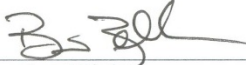
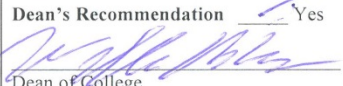


WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs.

Course or Program HERS 322

Department Recommendation	
 Department Chair	<u>1/27/14</u> Date
	<u>bzeller@winona.edu</u> e-mail address
Dean's Recommendation <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*	
 Dean of College	<u>1-29-14</u> Date
*The dean shall forward their recommendation to the chair of the department, the chair of A2C2, and the Vice President for Academic Affairs.	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Chair of A2C2	_____ Date
Graduate Council Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved (if applicable)	
_____ Chair of Graduate Council	_____ Date
_____ Director of Graduate Studies	_____ Date
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President of Faculty Senate	_____ Date
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ Academic Vice President	_____ Date
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	
_____ President	_____ Date
Please forward to Registrar.	
Registrar _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

[Revised 9-1-10]

WINONA STATE UNIVERSITY

PROPOSAL FOR A NEW COURSE

This form is to be used to submit a proposal for a new undergraduate or graduate course. Every item on this form must be completed prior to submission to A2C2. The department proposing a new course must include a ***Financial and Staffing Data Sheet*** and a ***New and Revised Course and Program Approval Form*** with the department chairperson's and Dean's signatures. Refer to Regulation 3-4, ***Policy for Changing the Curriculum***, for complete information on submitting proposals for curricular changes.

Department: Health, Exercise, and Rehabilitative Sciences

Date 1/22/2014

HERS 322
Course No.

School Health Education Field Experience
Course Title

1
Credits*

This proposal is for a(n): ☒ Undergraduate Course ☐ Graduate Course

Is this course for USP? ☐ Yes** ☒ No Is this course for GEP? ☐ Yes** ☒ No

List all Major Codes to which this proposal applies as a required course: HPST

List all Major Codes to which this proposal applies as an elective course:

List all Minor Codes to which this proposal applies as a required course:

List all Minor Codes to which this proposal applies as an elective course:

Prerequisites HERS 204 Note: Must be taken concurrently with HERS 310.

Grading method ☒ Grade only ☐ P/NC only ☐ Grade and P/NC Option

Frequency of offering: Every semester

What semester do you anticipate that will this course be offered for the first time? ASAP

Note: The approval process for a new course typically takes at least four to six weeks

* If this course will change the number of credits for any major or minor, the form ***Proposal for a Revised Program*** must also be submitted and approved according to the instructions on that form.

For General Education Program (GEP) or University Studies (USP) course approval, the form *Proposal for General Education Courses*** or ***Proposal for University Studies Courses*** must also be completed and submitted according to the instructions on that form.

Please provide all of the following information:

(Note: a syllabus or other documentation may not substitute for this)

A. Course Description

1. Description of the course as it will appear in the WSU catalog, including the credit hours, any prerequisites, and the grading method. If the course can be repeated, indicate the maximum number of credit hours for which this can be done.

The major focus of this course is to provide students with a field experience in Health Education. Students will engage in reflective practice on the planning, instruction, and assessment of health education lessons in a PK-12 setting. This course will provide students with a background in the academic language needed to complete benchmark assessments in health education. Prerequisite: HERS 204. Taken concurrently with HERS 310. Grade only. Offered each semester. This course can be repeated for a total of 2 credits.

2. Course outline of the major topics, themes, subtopics, etc., to be covered in the course. This outline should be, at a minimum, a two-level outline, i.e., consisting of topics and subtopics. This information will be submitted to MnSCU by the WSU Registrar's office.

At the completion of this course, the student will be able to:

- a. Develop the academic language needed to complete benchmark assessments in Health Education.
 - a. Planning Language
 - b. Instruction and Student Engagement Language

- c. Assessment Language
- b. Demonstrate professionalism in an academic setting.
 - a. Professional Dress
 - b. Professional Communication
 - c. Professional Accountability
- c. Engage in reflective practice in regards to
 - a. Planning Health Education Lessons
 - b. Instruction and Student Engagement of Health Education Lessons
 - c. Assessment within Health Education Lessons

3.a Instructional delivery methods utilized: (Please check all that apply).

Instructional delivery methods utilized: (Please check all that apply):				
XAuditorium/Classroom:	ITV	Online	Web Enhanced	Web Supplemented
Laboratory:	Service Learning	Travel Study	Internship/Practicum	
XOther: (Please indicate): Teaching Field Experience				

3.b. MnSCU Course media codes: (Please check all that apply).

X None:	3. Internet	6. Independent Study	9. Web Enhanced
1. Satellite	4. ITV Sending	7. Taped	10. Web Supplemented
2. CD Rom	5. Broadcast TV	8. ITV Receiving	

4. Course requirements (papers, lab work, projects, etc.) and means of evaluation.

- 1. Academic Language Assignment (15 Points)
- 2. Field Experience
 - a. Attendance and Professionalism (5 points/day)
 - b. Teacher Evaluation (50 Points)
- 3. Reflective Practice
 - a. Planning Commentary (12 Points)
 - b. Planning Commentary Peer Review (12 Points)
 - c. Instruction and Student Engagement Commentary (12 Points)
 - d. Instruction and Student Engagement Commentary Peer Review (12 Points)
 - e. Assessment Commentary (11 Points)
 - f. Assessment Commentary Peer Review (11 Points)

5. Course materials (textbook(s), articles, etc.).

N/A

6. List the student learning outcomes for this course and how each outcome will be assessed.

1. Develop an academic language needed to complete benchmark assessments in Health Education. <ul style="list-style-type: none"> a. Planning Language b. Instruction and Student Engagement Language c. Assessment Language 	Academic Language Assignment (15 Points)
2. Demonstrate professionalism in an academic setting. <ul style="list-style-type: none"> a. Professional Dress b. Professional Communication c. Professional Accountability 	Attendance and Professionalism (5 points/day) Teacher Evaluation (50 Points)
3. Engage in reflective practice in regards to	
a. Planning Health Education Lessons	Planning Commentary (12 Points) Planning Commentary Peer Review (12 Points)
b. Instruction and Student Engagement of Health Education Lessons	Instruction and Student Engagement Commentary (12 Points) Instruction and Student Engagement Commentary Peer Review (12 Points)
c. Assessment within Health Education Lessons	Assessment Commentary (11 Points) Assessment Commentary Peer Review (11 Points)

Grading Criteria:

- A (90%)
- B (80%)
- C (70%)
- D (60%)
- F (50% and below)

B. Rationale

Provide a rationale for the new course. The rationale should include the following items.

1. A statement of the major focus of the course.

The major focus of this course is to provide students with a field experience in Health Education. Students will engage in reflective practice on the planning, instruction, and assessment of health education lessons in a PK-12 setting. This course will provide students with a background in the academic language needed to complete benchmark assessments in health education.

2. A statement of how this course will contribute to the departmental curriculum.

This course will provide the field experience requirement for Health Promotion: School Health majors enrolled in HERS 310. Lastly, it will provide students the opportunity to practice sentinel tasks prior to student teaching; therefore, providing a point of program assessment for the Health Promotion: School Health program.

3. A statement of why this course is to be offered at this level (i.e. 100-, 200-, 300-, 400-, or 500-level) Due to the Field Experience component and the required pre-requisite of this course, it will be offered at a 300 level.
4. Identification of any courses which may be dropped, if any, if this course is implemented. With the HERS 320 (3 credit) to HERS 310 (2 credit) transition, Early Childhood and Elementary Education majors will be enrolled concurrently with another course that has them placed in a field experience, they will teach their lessons within this same field experience. Health Promotion: School Health majors will not be enrolled in another field experience class concurrently; therefore, they will need to pick up this 1 credit Field Experience component. HERS 320 will be dropped once this course is implemented.

C. Impact of This Course on Other Departments, Programs, Majors, and Minors

Provide a statement of the impact of this course on other departments, programs, majors, and minors.

1. Clearly state the impact of this course on courses taught in other departments. Does this course duplicate the content of any other course? Is there any effect on prerequisites for this or any other courses?

This course does not duplicate content of any other course. For HPST majors, it will be taken concurrently with HERS 310. Early Childhood and Elementary Education majors who are out of sequence may take this course in order to be placed for their Health Education field experience. HPST majors may choose to repeat this course for more field experience. It will not have any effect on prerequisites for this or any other course.

2. Would approval of this course change the total number of credits required by any major or minor of any department? If so, explain the effects which this course would have.

No, there will be no credit changes. HERS 320 was 3 credits. HERS 310 (2 Credits) and HERS 322 (1 Credit) equals 3 credits.

3. If this course has an impact on the major or minor of any other department or program, it is the responsibility of the department submitting the course proposal to send written notification to the department(s) or program(s) affected. State clearly which other programs are affected by this proposal and whether the other departments have been notified and/or consulted. Attach letter(s) of understanding from impacted department(s).

This only impacts HERS majors.

D. Attach to This Proposal a Completed

1. *Financial and Staffing Data Sheet*
2. *New and Revised Course and Program Approval Form*

E. Department Contact Person for this Proposal:

Michelle Darst
Name (please print)

X2273
Phone

mdarst@winona.edu
e-mail address

F. Review by Department A2C2 Representative

I have reviewed this proposal and certify that it is complete _____

Signature of A2C2 representative

Definitions for codes in 3a and 3b:

01-Satellite:

02- CD ROM:

03- Internet: Predominately = where all, or nearly all, course activity occurs in an online environment. One to two activities may occur face-to-face in a classroom, with the maximum being two activities.

04 – ITV Sending: a course in which students are in the classroom with the instructor, other students join via interactive television technology from other geographically separate locations

05 – Broadcast TV:

06 – Independent Study: a course in which the teacher develops specialized curriculum for the student(s) based on department guidelines in the University course catalog

07 – Taped: a course in which the teacher records the lessons for playback at a later date

08 – ITV Receiving: a course in which students are not in the classroom with the teacher, other students join via interactive television technology from other geographically separate locations

09 – Web Enhanced- Limited Seat Time: For a course in which students are geographically separate from the teacher and other students for a majority of required activities. However, some on-site attendance is required. The course includes synchronous and/or asynchronous instruction.

10 – Web Supplemented- No Reduced Seat Time: For a course utilizing the web for instructional activities. Use of this code may assist your college/university in tracking courses for “smart classrooms” and/or facility usage.

WINONA STATE UNIVERSITY

FINANCIAL AND STAFFING DATA SHEET

Course or Program HERS 322 Health Education Field Experience

Include a Financial and Staffing Data Sheet with any proposal for a new course, new program, or revised program.

Please answer the following questions completely. Provide supporting data.

1. Would this course or program be taught with existing staff or with new or additional staff? If this course would be taught by adjunct faculty, include a rationale.

This course will be taught with existing staff.

2. What impact would approval of this course/program have on current course offerings? Please discuss number of sections of current offerings, dropping of courses, etc.

This course has no impact on current course offerings. With the HERS 320 (3 credit) to HERS 310 (2 credit) transition, Early Childhood and Elementary Education majors will be enrolled concurrently with another course that has them placed in a field experience, they will teach their lessons within this same field experience. Health Promotion: School Health majors will not be enrolled in another field experience class concurrently; therefore, they will need to pick up this 1 credit Field Experience component. HERS 320 will be dropped once this course is implemented, thus this is even exchange in course credits.

3. What effect would approval of this course/program have on the department supplies? Include data to support expenditures for staffing, equipment, supplies, instructional resources, etc.

No effect.