

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 EHHS/TLC/PEP/HPE **Date Submitted** 9-15-11

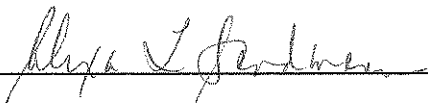
Contact Person Connie Collier **E-mail** ccollie2@kent.edu **Phone** 2-0225

Course Number/Title EDUC 49526 Student Teaching in Health and 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** 9/28/11

Date Approved by College Curriculum Committee _____

Dean Signature: _____ **Date** _____

For URCC use only

Date Received by URCC _____

Decision: **Approved** _____ (Date) ☐
 Withdrawn by Submitter _____ (Date)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 in Health and Physical Education

Credit Hours: 12

Prerequisite(s): Advanced Study

Please attach a master syllabus for this course.

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

Describe how the course provides opportunities for students to:

- **Connect ideas, concepts, and skills developed at the university with their applications to new and different contexts;**
- **Demonstrate how this experience has broadened their understanding of the discipline, the world, or themselves as learners; and**
- **Reflect on the meaning of the experience for their current and future learning.**

Teacher candidates engage in in-depth teaching and learning experiences under the mentorship of expert teachers in area PK-12 schools. Candidates complete 5 weeks of Physical Education at the elementary level, 6 weeks of Health Education and 5 weeks of combined Health and Physical Education teaching experiences in secondary schools. Candidates are required to apply pedagogical content knowledge, reflect upon their professional practice and demonstrate competence across the Ohio Standards for the Teaching Profession.

Explain how the three learning outcomes will be assessed:

Assessment of pedagogical expertise; reflection; and content knowledge is 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. Supervisors conduct a summative assessment towards the end of each placement.

University supervisors conduct the summative assessment of professional dispositions during the student teaching experience using the dispositions assessment rubric, which focuses on candidates' dispositions towards culturally relevant pedagogy, ethical practices, and behaviors reflecting professional educators.

In what ways will your unit communicate expectations described in this proposal to faculty who will be teaching this course? In what ways will your unit maintain standards across multiple sections and over time as instructors change?

Supervisors are trained and introduced to the assessment instrument for student teaching during bi annual meetings for supervisors. Teachers in the schools, university supervisors who work collaboratively with full time faculty, assess the teacher candidates. Teacher candidates and supervisors receive the information about the assessment 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* _____

PEP 49526 Student Teaching in Physical Education

Description

Full time student teaching includes a balanced experience in elementary and secondary physical education. Practicum provides experiential opportunities in area public schools, supervised by full time faculty or clinical faculty with expertise in the content area.

Teacher Candidates will:

1. Apply pedagogical content knowledge learned within the content courses in Physical Education to promote student learning in PK-12 schools.
2. Demonstrate knowledge of how to support student learning with knowledge about learners, schools, community agencies, and other school personnel.
3. Reflect upon how their Instruction and pedagogical strategies influence student learning in Physical Education within PK-12 schools.
4. Demonstrate appropriate professional dispositions, reflecting professional educator standards.
5. Demonstrate competencies outlined in the Ohio Standards for the Teaching Profession.

Assessment: Pass/Fail – teacher candidate must achieve 80% on the final summative student teaching assessment and 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. Handbook is available in the Vacca Office of Student Services or 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 or a grade in the class; Students may not enroll in a class after the registration period unless there is documented proof of University error.

Regarding Students with Disabilities 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 arrange 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 students. For complete policy and procedure go to www.kent.edu/policyregister 3342-3-01.8.

PEP 49526

ACADEMIC AND STUDENT AFFAIRS
CERTIFICATION OF CURRICULUM PROPOSAL
SCHOOL OF PHYSICAL EDUCATION, RECREATION AND DANCE

CURRICULUM BULLETIN NUMBER: 174
DATE PROPOSAL APPROVED BY EPC: 11/26/98
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: Fall 1998
DATE OF PREPARATION: 11/05/97

PURPOSE OF COURSE PROPOSAL: Establish new course

TITLE:

STUDENT TEACHING IN PHYSICAL EDUCATION
DEPT: PEP NUMBER: 49526 CREDIT HOURS: 12-12

Previous Course Information

TITLE:

DEPT: PEP NUMBER: CREDIT HOURS: -

(Asterisked items are new or revised.)

* Title	Credit By Exam
* Title Abbreviation	Lecture Hr
* Number/Slash	* Lab Hr
* Prerequisite	---If applicable---
* Credit Hours	Course Fee
* Description	LER Status (G)
* CIP/HEGIS	WIC (W)

Describe proposal's impact on courses and program/requirements:
The impact for students will be to clearly define a course within their major that serves as a culminating experience.

Surnames from support, duplication, and encroachment memos:
Dr. William Anderson, Assist. Dean, College of Educ.

REQUIRED ENDORSEMENTS:

CHAIR/DIRECTOR/CAMPUS (DEAN)	<u>[Signature]</u>	<u>11/7/97</u>
COLLEGE/SCHOOL DEAN	<u>[Signature]</u>	<u>11/14/97</u>
PROVOST	<u>[Signature]</u>	<u>1/12/98</u>

Kent State University

SCHOOL OF PHYSICAL EDUCATION, RECREATION AND DANCE

Basic Data Sheet

PEP 49526

Preparation Date: 11/06/97

Effective Semester: F Yr: 98

Asterisked (*) items are new or revised.

*Title:

STUDENT TEACHING IN PHYSICAL EDUCATION

*Number Slash
49526

*Title Abbreviation:
STUDENT TEACHING IN PE

LER

WIC

*Credit FVD
12-12 F

LecHr
00

*LabHr
12

CBE

Course Fee
\$ 0.00

*Prerequisite:

ELIGIBILITY FOR ADM. TO STUDENT TEACH, PEP49525 CO-REC

*HEGIS

131314

*Catalog Description:

This experience provides for a full semester of student teaching in a school setting that is co-requisite with PEP 49525 Inquiry into Professional Practice in Physical Education. "S/U" grading. "IP" grade permissible.

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

Previous Title:

Previous Title Abbreviation:

Number

Credit

D L Chauste
Chair, Director, School Dean, or Campus Dean

Writing expectations and basis for student evaluation:

Daily lesson plans, unit plans, self analysis of teaching,
reflective journals, etc.

Instructor(s) expected to teach this course:

Collier, Mitchell, Oslin, Toothaker

Instructor(s) contributing to the preparation of this sheet:

Mitchell, Toothaker

Content Outline

Hrs

Student teaching for Physical Education Majors with a Teacher Education Concentration 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. This is typically divided between a half semester at a setting working with students in the 7th to 12th grades and the other half semester in a setting with kindergarten to 6th grades. 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.

400

Total Time

400

Textbook(s) used in this course
Student Teaching Packet