

**AGENDA**  
**PROFESSIONAL EDUCATION COUNCIL**  
**3:30 pm – Wednesday, April 10th, 2019**  
**GRH 3073**

- I. Consideration of the minutes from the March 13<sup>th</sup>, 2019 meeting**  
(Minutes can be found on the CEBS main web page – click on the Dean’s Office dropdown menu, and then on Meetings Minutes and Agendas).

Approval of agenda for this April 10<sup>th</sup>, 2019 PEC meeting

**II. Consent Item**

1. Suspend a Course- “Dance and Rhythmical Activities”- Dr. Keri Esslinger

**III. New Business**

*Course change proposals can be viewed at <https://nextcatalog.wku.edu/courseadmin/>  
Program change proposal can be viewed at <https://nextcatalog.wku.edu/programadmin/>*

**A. College of Education and Behavioral Sciences**

**Office of Professional Educators Services**

1. Candidates Completing Requirements for Admission to the Professional Education Unit  
March 13, 2019 to April 10th, 2019
2. Requirements for Admission to Student Teaching

**Agriculture and Food Science**

Undergraduate:

1. Revise Course Credit Hours- AGMC 371 “Agriculture Mechanics”-Dr. Thomas Kingery
2. Revise Course Credit Hours - AGMC 372 “Agriculture Mechanics Lab”- Dr. Thomas Kingery

**College of Health and Human Services**

1. Revise course Credit Hours- PE 111 “Movement Themes and Concepts I” Dr. Keri Esslinger
2. Revise course Credit Hours- PE 123 “Movement Themes and Concepts II” Dr. Keri Esslinger
3. Revise course Credit Hours- PE 211 “Net/Wall and Target Sports” Dr. Keri Esslinger
4. Revise course Credit Hours- PE 212 “Striking/Field and Invasion Sports” Dr. Keri Esslinger
5. Revise course Credit Hours- PE 320 “Methods in Early and Middle Childhood Physical Education” Dr. Keri Esslinger
6. Make Multiple Revisions to a Course- PE 222 “Fitness/Wellness Application” Dr. Keri Esslinger
7. Make Multiple Revisions to a Course- PE 300 “Outdoor Educational Activities” Dr. Keri Esslinger
8. Revise a Program 587-Physical Education Dr. Keri Esslinger

#### **IV. Other Business**

# Candidates Completing Requirements for Admission to Professional Education Unit

April 10, 2019

## ELEMENTARY

Boone, Sierra		SPED/ELED	
Hardcastle, Nicole		ELED	
McKee, Madison		SPED/ELED	
McQuerry, Alexa		ELED	
Wooden, Brianna		SPED/ELED	

## MIDDLE GRADES

Sams, Sarah		Soc St/Lang Arts	
Price, Theresa		Math	
Edwards, Benjamin		Lang Arts	

## SECONDARY


## IECE

Green, Haley		IECE	

## 5-12

Winchell, Anna		Agriculture	

## P-12

Allison, Katie		Art – Visual Studies	
Hurd, Daniel		Physical Education	
Hurd, Daniel		Health Education	
Armantrout, Cheyana		Art- Visual Studies	

**GRADUATE**

Slinker, Natalie E.		Bus/Mktg	
Williams, Holly		IECE	
Young, Kendyl		School Psych	
Gomez, Alfredo		School Psych	
Godbey, Grant		School Psych	
Coursin, Jillian		School Psych	
Van Fossen, Allison		School Psych	
Ritchie, Meaghan		School Psych	
Witty, Cordelia		School Psych	
Richardson, Sarah		School Psych	

**PROFICIENCY EVALUATION**

Latzo, Steven		Spanish	
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**If there are any questions or concerns about the status of any candidate, the person with the question or concern should contact Professional Educator Services, Cindy White, (270-745-4896) prior to the PEC meeting.**

**STUDENT TEACHER CANDIDATES FOR FALL 2019  
QUALIFIED  
\*\*\*STUDENT TEACHING APPLICATION ACCEPTED\*\*\***

FIRST	LAST	MAJOR
Casey	Ayers	ELED
Dustin	Barnett	MGE: SS/LA
Whitney	Francis	MGE/SCIENCE
Nicole	Lightfoot	SPANISH
Kelsey	McGuffin	PE/HEALTH
Kristen	Porter	MGE: SS/LA
Kayla	Saddler	SPED/ELED
Layne	Stobaugh	FACS
Dustin	Thompson	MAT: SEC/S.STUDIES
Maddisen	Walker	ELED
Theresa	Whelan	MATH

**STUDENT TEACHER  
CANDIDATES FOR FALL 2019  
NOT QUALIFIED**  
(THESE STUDENTS HAVE S.T. REQUIREMENTS IN PROCESS)

FIRST	LAST	MAJOR	DEFICIENCY
Benjamin	Adams	ART	CA;X;FH
Amber	Allen	ART	CA;FH
Katie	Allison	ART	FH
Zoe	Austin	ART	CA;FH
McKayla	Cash	ART	CA;FH
Melissa	Farley	ART	CA;X;FH
Elizabeth	Jones	ART	CA;X;FH
Ashley	Witt Long	ART	CA;FH
Anika	Mosby	ART	FH
Olivia	Short	ART	FH
Emily	McAfee	BIOLOGY	FH
Hayley	Stewardson	BIOLOGY	X;FH
Morgan	Biven	ELED	FH
Sydney	Brooks	ELED	FH
Emily	Cannon	ELED	FH
Erin	Cannon	ELED	FH
Brittany	Carter	ELED	FH
Watson	Caudill	ELED	FH
Taylor	Chapuran	ELED	FH
Morgan	Cobb	ELED	FH
Savannah	Congleton	ELED	FH
Kayley	Crume	ELED	FH
Savannah	Delagarza	ELED	FH
Catherine	Ellis	ELED	FH
Dalton	Emberton	ELED	FH
Haley	Embry	ELED	FH
Samantha	Franks	ELED	FH
Mary	Frierson	ELED	FH
Chantal	Grace	ELED	X
Natalie	Hayes	ELED	FH
James	Howard	ELED	FH
Morgan	Hunt	ELED	FH
Emma	Kallal	ELED	FH
Jacob	London	ELED	FH
Brenda	Marmolejo	ELED	FH

Erin	Minton	ELED	FH
Caitlin	Parmley	ELED	FH
Jeanne	Porter	ELED	FH
Kenia	Recinos	ELED	FH
Madison	Rogers	ELED	FH
Briar	Russell	ELED	FH
Emma	Skaggs	ELED	FH
Allison	Smith	ELED	X;FH
Mara	Thomas	ELED	FH
Leslie	Webb	ELED	FH
Annette	Wilder	ELED	X;FH
Emily	Williams	ELED	FH
Josie	Williams	ELED	FH
Baylor	Winger	ELED	FH
Reagan	Yoakem	ELED	FH
Marilynn	Young	ELED	FH
Jhonna	Basil	ENGLISH	FH
Whitney	Disney	ENGLISH	FH
Brittney	Gruber	ENGLISH	FH
Shannon	Mack	ENGLISH	FH
Georgia	McMaster	ENGLISH	FH
Ava	Miller	ENGLISH	FH
Samantha	Schroeder	ENGLISH	FH
James	Woods	ENGLISH	FH
Brianna	Guy	FACS	X;FH
Lennon	Johnson	FACS	X;FH
Haley	Green	IECE	CA
Nicole	White	MATH	CA;FH
Bethany	Duke	MGE/LA	FH
Donald	Dunn	MGE/MATH	FH
Samuel	Fowler	MGE/MATH	CA;X;FH
Kenneth	Frix	MGE/MATH	X;FH
Ashley	Milliner	MGE/MATH	CA;X;FH
Rejeana	Norris	MGE/MATH	X;FH
Jackson	Wells	MGE/MATH	FH
Sabel	Overlin	MGE: SS/LA	FH
Megan	England	PE	FH
Benjamin	Huff	PE	FH
Jasmine	Zaehring	PE	FH
Sadie	Downs	S.STUDIES	X;FH
Trevor	Garrison	S.STUDIES	FH
Jessica-Rae	Hilyar	S.STUDIES	FH

Trenton	McGuire	S.STUDIES	FH
Davis	Pyles	S.STUDIES	X
Brandon	Sanders	S.STUDIES	X;FH
Carson	Zibart	S.STUDIES	FH
Gina	Bingham	SPED/ELED	FH
Daniel	Correll	SPED/ELED	X
Madelyn	Durand	SPED/ELED	FH
Shelby	Hughes	SPED/ELED	FH
Kenzlea	Kaufman	SPED/ELED	X;FH
Molly	Kirn	SPED/ELED	FH
Natalie	Stout	SPED/ELED	FH

**INTERNSHIP CANDIDATES FOR SPRING 2019  
NOT QUALIFIED  
\*\*\*STUDENT TEACHING APPLICATION PENDING\*\*\***

Regina	Cerna	MAT: SEC/BIOLOGY	X;FH
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CA = Not Admitted into Teacher Education

D = Disposition Score Deficiency Pending

P = Repeating required coursework

X = Deficient GPA and/or other Student Teaching Requirement Deficiency

FH = Missing field observation hours

**STUDENT TEACHER CANDIDATES FOR SPRING 2019  
\*\*\*APPLICATION WITHDRAWN\*\*\***

FIRST	LAST	MAJOR	DATE/REASON
Nadine	Edgell	MGE: SS/LA	01/03/19 – X (Overall/Prof Ed)
Dominique	Chenault	ART	01/23/19 – X (Overall/Prof Ed)
Jeffery	Moreman	BIOLOGY	03/29/19 – dropped SMED 470
Kelsea	Brown	ENGLISH	04/04/19 – added Psychology as a minor; will S.T. Spring 2020

Proposal Date: February 7, 2019

**Ogden College of Science and Engineering  
Department of Agriculture and Food Science  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Thomas Kingery, [Thomas.kingery@wku.edu](mailto:Thomas.kingery@wku.edu), 745-5966

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AGMC 371
- 1.2 Course title: Agriculture Mechanics
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 1**

**3. Rationale for the revision of course credit hours:**

**The AGMC 371 course is a lecture course and one hour of lecture is sufficient to cover lecture content.**

**4. Proposed term for implementation: First available**

**5. Dates of prior committee approvals:**

Agriculture and Food Science

February 21, 2019

Ogden College Curriculum Committee

April 4, 2019

Professional Education Council

Undergraduate Curriculum Committee

University Senate



Proposal Date: February 7, 2019

**Ogden College of Science and Engineering  
Department of Agriculture and Food Science  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Thomas Kingery, [Thomas.kingery@wku.edu](mailto:Thomas.kingery@wku.edu), 745-5966

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: AGMC 372
- 1.2 Course title: Agriculture Mechanics Lab
- 1.3 Credit hours: 1

**2. Proposed course credit hours: 2**

**3. Rationale for the revision of course credit hours:**

**The AGMC 372 course is a laboratory course for applied learning and needs two hours of laboratory time to work on welding techniques. This will make class scheduling more efficient.**

**4. Proposed term for implementation: First available**

**5. Dates of prior committee approvals:**

Agriculture and Food Science	February 21, 2019
Ogden College Curriculum Committee	_____ April 4, 2019
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____



**College of Health and Human Services  
School of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Dr. Keri Esslinger, [keri.esslinger@wku.edu](mailto:keri.esslinger@wku.edu), 270-745-6038

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 111
- 1.2 Course title: Movement Themes and Concepts I
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 3**

**3 Rationale for the revision of course credit hours:** The content of PE 121 is related and even overlaps with the content in PE 123 and the content in this course – PE 111. Because these courses are all 2 hours it is better to suspend PE 121 allowing for the content to be taught within two, three-hour courses (PE 111, and PE 123) rather than three, two-hour courses which has created scheduling and course-loading challenges.

**4. Proposed term for implementation:** Fall 2019

**5. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 3/12/2019

**College of Health and Human Services  
School of Kinesiology, Recreation, and Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Dr. Keri Esslinger, [keri.esslinger@wku.edu](mailto:keri.esslinger@wku.edu), 270-745-6038

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 123
- 1.2 Course title: Movement Themes and Concepts II
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:** The content of PE 121 is related and even overlaps with the content in PE 123 and PE 111. Because these courses are all 2 hours it is better to suspend PE 121 allowing for the content to be taught within two, three-hour courses (PE 111, and PE 123) rather than three, two-hour courses which has created scheduling and course-loading challenges.

**4. Proposed term for implementation: Fall 2019**

**5. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 3/11/2019

**College of Health and Human Services  
School of Kinesiology, Recreation, & Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 270-745-5123

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 211
- 1.2 Course title: NET/WALL AND TARGET SPORTS
- 1.3 Credit hours: 2

**1. Proposed course credit hours: 3**

**2. Rationale for the revision of course credit hours:** We are adding a secondary curriculum component to the pedagogical principles related to teaching the skills, tactics, and strategies of 'Net/wall' and 'Target' game forms. Therefore, rather than compartmentalizing secondary curriculum and this pedagogy in separate courses, the students will be immersed in a single course with more connections between pedagogy and curriculum.

**4. Proposed term for implementation:** Fall 2019

**5. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 3/11/2019

**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 270-745-5123

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 212
- 1.2 Course title: STRIKING/FIELDING AND INVASION SPORTS
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:** We are adding a secondary curriculum component to the pedagogical principles of teaching 'invasion' and 'striking/fielding' game forms. Therefore, rather than compartmentalizing secondary curriculum and this pedagogy in separate courses, the students will be immersed in a single course with more connections between pedagogy and curriculum.

**4. Proposed term for implementation: Fall 2019**

**5. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Proposal Date: 3/11/2019

**College of Health and Human Services  
School of Kinesiology, Recreation & Sport  
Proposal to Revise Course Credit Hours  
(Action Item)**

Contact Person: Elizabeth Pyle; [elizabeth.pyle@wku.edu](mailto:elizabeth.pyle@wku.edu); 270-745-5123

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 320
- 1.2 Course title: METHODS IN EARLY & MIDDLE CHILDHOOD PHYSICAL EDUCATION
- 1.3 Credit hours: 2

**2. Proposed course credit hours: 3**

**3. Rationale for the revision of course credit hours:** Knowledge and techniques required for a highly effective elementary physical education program include both pedagogy and curriculum information. Students often have a difficult time making this connection when presented the material in separate courses; therefore, by adding curriculum into the methods course, we can provide an in-depth study of the relationship between pedagogical knowledge and techniques and the importance of curriculum choices to produce a quality P-12 physical education program.

**4. Proposed term for implementation:** Fall 2019

**5. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

Designed to provide an in-depth study of the pedagogical knowledge and techniques required for an effective elementary physical education program.

**College of Health and Human Services  
School of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Keri Esslinger, [keri.esslinger@wku.edu](mailto:keri.esslinger@wku.edu), 270-745-6038

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 222
- 1.2 Course title: Fitness/Wellness Applications

**2. Revise course title:**

- 2.1 Current course title: N/A
- 2.2 Proposed course title: N/A
- 2.3 Proposed abbreviated title: N/A
- 2.4 Rationale for revision of course title: N/A

**3. Revise course number:**

- 3.1 Current course number: 222
- 3.2 Proposed course number: 390
- 6.1 Rationale for revision of course number: To increase alignment with the PH 390 Wellness and Fitness Assessment course, which students from public health are required to take. PH 390 is not offered every semester and in an effort to meet their students' needs, this course with the added credit, increased content, and increasing the level to the 300 level, will help all stakeholders. The added fitness assessments will be of the same caliber as the PH 390 course, therefore it is justifiable to change the level of the course.

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which) N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: N/A
- 5.2 Proposed course catalog listing: N/A
- 5.3 Rationale for revision of course catalog listing: N/A



**6. Revise course credit hours:**

6.2 Current course credit hours: 2

6.3 Proposed course credit hours: 3

6.4 Rationale for revision of course credit hours: The added time and increased level will allow us to delve deeper into assessments and analysis of those assessments within physical activity and wellness. Thus enabling students a better basis of knowledge for how to implement fitness into their K-12 curriculum. Currently the two credit hours doesn't allow the time it takes to complete the fitness assessments. This also allows us to increase alignment with the PH 390 Wellness and Fitness Assessment course in which students from public health are required to take. That course is not offered every semester and in an effort to meet their student's needs, this course with the added credit, increased content, and increasing the level to the 300 level, will help all stakeholders.

**7. Revise schedule type:**

7.1 Current schedule type: N/A

7.2 Proposed schedule type: N/A

7.3 Rationale for revision of schedule type: N/A

**8. Revise grade type:**

8.1 Current grade type: N/A

8.2 Proposed grade type: N/A

8.3 Rationale for revision of grade type: N/A

**10. Proposed term for implementation: Spring 2020**

**11. Dates of prior committee approvals:**

PE Program Faculty	<u>3/12/2019</u>
School of Kinesiology, Recreation, and Sport	<u>3/14/2019</u>
CHHS Undergraduate Curriculum Committee	<u>3/22/2019</u>
Professional Education Council	_____
Undergraduate Curriculum Committee	_____
University Senate	_____

**College of Health and Human Services  
School of Kinesiology, Recreation, and Sport  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Dr. Keri Esslinger, [keri.esslinger@wku.edu](mailto:keri.esslinger@wku.edu), 270-745-6038

**1. Identification of course:**

- 1.1 Current course prefix and number: PE 300
- 1.2 Course title: Outdoor Educational Activities

**2. Revise course title:**

- 2.1 Current course title: Outdoor Educational Activities
- 2.2 Proposed course title: Lifespan Leisure & Recreation Activities
- 2.3 Proposed abbreviated title: Life Leisure & Rec Activities
- 2.4 Rationale for revision of course title: Provides more detail of what is offered and emphasized in the course, including changes for a broader range of activities.

**3. Revise course number:**

- 3.1 Current course number: N/A
- 3.2 Proposed course number N/A
- 3.3 Rationale for revision of course number: N/A

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites/corequisites/special requirements: N/A
- 4.2 Proposed prerequisites/corequisites/special requirements: N/A
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements: N/A
- 4.4 Effect on completion of major/minor sequence: N/A

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: A study of outdoor activity skills and techniques for assessing community outdoor education resources.
- 5.2 Proposed course catalog listing: **The study of lifespan leisure activity and recreation skills and techniques for utilization in instructional techniques for educational settings. This course may include, but is not limited to the following activity areas: inclusive activities/recreation, outdoor pursuits, lifetime sports, cross-cultural activities/sports, and leisure activities.**



**Proposal to Revise a program: Physical Education**  
**College: College of Health and Human Services (CHHS)**  
**Department/Unit: Kinesiology, Recreation, and Sport**

**Section 1: Proponent Contact Information**

- 1.1** Name/Title: Keri Esslinger, Associate Professor
- 1.2** Email address: keri.esslinger@wku.edu
- 1.3** Phone # 270-745-6038

**Section 2: Program Information**

- 2.1** Current Program reference number: 587
- 2.2** Current Program title: Physical Education
- 2.3** Current total number of credits required in the program: 72-75

**Section 3: Proposed program revisions and rationales**

**3.1 Add PH 100 Intro to Personal Health (3) to core.** This course examines behaviors and environmental conditions that enhance or hinder an individual's health status. In addition to exploring social and environmental factors. This addition of this course will better enhance students' basic knowledge of their own health and the potential health of their future students.

**3.2 Remove PE 121 Dance & Rhythmical Activities (2) from core.** The content of PE 121 is related and even overlaps with the content in PE 123 and PE 111. Because these courses are all 2 hours it is better to suspend PE 121 allowing for the content to be taught within two, three-hour courses (PE 111, and PE 123) rather than three, two-hour courses which has created a scheduling and course-loading challenge.

**3.3 Remove PE 122 Intro to Kinesiology (3) from core.** This course has primarily served as a course in KRS to explain the differences in the different areas as a way to help students choose which major. However since all of the areas are now independent there is not as much need for this course and the content is not as relevant to those in the course.

**3.4 Add HMD 211 Human Nutrition (3) to core.** This course studies the nutrients essential to human life and well-being. Individuals that in the field of Physical Education need to be able to not only teach about

physical health, but should also know the basics of human nutrition. This course is also in the Connections area of the Colonnade.

**3.5 Add a third concentration of Physical Education Teacher Education/Health Education Teacher Education (PETE/HETE) -**

This has been the by far the most common request by alumni. Students financially need to, and ethically should be able to graduate with both PETE certification and HETE certification without having to go an extra semester or year. Students will also be required to declare the Health Education Minor if they choose this concentration for state teaching certification purposes.

**3.6 Incorporate new core courses for Teacher Education program. Remove PE 220 Skill Progression and Assessment (2) from core and add EDU 260 Classroom Assessment (2) to the PETE and PETE/HETE concentrations. Remove PE 223 Intro to Teaching Physical Education (3) from core. Removal of LTCY 421 Content Area Reading in the Middle and Secondary Grades (3). Remove SPED 330 Intro to Exceptional Ed: Diversity in Learning (3) from Physical Education Teacher Education (PETE) concentration and add EDU 350 Student Diversity and Differentiation (3) to the PETE and HETE concentrations. Add EDU 360 (3) to the PETE and PETE/HETE concentrations. Add EDU 250(3) and PSY 310 (3) to the PETE/HETE concentration.**

Broad revisions planned for all undergraduate initial certifications programs in Teacher Education at WKU have led to the development of a core consisting of 5 courses (EDU 250, 260, 350 and 360; and PSY 310). A new assessment course (EDU 260) will replace the PE 220 assessment course. Another core course, EDU 250, is already part of the PETE curriculum and is being included in the PETE/HETE concentration; this course will cover many of the concepts related to the "soft skills of teaching" currently in PE 223. Also related to the revisions planned for Teacher Education, literacy will be woven throughout the core courses; thus LTCY 421 is being removed. Also, as part of the core courses, EDU 350 is replacing SPED 330 related to aspects of diversity. PSY 310 is already in the PETE concentration and is being added to the PETE/HETE concentration.

**3.7 Add PE 291 Scientific Principles of Conditioning (3) to Physical Education Teacher Education (PETE) and Physical Education Movement Studies (PEMS) concentrations.**

Surveys of our alumni have indicated the need and want for a stand-alone strength and conditioning course. The alumni have said that while they felt as

though they were prepared to teach a unit on Strength and Conditioning, they were often asked to teach an entire course. They did not feel ready for that from both the content and safety perspective. The reactivation of this course aims to meet that need.

**3.8 Remove PE 314 Physical Education Curriculum (3) from core.**

This course is a curriculum course for juniors. While curriculum is a vital aspect of teaching, we have found they are not ready to receive the information as juniors and therefore we will be weaving concepts throughout the PE curriculum.

**3.9 Remove PE 416 Special Topics in Physical Education (3) from core.**

This course was intended to address changes/adjustments to the most current educational practices, however the need for it hasn't been as great as we anticipated as we find ourselves able to cover the information in other courses.

**3.10 Remove PEMS 326 Practicum I (2) from PEMS concentration and move PETE 322 Field Experience in Physical Education I (3) to core.**

PEMS 326 often has very low enrollment as many of the students leaning towards the PEMS concentration still want one last chance to see if teaching is for them and choose to complete the PETE field experience. It also is only 2 hours and is hard to establish a decent internship-type experience. Also, if the students switch after the 326 course they only end up with 2 hours in the PEMS field. By suspending this course and adding 1 credit hour to the PEMS 426 we can ensure all PEMS students have adequate hours in a field other than teaching once they have made that decision. We also can be assured that they have experienced some teaching and can make an informed decision.

**3.11 Add SFTY 171 Safety and First Aid (1) to core.**

This course is designed to prepare students to provide immediate and temporary care in emergency situations involving accidents of sudden illness. The addition of this course is important to all three of our concentrations as they all have practicum/field experiences which an emergency situation could happen.

**3.13 Remove BIOL 131 Human Anatomy & Physiology from the core and move to PETE/HETE concentration and as option for the other two concentrations.**

There are students for which BIOL 131 has kept them from graduation in the PEMS major. While it is a necessary course for certification in Health Education, BIOL 113/114 or another lab science can meet the needs for the PEMS majors.



## Section 7:

### 7.1 Current Program Description:

The major in Physical Education is designed to develop positive teaching skills in physical activity and to meet the need for qualified teachers in public/private schools, business settings, or community agencies. The major requires 75 semester hours for the Physical Education Teacher Education concentration and 72 hours for the Physical Education Movement Studies concentration, both of which lead to a Bachelor of Science in Physical Education. Students who complete the professional education requirements with the Physical Education Teacher Education concentration, may be certified in the Teacher Education program. Students in the Physical Education major must complete the following core courses: PE 111, PE 121, PE 122, PE 123, PE 211, PE 212, PE 220, PE 222, PE 223, PE 300, PE 310, PE 311, PE 313, PE 314, PE 319, PE 320, PE 324, and PE 416. BIOL 131 is a prerequisite for PE 310 and PE 311. Students need to select one of the two concentrations: 1) Physical Education Teacher Education, or 2) Physical Education Movement Studies (non-teacher certification). The Physical Education Teacher Education concentration requires the following 32 hours: EDU 250, LTCY 421, SPED 330, PETE 322, PETE 415, PSY 310, SEC 478, EDU 489, and two of the following: ELED 490, MGE 490, and SEC 490. The Physical Education Movement Studies (Non-Certification) concentration requires 29 total hours (half of which must be at the 300-or 400-level); PEMS 326 and PEMS 426 are required for this concentration. In addition, 12 hours of advisor approved electives and 13 hours from the following: SFTY 171, HMD 211, PH 381, PH 467, PH 385, PH 390, and PH 456. Students majoring in Physical Education are required to meet with their advisor before enrolling for the next semester. A Health Education minor is recommended for all Physical Education Teacher Education majors. Students must maintain a "C" average all coursework for this major. Students in the PETE concentration must meet all requirements for admission into the teacher education program and be admitted into Teacher Education prior to registering for PETE 415 and SEC 478

PE 111 Movement Themes and Concepts I	2
PE 121 Dance and Rhythmical Activities	2



<del>PE 122 Foundations of Kinesiology</del>	<del>3</del>
PE 123 Movement Themes and Concepts II	2
PE 211 Net/Wall & Target Sports	2
PE 212 Striking & Invasion Games	2
<del>PE 220 Skill Progression and Assessment</del>	<del>2</del>
PE <del>222</del> Fitness/Wellness Applications	2
<del>PE 223 Intro to Teaching Physical Education</del>	<del>3</del>
PE 300 <del>Outdoor Educational Activities</del>	<del>2</del>
PE 310 Kinesiology	3
PE 311 Exercise Physiology	3
PE 313 Motor Development	3
<del>PE 314 Physical Education Curriculum</del>	<del>3</del>
PE 319 Adapted Physical Education	3
PE 320 Methods in EMC Physical Education	2
PE 324 Evaluation in Physical Education	3
<del>PE 416 Special Topics in Physical Education</del>	<del>1</del>
TOTAL Physical Education Core Requirements	<b>43</b>
<b>Physical Education Teacher Education Concentration Courses</b>	
EDU 250 Introduction to Teacher Education	3
PSY 310 Educational Psychology	3
<del>SPED 330 Intro to Exceptional Ed: Diversity in Learning</del>	<del>3</del>
<del>PETE 322 Field Experience in Physical Education I</del>	<del>2</del>

SEC 478 Teaching Physical Education	3
PETE 415 Field Experience in Physical Education II	2
<del>LTCY 421 Content Area Reading in the Middle/Secondary Grade</del>	<del>3</del>
EDU 489 Student Teaching Seminar	3
ELED 490 Student Teaching	5
SEC 490 Student Teaching or MGE 490 Student Teaching	5
Total Professional Education Requirements	<b>32</b>
Total PETE Hours	<b>75</b>
<b>Physical Education Movement Studies Concentration Courses</b>	
<del>PEMS 326 Movement Studies Practicum I</del>	<del>2</del>
PEMS 426 Movement Studies Practicum II	2
<del>Choose 13 hours from SFTY 171, HMD 211, PH 381, PH 467, PH 385, PH 390, PH 456</del>	<del>13</del>
<del>Advisor Approved Electives</del>	<del>12</del>
Total PEMS Hours	<b>72</b>
Total Hours in PE major	<del>72</del> <b>75</b>

## Section 7 (cont):

### 7.2 Proposed Program Description:

The major in Physical Education is designed to develop positive teaching skills in physical activity and to meet the need for qualified teachers in public/private schools, business settings, or community agencies. The major requires 85 semester hours for the Physical Education Teacher Education (PETE), 97 hours for the Physical Education Teacher Education Health Education concentration (PETE/HETE), and 78 hours for the Physical Education Movement Studies concentration, all of which lead to a Bachelor of Science in Physical Education. Students who complete the professional education requirements with the PETE, and PETE/HETE concentration, may be certified in the Professional Education program. Students in the Physical Education major must complete the following core courses (45): PH 100, PE 111, PE 123, HMD 211, PE 211, PE 212, PE 300, PE 310, PE 311, PE 313, PE 319, PE 320, PE 390, PETE 322, PE 324, and SFTY 171

Students need to select one of the three concentrations: 1) Physical Education Teacher Education (PETE), 2) The Physical Education Teacher Education with Health Education Teacher Education (PETE/HETE) or 3) Physical Education Movement Studies (PEMS) (non-teacher certification).

The Physical Education Teacher Education concentration requires the following 40 hours: BIOL 131 or BIOL 113/114, PE 291, SEC 478, PETE 415, EDU 250, EDU 260, EDU 350, EDU 360, PSY 310 EDU 489, ELED 490, and MGE 490 or SEC 490.

The Physical Education Teacher Education with Health Education Teacher Education concentration requires the following 53 hours: SEC 483, PETE 415, PH 261, PH 365, PH 381, PH 461, PH 467, BIOL 131, EDU 250, EDU 260, EDU 350, EDU 360, PSY 310, EDU 489, ELED 490, and MGE 490 or SEC 490.

The Physical Education Movement Studies (PEMS) (Non-Certification) concentration requires 30 total hours. PEMS 426, PE 291, PE 497, PE 312, BIOL 131 or BIOL 113/114 are required for this concentration. In addition, 18 hours Advisor Approved Electives are required, 15 of the 18 hours must be at 300 level or above. It is highly recommended to earn a certificate or minor. Pre-advisor approved courses include SPM 200, Rec 2\*\*, Rec 3\*\*, Rec 4\*\*, PH 2\*\*, PH 3\*\*, PH 4\*\*, EXS 325, EXS 296.

Students majoring in Physical Education are required to meet with their advisor before enrolling for the next semester. Students must maintain a "C" average in all PE coursework. Students in the PETE and PETE/HETE concentrations must meet all requirements for admission into the teacher education program and be admitted into Teacher Education prior to registering for PETE 415. All PETE/HETE majors also need to declare the Health Education minor for certification purposes.

PH 100 Personal Health*	3
PE 111 Movement Themes and Concepts I	3
PE 123 Movement Themes and Concepts II	3
HMD 211 Human Nutrition*	3
PE 211 Net/Wall & Target Sports	3
PE 212 Striking & Invasion Games	3
PE 300 Lifespan Leisure and Recreation Activities**	3
PE 310 Kinesiology	3
PE 311 Exercise Physiology	3
PE 313 Motor Development	3
PE 319 Adapted Physical Education	3
PE 320 Methods in EMC Physical Education	3
PE 390 Fitness/Wellness Applications	3
PETE 322 Field Experience in Physical Education I	2
PE 324 Evaluation in Physical Education	3
SFTY 171 Safety & First Aid	1
<b>TOTAL Physical Education Core Requirements</b>	<b>45</b>
<b>Physical Education Teacher Education Concentration Courses</b>	
BIOL 131 Human Anatomy and Physiology* or BIOL 113/114 General Biology and Lab	4
PE 291 Principles of Conditioning	3
EDU 250 Introduction to Teacher Education	3

EDU 260 Assessment	3
EDU 350 Differentiation and Diversity	3
EDU 360 Behavior and Classroom Management	3
PSY 310 Educational Psychology	3
PETE 415 Field Experience in Physical Education II	2
SEC 478 Teaching Physical Education	3
EDU 489 Student Teaching Seminar	3
ELED 490 Student Teaching	5
SEC 490 Student Teaching or MGE 490 Student Teaching	5
Total PETE Hours	40
<b>Physical Education Teacher Education/Health Education Teacher Education Concentration Courses</b>	
PH 261 Foundations of Health Education	3
PH 365 Human Sexuality*	3
PH 381 Community Health	3
PH 461 Comprehensive School Health Program	3
PH 467 Drug Abuse Education	3
BIOL 131 Human Anatomy and Physiology*	4
EDU 250 Introduction to Teacher Education	3
EDU 260 Assessment	3
EDU 350 Differentiation and Diversity	3
EDU 360 Behavior and Classroom Management	3
PSY 310 Educational Psychology	3

PETE 415 Field Experience in Physical Education II	2
SEC 483 Teaching Health Education	3
EDU 489 Student Teaching Seminar	3
ELED 490 Student Teaching	5
SEC 490 Student Teaching or MGE 490 Student Teaching	5
Total PETE/HETE Hours	52
<b>Physical Education Movement Studies Concentration Courses</b>	
BIOL 131 Human Anatomy and Physiology* or BIOL 113/114 General Biology and Lab	4
PE 291 Principles of Conditioning	3
PEMS 426 Movement Studies Practicum II	2
PE 497 Coaching Principles	3
PE 312 Basic Athletic Training	3
<b>Advisor Approved Electives (15 hours must be at 300 level or above) It is highly recommended to earn a certificate or minor. Pre-Approved Courses include SPM 200, Rec 2**, Rec 3**, Rec 4**, PH 2**, PH 3**, PH 4**, EXS 325, EXS 296,</b>	<b>18</b>
Total PEMS Hours	33
<b>Total Hours in PE Major</b>	<b>78-97</b>
<u>Courses designated with ( *) are also in the Colonnade</u> <u>Courses designated with (**) will be applying for the Local to Global area of the Colonnade</u>	