Proposal Title: Elementary Ed. Curriculum Modification

Initiating Unit or Individual: School of Education
Contact Person's Name: Hikaru Murata  e-mail: muratah@ferris.edu  phone: 5364
Date or Semester of Proposal Implementation: 2009, Fall

- Group I - A – New degree/major or major, or redirection of a current offering
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
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<td>Not Support</td>
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</table>

* Support with Concerns or Not Support must include a list of concerns.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary
   This proposal is to add EDUC 435 (3 credit) = Methods of Teaching Health/Physical Education in Elementary School to the teacher preparation program. Due to newly added Health and Physical Education standards in elementary education certification program, it is necessary to provide a new 3 credit hour class to meet all new standards and requirements. This course will replace EDUC 433/533

2. Summary of All Course Action Required

   a. Newly Created Courses to FSU:
      | Prefix | Number | Title                              |
      | EDUC   | 435    | Methods of Teaching Health/Physical Education |
      | EDUC   | 535    | Methods of Teaching Health/Physical Education |

   b. Courses to be Deleted From FSU Catalog:
      | Prefix | Number | Title                              |
      | EDUC   | 433    | Methods of Teaching Health/Physical Education |
      | EDUC   | 533    | Methods of Teaching Health/Physical Education |

   c. Existing Course(s) to be Modified:
      | Prefix | Number | Title |

   d. Addition of existing FSU courses to program
      | Prefix | Number | Title |
e. Removal of existing FSU courses from program

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>433</td>
<td>Methods of Teaching Health/Physical</td>
</tr>
<tr>
<td>EDUC</td>
<td>533</td>
<td>Methods of Teaching Health/Physical</td>
</tr>
</tbody>
</table>

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.*
CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. Potential duplication of coursework is reason for consultation.
1. This form, with the first six blanks filled in, should be forwarded with the proposal to the chair/head of the affected department.
2. The affected department must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal. Failure to respond is interpreted as support for the proposal.
3. The Proposing Department must respond to any concerns by the affected department. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title EDUC 435

Initiator(s): Hikaru Murata
Proposal Contact: Hikaru Murata Date Sent: 2/10/09
Department: School of Education Campus Address: 415 Bishop
(Please print)

Responding Department: ____
Chair/Head/Coordinator: ____ Date Returned: ____

Based upon department faculty review on ____(date), we

☐ Support the above proposal.
☐ Support the above proposal with the modifications and concerns listed below.
☐ Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.
## Required Courses for B.S. Elementary Education

<table>
<thead>
<tr>
<th>Required</th>
<th>Level I Professional Education Prerequisite Courses</th>
<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher Education Candidates</td>
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<tr>
<td>EDUC 101</td>
<td>Introduction to the Profession of Teaching</td>
<td>None</td>
<td>1</td>
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<tr>
<td>EDUC 251</td>
<td>Life Span Human Growth &amp; Development*</td>
<td>EDUC 101</td>
<td>3</td>
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<tr>
<td>EDUC 289</td>
<td>Principles of Teaching &amp; Learning</td>
<td>EDUC 101</td>
<td>3</td>
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</tr>
</tbody>
</table>

### Level II Professional Education Courses

Note: Prior to admission to the Teacher Education Program and Level II courses, students must pass all sections of the Basic Skills Test and complete Level II Application.

<table>
<thead>
<tr>
<th>EDUC</th>
<th>Course Title</th>
<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>303</td>
<td>School, Work, and Society</td>
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<td>3</td>
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<tr>
<td>308</td>
<td>Teaching Strategies for Special Education and Diverse Populations</td>
<td></td>
<td>3</td>
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<tr>
<td>413</td>
<td>Instructional Planning &amp; Delivery for Elementary Education [Application for field experience required]</td>
<td>LITR 326, EDUC 420</td>
<td>4</td>
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</tr>
<tr>
<td>420</td>
<td>Teaching Reading in the Elementary/Middle School I</td>
<td>EDUC 413</td>
<td>3</td>
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</tbody>
</table>

**[It is strongly recommended that EDUC 421, 431, 432, and 433 be taken concurrently]**

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<thead>
<tr>
<th>EDUC</th>
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<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
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<tbody>
<tr>
<td>421</td>
<td>Teaching Reading in the Elementary/Middle School II</td>
<td>EDUC 420</td>
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<td></td>
<td>Co-requisite: EDUC 431, EDUC 432</td>
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<tr>
<td>431</td>
<td>Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School [Application for field experience required]</td>
<td>EDUC 421</td>
<td>3</td>
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<tr>
<td>432</td>
<td>Methods of Integrating, Teaching, and Evaluating Math and Science in the Elem/M. School [Application for field experience required]</td>
<td>EDUC 421</td>
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<tr>
<td>433</td>
<td>Methods of Integrating, Teaching, and Evaluating, Art, Music, Health &amp; P.E. in the Elementary/Middle School</td>
<td>EDUC 431, EDUC 432</td>
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### Level III Professional Education Courses

<table>
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<tr>
<th>EDUC</th>
<th>Course Title</th>
<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
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<tbody>
<tr>
<td>493</td>
<td>Elementary/Middle Directed Teaching Application Required</td>
<td>EDUC 499</td>
<td>6-12</td>
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<td>499</td>
<td>Professional Seminar</td>
<td>EDUC 493</td>
<td>2</td>
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</tbody>
</table>

Note: Prior to enrolling in Level III courses, students must pass the Michigan Test for Teacher Certification for Elementary Education.

**NOTE:** A 2.75 GPA is required in your planned program minor and in the professional education course sequence, a 2.50 cumulative GPA is also required before directed and student teaching, students must obtain the appropriate GPA for their major(s)/minor(s) as established by each department. *NOTE: ECHE minors will replace EDUC 251 with EDCD 110 and 111 in Level I. NOTE: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C.* 11/08 li
**FERRIS STATE UNIVERSITY**  
College of Education & Human Services - School of Education  
**BACHELOR OF SCIENCE DEGREE - ELEMENTARY**  
Professional Sequence

<table>
<thead>
<tr>
<th>Required</th>
<th>Level I Professional Education Prerequisite Courses</th>
<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 101</td>
<td>Introduction to the Profession of Teaching</td>
<td>None</td>
<td>1</td>
<td></td>
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<tr>
<td>EDUC 251</td>
<td>Life Span Human Growth &amp; Development*</td>
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<td>Principles of Teaching &amp; Learning</td>
<td>EDUC 101</td>
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</tbody>
</table>

**Level II Professional Education Courses**

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<tr>
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<th>Level</th>
<th>Title</th>
<th>Pre/Co requisite</th>
<th>Credit hour</th>
<th>Grade</th>
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<tbody>
<tr>
<td>EDUC 303</td>
<td>School, Work, and Society</td>
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<tr>
<td>EDUC 308</td>
<td>Teaching Strategies for Special Education and Diverse Populations</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| EDUC 413 | Instructional Planning & Delivery for Elementary Education  
[Application for field experience required] | LITR 326, EDUC 420 | 4 |       |
| EDUC 420 | Teaching Reading in the Elementary/Middle School I | EDUC 413 | 3 |       |

**[It is strongly recommended that EDUC 421, 431, 432, and 435 be taken concurrently]**

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<tbody>
<tr>
<td>EDUC 421</td>
<td>Teaching Reading in the Elementary/Middle School II</td>
<td>EDUC 420, Co-requisite: EDUC 431, EDUC 432</td>
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<td></td>
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</tbody>
</table>
| EDUC 431 | Methods of Integrating, Teaching, and Evaluating Language Arts and Social Studies in the Elementary/Middle School  
[Application for field experience required] | EDUC 421 | 3 |       |
| EDUC 432 | Methods of Integrating, Teaching, and Evaluating Math and Science in the Elem/M. School  
[Application for field experience required] | EDUC 421 | 3 |       |
| EDUC 435 | Methods of Integrating, Teaching, and Evaluating Health & P.E. in the Elementary/Middle School | EDUC 431, EDUC 432 | 3 |       |

**Note:** Prior to enrolling in Level III courses, students must pass the Michigan Test for Teacher Certification for Elementary Education

**Level III Professional Education Courses**

<table>
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<th>Required</th>
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*NOTE: ECHIE minors will replace EDUC 251 with EDCD 110 and 111 in Level I. NOTE: Though faculty advisors are responsible for advising students regarding degree requirements, it is the student who is ultimately responsible for choosing the correct courses and for following the correct program. No Grade Lower than a C.  
11/08 II
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: EDUC  Number: 435  Title: Methods of Teaching Health/Physical Ed

Course Description:
The purpose of this course is to integrate health physical education components into regular classroom settings. More specifically, this course is designed to assist students in understanding how health and physical education can be integrated into elementary school class room. Health/Physical education teaching methods and strategies will be included with specific emphasis on designing, delivery of learning experiences and tasks, providing an appropriate learning environment and assessment. Students are introduced to health concepts that should be a part of every class as well as health related components of physical fitness that can be integrated with academics. Emphasis placed on the instructional content development, student motivation, and inclusion techniques, along with observation tools.

Course Outcomes:
At the conclusion of this course, students will be able to;
1. Identify and explain in detail how physical education and a physically active lifestyle contribute the development of physical, emotional, and social health.
2. Design integrated learning tasks in which specific subject area content such as mathematics, language arts, science, and social studies will be coherently and meaningfully integrated with fundamental and creative movement, educational games, team-building and health related fitness activities.
3. Discuss the principles of movement concepts and motor development, growth, and learning.
4. Utilize the multiple intelligences theory and learning styles and addressing them in a physical education setting.
5. Demonstrate various types of feedback and the use of feedback to promote learning in a physical education setting.
6. Write lesson plans including appropriate standards, materials, student and teacher objectives, developmental analysis of content, instructional plan, and evaluation/assessment procedures.
7. Evaluate classroom activities to show how health and physical education are being integrated into their daily lessons.
8. Identify and explain in detail strategies shown to help in the prevention of heart diseases and cancers based on behavior modification of risk factors in the individual's routine including daily activities and caloric intake.
9. Demonstrate knowledge of tests appropriate for assessing skill, fitness, knowledge, and behaviors that contribute to health life styles.
10. Analyze and interpret current health and physical education resources and data, as well as present results and conclusions in an appropriate format.
Assessment Plan:

<table>
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<tr>
<th>Outcome</th>
<th>Quizzes</th>
<th>Presentation</th>
<th>Log</th>
<th>Reaction Paper</th>
<th>Project</th>
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</table>

Course Outline including Time Allocation:

Week 1  Topic
      Introduction & overview
      Quality of Education

Week 2  Lesson plan
      Chapter 1 Introduction to Wellness, Fitness, & Lifestyle Mngmnt

Week 3  Chapter 2 Basic Principles of Physical Fitness
      Chapter 3 Cardiovascular Endurance

Week 4  Chapter 11 Cardiovascular Health
      Chapter 10 Stress

Week 5  Chapter 4 Muscular Strength & Endurance
      Chapter 5 Flexibility & Low-Back Health

Week 6  Age Appropriate Lesson in Field Experiences
      Age Appropriate Lesson in Field Experiences

Week 7  Age Appropriate Lesson in Field Experience
      Age Appropriate Lesson in Field Experiences

Week 8  Age Appropriate Lesson in Field Experiences
      Age Appropriate Lesson in Field Experiences

Week 9  Age Appropriate Lesson in Field Experiences
      Age Appropriate Lesson in Field Experiences

Week 10 Age Appropriate Lesson in Field Experiences
       Age Appropriate Lesson in Field Experiences

Week 11 Age Appropriate Lesson in Field Experiences
       Age Appropriate Lesson in Field Experiences
12 Age Appropriate Lesson in Field Experiences
Age Appropriate Lesson in Field Experiences

13 Chapter 6 Body Composition
Chapter 7 Putting Together Fitness Program

14 Chapter 8 Nutrition
Chapter 12 Cancer

15 Chapter 13 Substance Use & Abuse
Review for Final Exam

Comprehensive Final
NEW COURSE INFORMATION FORM

Course Identification:
Prefix: EDUC  Number: 535  Title: Methods of Teaching Health/Physical Ed

Course Description:
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Course Outcomes:
At the conclusion of this course, students will be able to:
1. Identify and explain in detail how physical education and a physically active lifestyle contribute the development of physical, emotional, and social health.
2. Design integrated learning tasks in which specific subject area content such as mathematics, language arts, science, and social studies will be coherently and meaningfully integrated with fundamental and creative movement, educational games, team-building and health related fitness activities.
3. Discuss the principles of movement concepts and motor development, growth, and learning.
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<tr>
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### Course Outline including Time Allocation:

**Week 1**
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- Quality of Education

**Week 2**
- Lesson plan
- Chapter 1 Introduction to Wellness, Fitness, & Lifestyle Mngmnt

**Week 3**
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**Week 5**
- Chapter 4 Muscular Strength & Endurance
- Chapter 5 Flexibility & Low-Back Health

**Week 6**
- Age Appropriate Lesson in Field Experiences
- Age Appropriate Lesson in Field Experiences

**Week 7**
- Age Appropriate Lesson in Field Experience
- Age Appropriate Lesson in Field Experiences

**Week 8**
- Age Appropriate Lesson in Field Experiences
- Age Appropriate Lesson in Field Experiences

**Week 9**
- Age Appropriate Lesson in Field Experiences
- Age Appropriate Lesson in Field Experiences

**Week 10**
- Age Appropriate Lesson in Field Experiences
- Age Appropriate Lesson in Field Experiences

**Week 11**
- Age Appropriate Lesson in Field Experiences
- Age Appropriate Lesson in Field Experiences
12  Age Appropriate Lesson in Field Experiences
    Age Appropriate Lesson in Field Experiences

13  Chapter 6 Body Composition
    Chapter 7 Putting Together Fitness Program

14  Chapter 8 Nutrition
    Chapter 12 Cancer

15  Chapter 13 Substance Use & Abuse
    Review for Final Exam

Comprehensive Final
I. ACTION TO BE TAKEN: CREATE A NEW COURSE
   Notes
   1. Complete each item in Section I and Section II.
   2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the 
      prerequisite change must be submitted for those courses as well.
   Term Effective (6 digit code only): 201001 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
   Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.
   a. Course Prefix  b. Number  c. Enter Contact Hours per week in boxes.
      EDUC  435
      LECture 2  LAB 1 INDependent Study – Check (x) Practicum:  Seminar:
   d. Course Title: Methods of Teaching Health/PE (Limit to 30 characters/spaces.)
   e. College Code  ED  f. Department Code: SCED
   Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.
   g. Type: □ Variable  □ Fixed  h. Minimum Credit Hours 3  i. Maximum Credit Hours 3
   j. May Be Repeated for Added Credit: Check (x) □ Yes  □ No
   k. Levels: Check (x) □ Undergraduate □ Graduate □ Professional
   l. Grade Method: Check (x) □ Normal Grading  □ Credit/No Credit only (Pass/Fail)
   m. Does proposed new course replace an equivalent course? Check (x) □ Yes  □ No
   n. Equivalent course: Prefix Number See instructions on Replacement courses.
   o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
      The purpose of this course is to integrate health physical education components into regular 
      classroom settings. Health/Physical education teaching methods and strategies will be included with 
      specific emphasis on designing, delivery of learning experiences and tasks, providing an appropriate 
      learning environment and assessment. Students are introduced to health concepts that should be a part of 
      every class as well as health related components of physical fitness that can be integrated with academics.
   p. Term(s) Offered: Fall & Spring (See instructions for listing.)  q. Max. Section Enrollment: 25
   r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Prerequisite:

UCC Chair Signature/Date:  

Academic Affairs Approval Signature/Date:  

To be completed by Academic Affairs Office:  - Standard & Measures Coding and General Education Code 
□ Basic Skill (BS) □ General Education (GE) □ Occupational Education (OC) □ G.E. Codes

Office of the Registrar use ONLY

Date Rec'd:  Date Completed:  Entered: SCACRSE__SCADETL__SCARRES__SCAPREQ__
I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes
1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201001  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

<table>
<thead>
<tr>
<th>a. Course Prefix</th>
<th>b. Number</th>
<th>c. Enter Contact Hours per week in boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC</td>
<td>535</td>
<td>LECTure 2  LAB 1  INDependent Study – Check (x)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum: Seminar:</td>
</tr>
<tr>
<td>d. Course Title:</td>
<td></td>
<td>(Limit to 30 characters/spaces.)</td>
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<tr>
<td></td>
<td></td>
<td>Methods of Teaching Health/PE</td>
</tr>
<tr>
<td>e. College Code:</td>
<td></td>
<td>ED</td>
</tr>
<tr>
<td>f. Department Code:</td>
<td>SCED</td>
<td></td>
</tr>
<tr>
<td>Credit Hours:</td>
<td></td>
<td>Check (x) type and enter maximum and minimum hours in boxes.</td>
</tr>
<tr>
<td>g. Type:</td>
<td></td>
<td>☐ Variable  ☒ Fixed</td>
</tr>
<tr>
<td>h. Minimum Credit Hours</td>
<td>☒ 3</td>
<td>i. Maximum Credit Hours ☒ 3</td>
</tr>
<tr>
<td>j. May Be Repeated for Added Credit: Check (x) ☐ Yes  ☒ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Levels:</td>
<td></td>
<td>☒ Undergraduate  ☐ Graduate  ☐ Professional</td>
</tr>
<tr>
<td>l. Grade Method:</td>
<td></td>
<td>☒ Normal Grading  ☐ Credit/No Credit only (Pass/Fail)</td>
</tr>
<tr>
<td>m. Does proposed new course replace an equivalent course? Check (x) ☒ Yes  ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n. Equivalent course: Prefix</td>
<td>Number</td>
<td>See instructions on Replacement courses.</td>
</tr>
<tr>
<td>o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of this course is to integrate health physical education components into regular classroom settings. Health/Physical education teaching methods and strategies will be included with specific emphasis on designing, delivery of learning experiences and tasks, providing an appropriate learning environment and assessment. Students will write a research paper detailing how health related components of physical fitness can be integrated with academics in their content area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>p. Term(s) Offered: Fall &amp; Spring  (See instructions for listing.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>q. Max. Section Enrollment: 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces. Prerequisite: Level II admission. Co-requisite: EDUC 531 &amp; EDUC 532.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UCC Chair Signature/Date:  
[Signature]  12/1/10

Academic Affairs Approval Signature/Date:  
[Signature]  1/5/10

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code  
☐ Basic Skill (BS)  ☐ General Education (GE)  ☐ Occupational Education (OC)  ☐ G.E. Codes

Office of the Registrar use ONLY

Date Rec'd:  Date Completed:  Entered: SCACRSE  SCADETL  SCARRES  SCAPREQ
DELETE COURSE
Course Data Entry Form

FORM F
Delete Course
Rev. 7/23/07

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term Fall Year 2008 See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix b. Number c. Enter Contact Hours per week in boxes.
EDUC 433/ Lecture X LAB INDependent Study – Check
(x) [ ] Practicum: [ ] Seminar: [ ]

d. Full Course Title: Methods of Teaching Health/Physical Education in Elementary School

UCC Chair Signature/Date: 

Leonard Johnson / 1/21/10

Academic Affairs Approval Signature/Date: 

Donald Blake / 1/21/10

Office of the Registrar use ONLY

Date Rec'd: ___ Date Completed: ___ Entered: SCACRSE ___ SCADTL ___SCARRES ___ SCAPREQ ___
I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG.

Note: Complete each section.

The course described below will be moved to inactive status.

a. Term Effective: Term  Fall    Year  2010    See instructions.

II. CURRENT COURSE TO BE DELETED FROM THE ACTIVE STATUS:

Include the information that is in the current course database.

a. Course Prefix  b. Number  c. Enter Contact Hours per week in boxes.
EDUC  533  LECture X  LAB  INDependent Study – Check (x) □ Practicum:  Seminar:  

d. Full Course Title: [Methods of Teaching Health/PE in the Elementary School]
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: EDUC 535 Methods of Teaching Health/Physical Education in Elementary School

Projected number of students per year affected by proposed change: 10

Initiator(s): Hikaru Murata

Proposal Contact: Hikaru Murata Date Sent: 10/8/09

Department: School of Education Campus Address: 415 Bishop

(Please print)

Liaison Librarian Signature: Kristen L. Mong Date: 10/3/09

Dean of FLITE Signature: Shih Ming Date Returned: 10-7-09

Based upon our review on 10/3/09 (date), FLITE concludes that:

☑ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $__________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

Course replaces current methods courses EDUC 438 + EDUC 583
No additional purchases beyond current new materials are required.
Paula L Hadley-Kennedy/FSU  
01/19/2010 07:40 AM  

To: Leonard R Johnson Jr <johnsole@ferris.edu>  
cc: hadleyp@ferris.edu, KristenMotz@ferris.edu  

Subject: Re: Form C for EDUC 435/535 still missing

---

I have a Form C for EDUC 535 dated Oct. 13, 2009, signed by Kristen and Leah.

Paula

---

Leonard R Johnson Jr <johnsole@ferris.edu>  
01/18/2010 04:53 PM  

To: KristenMotz@ferris.edu  
cc: hadleyp@ferris.edu  

Subject: Re: Form C for EDUC 435/535 still missing

---

I thought I had found a signed copy today when going through proposals with Paula (??)

I placed it in an updated proposal. Paula will rescan the entire proposal and send out a new link. In the meantime, I'll call her and see if I can figure out exactly what the form was for and if I may somehow have been mistaken.

Leonard

KristenMotz@ferris.edu wrote:

> I had administrative staff upstairs go looking for the Form C for this course/these courses, and we still haven't had a request. There isn't one in the packet, or I'd download it, print it, and sign it to get things started. Could Hikaru send one over here so I can get the process rolling upstairs?
> Thanks.
> Kristy
> Kristy Motz
> Library Instruction Coordinator
> 140H FLITE
> 231-591-3625
> motzk@ferris.edu

----- Forwarded by Kristen L Motz/FSU on 01/18/2010 04:24 PM -----