To: Kay Stafford, Andy Zircher, and EHE curriculum committee.
From: Phillip Ward and Jackie Goodway
Re: Curriculum changes in physical education program
Date: 15 November 2012

We appreciate the feedback from the committee (seen in italics) and will respond to it below. We would like to provide some context to this response. Since we developed the semester PETE curriculum we have undergone NCATE/NASPE SPA review as the national standards for Beginning Teachers in PE have changed along with the Ohio Department of Education (ODE) teacher licensure standards in PE. The new Beginning Teacher standards are a significant departure from previous standards as they not only require content knowledge, pedagogical knowledge, and pedagogical content knowledge, they also require Teacher Candidates to demonstrate an ability to perform motor skills and achieve a specific level of physical fitness. Our SPA review resulted in an “approved with conditions” rating from NASPE with feedback to make some changes to our curriculum and assessments. In addition to these changes, in Fall 2012 the ODE changed state law and there is now a mandatory assessment of PE data on all children in public schools. These required assessments are reported at 2nd grade, 5th grade (elementary) and 8th grade and high school. Thus, since the development of the initial semester PETE program a lot has changed and has necessitated some adjustments to our curriculum. The requests below are in response the NASPE/NCATE SPA accreditation and also to new state requirements in PE.

The new request is a slight modification of the original request:

1. Remove the following 6 credit hours from the curriculum:
   - EDU P&L 3206 (3) School and society (erroneously listed in the PETE program of study as 2306) and
   - EDU PAES 4525 Promoting Behavior Change in Sport, Leisure, & Exercise (3).

2. Change PAES 3520 Content in Elementary Physical Education to:
   - PAES 3520.01 Content in Lower Elementary Physical Education (3)

3. Add PAES 3520.02 Content in Upper Elementary Physical Education (3)

4. Converting a previous quarter class (EDU PAES709) to semesters as PAES 5709 Schools, Curriculum and Physical Education

We would now like to respond to the curriculum committee feedback specifically:

On September 25, the EHE Curriculum Committee tabled both the program and course change requests submitted for the Bachelor of Science in Education, Physical Education, Sport and Physical Activity strand of Physical Education Teacher Education. The Committee members understood the changes were in response to a recent program review and were thought to be urgent. However, committee members foresee potentially enormous implications of the requested changes for student scheduling and time to degree, course scheduling, and faculty workload distribution in light of the College Faculty Workload Policy.
The rationale offered for dropping an exercise science course and doubling the credit hours for EDU PAES 3520 was inconsistent with the course change proposal. For example the explanation was offered that the two courses were being merged, therefore once course was to be dropped from the program sheet and the credit hours for the remaining course were to be doubled. However, the course change request for 3520 says simply that more time will be spent on the current course content rather than adding content.

- We agree that we did not articulate a coherent rationale to drop this course. While we have valued the content of EDU PAES 4525 Promoting Behavior Change in Sport, Leisure, & Exercise we have to make some tough choices with the limited credit hours we have in order to respond to the reviewer comments on our NASPE/NCATE SPA report. The 4525 course does not specifically address NCATE/NASPE standards. Although some of the content may be effective for adolescent behavior change, it does not address the behavior change of elementary-aged children. We will address the behavior change content for elementary aged children in the proposed two elementary content courses. The behavior change content for secondary aged children will be addressed in the recently approved course EDU PAES 1201 Concepts of Fitness and Wellness. The 1201 course is designed specifically to address NASPE standards and is utilizing a curricular approach called “Fitness for Life” that has been adopted by many state departments of education and school districts (including Columbus City Schools) throughout the country. We had been advised by NASPE reviewers of our program that the addition of this course would be necessary. Thus, we are forced to drop 2525 in order to make room for the other courses to respond to the NASPE/NCATE SPA report without increasing our total credit hours.

- Why did the faculty decide to double the credit hours for a course from 3 to 6 rather than proposal an additional course? Scheduling space for a 6 hour course may be challenging. Also, is it feasible for a student to schedule other course around a single 6 credit course? They already have a 6 credit internship requirement.

- What are the implications for faculty workloads of 6 credit course? The EHE Faculty Workload Policy is that faculty teach 2 courses each semester. A 6 credit course is a lot more work than a 3 hour course, to say nothing of the 2 and 1 credit courses within Kinesiology in PAES.

- Two 3 credit hour courses have the same teaching/learning potential as one 6 credit hour course and facilitate 2 faculty teaching rather than 1, in addition to easing the scheduling of space. Concurrent enrollment also could be required. Why is a single course better?
In light of the feedback from the committee we have chosen to break the proposed 6 credit elementary content course into two courses:

- PAES 3520.X Content in Lower Elementary Physical Education
- PAES 3520.X Content in Upper Elementary Physical Education

The rationale behind this is that the nature of physical activities for children in grades P-2 (preschool-2nd grade) is very different than grades 3-5. In P-2 the focus is on fundamental motor skills and movement concepts whereas in upper elementary the children are transitioning more to lead up sports and games and fitness. Also the behavior change and motivational techniques used for these ages of children are very different. The breaking into two courses into P-2 and 3-5 also aligns to the new ODE state assessment systems that are conducted at 2nd and 5th grade and the age bands identified in the ODE PE standards for children. By separating into 2 courses we have addressed the committee’s concerns about workload, and scheduling of space.

- **What are the budgetary implications?**
  - There are no budgetary implications. We will provide these courses within the current resources we have.

- **Could some courses be decreased to 2 credit hours to keep the program total credit hours at 120? Some of the 3 quarter credit hour course were recently expanded to convert them to 3 semester credits rather than 2.**
  - The PE licensure area is P-12. In PE there is not a single content area. There are multiple content areas including a variety of sports, motor development principles, fundamental motor skills, fitness, behavior change, knowledge etc. Additionally Teacher Candidates are held accountable to both perform motor skills and fitness as well as teach them. As indicated above there has been significant change in the field of PE and this has put an extra burden on meeting these demands via a tight curriculum. It is not possible to reduce any coursework to 2 credits. However, this request does not increase hours. We are removing 6 credit hours and adding 6 credit hours.

- **Has the program been reviewed by Dr. Erica Brownstein for NCATE standards? Please inform the Committee of her feedback or action. The Curriculum Committee is concerned about communicating with NCATE about actions that have not been approved and vice versa.**
  - Representatives of the PE faculty (Goodway and Lehwald) have met with Dr. Brownstein and discussed the PETE program with her and all are in full
agreement. We have conditional SPA accreditation and are currently collecting data to meet the responses of the SPA report and will submit the final SPA report in February ahead of the NCATE/NASPE schedule.

- Please seek concurrence from EDU P&L for the anticipated changes in demand for their affected courses.
  - Members of the PETE faculty (Goodway and Ward) met with Assistant Dean Jennifer Lando and all academic advisors to discuss the PETE program. We discussed the issue of courses in the PETE curriculum that are in other units like T&L and EdP&L. We were informed that the issues of space in required classes would be dealt with centrally by student services for all licensure programs across the college as has been the case previously.

We hope these responses address the concerns of the curriculum committee. Phillip Ward will hope to be in attendance at the next meeting to answer questions.