REAL Curriculum Program Alignment Proposal

Department or School: **Health and Human Performance**   Date: **January 27, 2020**

Degree type: ☒BS ☐BA ☐BBA ☐BSN ☐BM ☐BFA ☐BSW ☐Minor ☐Certificate

Program: ESHE Major: Physical & Health Education Teacher Education Concentration

REAL Area Program Designation Sought (check all that apply): ☒ R ☐ E ☐ A ☐ L

Dept/School Contact: **Melissa Grim/Anna DeVito**

BS/BA Requirements: **BS ONLY – part of the curriculum**

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME_ProgramType.docx (Example: Criminal Justice_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:

Official Program Description:

Please paste the entire official program description from the Radford University catalog in the space within this box. Find those here: https://catalog.radford.edu/

Exercise, Sport and Health Education Major
(Physical Education is a concentration under the ESHE Major)

All Exercise, Sport and Health Education (ESHE) majors must complete the core requirements in each area listed below. Refer to the ESHE concentration/option or major to determine exact requirements.
Core Curriculum Requirements (30-36 credits)

Majors are required to take the following courses and are advised to take them as part of their Core Curriculum requirements:

MATH 125 - Precalculus I
BIOL 105 - Biology for Health Sciences
PSYC 121 - Introduction to Psychology
STAT 200 - Introduction to Statistics
HLTH 200 - Wellness Lifestyle

Physical and Health Education Teacher Education Concentration

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This program of study prepares students to teach physical education and health education to young people in grades K-12. Students in this program earn a BS degree and a license issued by the Commonwealth of Virginia. To be admitted to the Professional Education Program, a student must meet minimum requirements for admission. Graduates obtain positions as teachers of physical and health education in schools and/or directors of community-based physical activity programs for youth. (See teacher education program in College of Education and Human Development admissions requirements).
All students are required to complete STAT 200 Introduction to Statistics or STAT 130 Understanding Statistics

Physical and Health Education Teacher Education (36 credits)

BIOL 310 - Human Structure and Function I
ESHE 210 - Introduction to Teaching K-12 Physical Education
ESHE 294 - Motor Development
ESHE 301 - Theory and Practice of Fitness/Wellness
ESHE 302 - Theory and Practice of Individual/Dual Activities
ESHE 304 - Theory and Practice of Team Sport Activities
ESHE 307 - Theory and Practice of Movement Concepts and Skill Themes
ESHE 371 - Effective Teaching Skills in Physical Education
ESHE 374 - Behavior Management in Physical Education
ESHE 391 - Exercise Science
HLTH 320 - Health and Safety Foundations
HLTH 465 - Exercise, Performance and Nutrition

Professional Education Requirements (15 credits)

In addition to the Foundation Courses listed above, 15 additional hours of courses in the College of Education and Human Development are required for licensure to teach in the State of Virginia.
ESHE 380 - Methods of Teaching Elementary Physical Education
ESHE 384 - Methods of Teaching Secondary Physical Education
ESHE 385 - Teaching Physical Education for Inclusion
ESHE 386 - Applied Physical Education Assessment

HLTH 382 - Methods of Teaching K-12 Health Education
Choose one option below:

Physical and Health Education Teacher Education (27 credits)

EDRD 416 - Content Reading and Literacy
ESHE 453 - Student Teaching in Physical Education: Grades K-12
HLTH 363 - Comprehensive School Health I
HLTH 364 - Comprehensive School Health II
EDEF 320 - Introduction to Professional Education
EDSP 361 - Introduction to Students with Diverse Learning Needs and the Special Education Process

Youth Physical Activity and Coaching Option (27 credits)

ESHE 389 - Coaching Fieldwork in ESHE
Electives (24 credits)

Fifteen (15) of the twenty-four (24) elective hours must come from the list below. The additional nine (9) elective hours require only advisor approval.

ESHE 212 - Introduction to Sport Management
ESHE 214 - Introduction to Fitness, Strength and Conditioning
ESHE 305 - Principles and Practice of Strength and Conditioning
ESHE 341 - Legal Issues in Sport Management
ESHE 345 - Sport Ethics
ESHE 350 - Sport and Exercise Psychology
ESHE 358 - Technology for Exercise, Sport and Health Education
ESHE 360 - Marketing of ESHE
ESHE 370 - Sociocultural Aspects of Sport
ESHE 388 - Coaching the Athlete
EDEF 320 - Introduction to Professional Education
EDSP 361 - Introduction to Students with Diverse Learning Needs and the Special Education Process
HLTH 363 - Comprehensive School Health I
HLTH 364 - Comprehensive School Health II
HLTH 451 - Drug Use and Drug Abuse Education
HLTH 453 - Human Sexuality
HLTH 410 - Drivers Education Theory
HLTH 412 - Driver Education-Driver Task Analysis

Electives

Students should consult with their academic advisors in selecting elective courses to complete the 122 hours required for graduation.

Major Grade Point Average (GPA)

A 2.5 overall GPA and a 2.5 major GPA are required for admission to the teacher education program and student teaching. See the teacher education admission requirements and procedures.
Total Credits Needed for Degree 122

Driver's Education Add-On Endorsement

A Driver's Education add-on endorsement can be received upon completion of HLTH 410 and HLTH 412 if the candidate is licensed in Secondary or K-12.

SCIENTIFIC AND QUANTITATIVE REASONING

R Area: Course Prefix: ESHE Course Number: 386 Course Title: Applied Physical Education Assessment Credit Hours: 386 New course: ☐ Yes ☒ No Revised course: ☒ Yes ☐ No Projected student enrollment per academic year: 20-25	Is this course required or an elective for your degree program? ☒ Required ☐ Elective Is this course offered within your dept/school? ☒ Yes ☐ No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: ☒ Fall ☐ Spring ☐ Intersession ☐ Other (Explain below) Summer Intended Frequency: ☒ Every academic year ☐ Every semester ☐ Every other year ☐ At least once every three years ☐ Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
R Area: Course Prefix: STAT Course Number: 130 Course Title: Understanding Statistics in Society Credit Hours: 3 New course: ☐ Yes ☒ No Revised course: ☐ Yes ☒ No Projected student enrollment per academic year: 10-15	Is this course required or an elective for your degree program? ☐ Required ☒ Elective **Choice between STAT 130 or 200** Is this course offered within your dept/school? ☐ Yes ☒ No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: ☒ Fall ☒ Spring ☐ Intersession ☐ Other (Explain below) Intended Frequency: ☐ Every academic year ☒ Every semester ☐ Every other year ☐ At least once every three years ☐ Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
R Area: Course Prefix: STAT Course Number: 200 Course Title: Introduction to Statistics Credit Hours: 3 New course: ☐ Yes ☒ No Revised course: ☐ Yes ☒ No Projected student enrollment per academic year:10-15	Is this course required or an elective for your degree program? ☐ Required ☒ Elective **Choice between STAT 130 and 200** Is this course offered within your dept/school? ☐ Yes ☒ No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: ☒ Fall ☒ Spring ☐ Intersession ☐ Other (Explain below) Intended Frequency: ☐ Every academic year ☒ Every semester ☐ Every other year ☐ At least once every three years ☐ Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:
R Area: Course Prefix: BIOL Course Number: 310 Course Title: Human Structure and Function Credit Hours: 3 New course: ☐ Yes ☒ No Revised course: ☒ Yes ☒ No Projected student enrollment per academic year:20-25	Is this course required or an elective for your degree program? ☒ Required ☐ Elective Is this course offered within your dept/school? ☐ Yes ☒ No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: ☒ Fall ☒ Spring ☐ Intersession ☐ Other (Explain below) Intended Frequency: ☐ Every academic year ☒ Every semester ☐ Every other year ☐ At least once every three years ☐ Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:

R Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) Stat 130 and Stat 200 are coded as general education courses student must take one of the two courses.

R Area: Learning Goal: To apply scientific and quantitative reasoning to questions about the natural world, mathematics, or related areas.	
Learning Outcome 1: Students apply scientific and quantitative information to test problems and draw conclusions.	Description of learning outcome assessment plan: Assessment will take place in ESHE 386. As part of the class and a field-based experience, students use backward design. In backward design, students start with a desired outcome and then go back to create

	outcomes, develop assessment and lesson plans, and determine how to teach students in order to meet final goals/outcomes. Physical education students pre-test/evaluate K-12 students, teach cognitive, affective, and psychomotor skills, and administer a post-test to determine if the outcomes were achieved. They analyze the data and draw conclusions on the effectiveness of the teaching and the instrument(s) used. Conclusions relate to whether they should reteach the material or move on to another outcome. Students will also take the praxis core academic skills for educators: Mathematics. This test assesses Number and Quantity, Data Interpretation and Representation, Statistics and Probability, also Algebra and Geometry. As part of the test, students use data to solve problems
Learning Outcome 2: Students evaluate the quality of data, methods, or inferences used to generate scientific and quantitative knowledge.	Description of learning outcome assessment plan: Assessment will take place in ESHE 386. As part of the research and assessment project, students collect and analyze data. They evaluate the quality of the data they collected, evaluate the method used to collect data, evaluate the quality of the measures used, and suggest possible changes for the future. They also evaluate the data based on whether pupils met the learning goal. If yes, they can progress to additional teaching experiences. If no, they need to reteach the material. Students will also take the praxis core academic skills for educators: Mathematics. This test assesses Number and Quantity, Data Interpretation and Representation, Statistics and Probability, also Algebra and Geometry. As part of the test students use data to solve problems. In addition, students will complete an assignment in ESHE 386 that addresses evaluating the quality of data.
Additional information for REAL Council consideration:	

Are existing material resources adequate to support this program alignment proposal?
☒ Yes ☐ No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?
☒ Yes ☐ No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?
☒ Yes ☐ No If not, what additional human resources would be needed?

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Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date: