teaching experience encompasses the range of teaching and learning experiences with diverse target audiences of learners that enable the student to confront, manage, and grow from challenges common to the teaching profession.
- The Student Teaching experience in Health/PE definitively broadens the student's understanding of the discipline, the world, and themselves as learners. By being placed in an environment external to the classroom and the university community, students experience the application of theory and professional practice in an authentic and applied context.
- By having contact with professionals in the field, teacher candidates will have the ability to interpret their experience from their academic programs. During the Student Teaching Experience teacher candidates are involved in on-going discussions with school-based faculty and staff in addition to their cooperating teacher and university supervisor. In addition, the requisite seminar that accompanies the Student Teaching experience formalizes engagement with peers fulfilling similar Experiential Learning Requirements in other school districts. These interactions allow students to engage in thoughtful reflection about their current base of functional knowledge and essential skills, the role of continuing professional education, and their future career goals.

Teacher candidates engage in in-depth teaching and learning experiences under the mentorship of licensed expert cooperating teachers in local PK-12 schools. The teaching license issued by the Ohio Department of Education upon successful completion of all competencies enables HPE teachers to work in PK-12 schools (Multi-age licensure). As such, candidates complete 5 weeks of Physical Education at the elementary level, 6 weeks of Health Education, and 5 weeks of a combined Health and physical Education experience in secondary schools. Finally, candidates are required to apply pedagogical content knowledge, reflect upon their professional practice, and demonstrate competence consistent with those specified in the Ohio Standards for the Teaching Profession.

2. Explain how the three learning outcomes will be assessed:

- Pedagogical expertise; skills to reflect on teaching practice; and content knowledge are assessed using the student teaching assessment that is aligned with the Ohio Standards for the Teaching Profession. Teacher candidates must achieve 80% proficiency on all standards in order to pass the

Student Teaching Experience in Health and Physical Education. Supervisors conduct a formative mid-point assessment in consultation with the cooperating teacher and a summative assessment at the end of the placement.

- University supervisors conduct the summative assessment of professional dispositions during the student teaching experience using the Dispositions Assessment Rubric. This rubric focuses on evaluating evidence that the teacher candidate has demonstrated professional dispositions toward culturally relevant pedagogy, ethical practices, and behaviors reflected in the teaching profession.

3. In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course?

Supervisors are trained and introduced to the assessment instrument for student teaching during bi-annual meetings for supervisors. Teachers in the schools and university supervisors who work collaboratively with full-time faculty engage in formative and summative assessments of Student Teachers.

In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Teacher candidates and supervisors receive the information about assessment protocol in the *Handbook on Student Teaching* and during individual professional development sessions with full-time faculty.

URCC Use Only

Date Received by URCC _____ *Date Approved by EPC* _____

Date Approved by URCC _____ *Date Removed as ELR* _____

EDUC 49526 Student Teaching in Health and Physical Education

Syllabus

Required Text: No text is required for this class

Description:

Student Teaching in School Health Education is a full-time capstone field-based learning experience that takes place in a secondary public school in the region. This learning experience takes place under the mentorship of a School Health Educator licensed by the Ohio Department of Education and the supervision of a member of the full-time faculty in Health Education and Promotion or clinical faculty with expertise in this content area.

Teacher Candidates will:

- Apply pedagogical content knowledge learned within the requisite content and professional coursework in the combined Health and Physical Education program to promote student learning in PK-12 schools.
- Apply functional knowledge and essential skills from the body of science about learning and health education to support student growth in context of their families, schools, communities, and broader environments.
- Reflect upon how their teaching influences student learning in Health and Physical Education within PK-12 schools.
- Demonstrate appropriate professional dispositions reflected in professional educator standards of practice.
- Attend to the elements and competencies outlined in the Ohio Standards for the Teaching Profession.

Assessment:

Student Teaching in Health and Physical Education is evaluated on a Pass/Fail scale. To achieve a passing grade, each teacher candidate must achieve a minimum of 80% on the final summative student teaching assessment. In addition, each candidate must demonstrate competent and appropriate professional dispositions.

Practicum:

Guidelines for student teaching are outlined in the *Handbook for Collaboration in Teacher Education: A Guide for PK-12 Student Teachers, Cooperating Teachers, and University Supervisors*. This resource Handbook is available in the Vacca Office of Student Services in EHHS and online.

Registration Information:

University policy requires students to be registered in order to attend classes. Anyone who is not officially enrolled by the second week of classes (or registration deadline for summer classes) is not eligible for course credit of a grade in the class. Students may not enroll in a class after the registration period unless there is documented proof of University error.

Disability Statement:

University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Academic Misconduct:

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow student. For complete policy and procedure go to www.kent.edu/policy/register3342-3-01.8.

EDUC 49526

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

CURRICULUM 180
 DATE PROPOSAL APPR 10/20/03
 EFFECTIVE SEMESTER 2604

DATE OF PREPARATION:

Purpose of Proposal

Course Title

Department

Course Number

Minimum Credit Maximum Credit

- Checked items are new
- ☒ Prefix
 - ☒ Title
 - ☒ Title Abbreviation
 - ☒ Prerequisite
 - ☒ Credit Hours
 - ☒ Description
 - ☒ CIP/HEGIS
 - ☒ Activity Type
 - ☒ Cross-Listed/Slash
 - ☒ Grade Rule
 - ☒ Credit By Exam
- If applicable---
- ☐ Course Fee
 - ☐ LER Status (G)
 - ☐ WIC (W)
 - ☐ Diversity (D)

Describe Impact on Other Programs, Policies, or Procedures

NONE - HED & PEP Faculty will be teaching.

Units Consulted
 (See Guidelines For Instructions)

EFSS Undergraduate Curriculum Committee, COE Undergraduate Curriculum Council

Chair/Director/Campus Dean
 College/School Dean
 Vice Provost for Regional Campuses
 Provost

REQUIRED ENDORSEMENTS:

Paul D. Smith 10/01/03
John P. Smith 10/16/03
J. Demistrow 10/21/03

Please **PRINT** this form before leaving the screen. This form will not be saved.

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All data entered below should reflect revised information

Basic Data Sheet

Preparation Date	9/12/03	Requested Effective Year	2004
Course Title	STUDENT TEACHING IN HEALTH AND PHYSICAL EDUCATION		
Department	EDUC		
Course Number	49526		
Slash Course	The only applicable combinations are: 4-5; 4-5-7; 6-7		
Cross-listed with			
Course Title Abbreviation	STUDENT TEACHING IN HLTH/PE		
KSU Type			
Minimum Credit	12	Maximum Credit	12
Credit Connector	F		
Grade Rule	U4		
Credit By Exam	CBE-N		
Activity Type	PRA		
Course Fee	0	Per Credit Hour	
Following four fields completed by the Provost's Office			
OBR Program Code	40		
OBR Course Level	3		
CIP Code			
Prerequisite	PREREQUISITE: PERMISSION; CO-REQUISITE EDUC 49525; ADMISSION TO PROFESSIONAL EDUCATION.		
Catalog Description	Full time student teaching which includes a balanced experience in elementary and secondary health and physical education.		

For course revision, enter previous title, abbr, number, and credit.

Previous Course Title

Previous Department & Course Number

Prev Min Hrs

Prev Max Hrs

Alvinda Amiller

Chair, Director, School Dean, or Campus Dean

Writing
Expectations

NONE

Instructor(s)
expected to teach
this course

SYMONS, COLLIER, OSLIN, MITCHELL, TOOTHAKER

Instructor(s)
Contributing to
Content

SYMONS, COLLIER, OSLIN

Content Outline

Hrs

Student teaching for Health and Physical Education majors is a full semester experience with sites assigned to provide an opportunity to work with students in a wide range of age and grade levels in both health and physical education licensure areas.

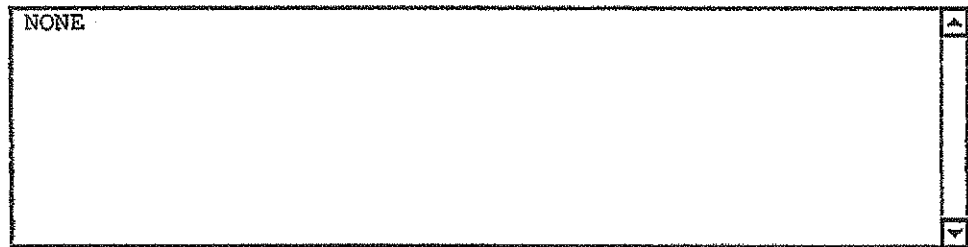
Students will be involved in approximately 400 work hours on site in the schools. In addition to this, they will be expected to work on lesson plan preparation, unit planning and other duties typical of teachers in the performance of their role in the school setting.

Student teachers will have a five week elementary Physical Education experience, a five week secondary Health Education experience, and a six week combined secondary Health and Physical Education experience.

Total

Textbook(s) used in this
course

NONE



UPDATE

RESET

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