INDIANA UNIVERSITY SCHOOL OF
PHYSICAL EDUCATION
DEPARTMENT OF TOURISM,
CONVENTIONS, AND
EVENT MANAGEMENT

2001–2002 Annual Report

<u>Overview – Learning Domains and Outcomes</u>

I. **Foundation - Knowledge and Comprehension**

    A.   Principles of Management
        1.   Planning
        2.   Organizing
        3.   Leading
        4.   Controlling

    B.   Problem Solving Using Quantitative and Qualitative Skills

    C.   Teamwork

    D.   Total Quality Management

    E.   Communication and Interpersonal Skills

    F.   Management Analysis
        1.   Philosophy
        2.   History
        3.   Social Services
            a. Diversity
            b. Customer Needs
        4.   Critical Thinking

    G.   Values/Ethics

    H.   Management Style Theories

    I.   Legal Issues
    J.   Technology
        1.   Industry Specific Software
    K.   Industry Analysis
        1.   Career Opportunities

II. **Application - Practice, Analysis, and Synthesis**

   A.   Operational Practice Based on Depth and Breadth of Knowledge
        1.   Mission, Goals and Objectives
        2.   Customer Analysis
             a) Demographics and Psychographics
        3.   Product and Service Concept Development
        4.   Financial Decision Making and Analysis
             a) Pricing
        5.   Marketing
             a) Target Marketing
             b) Core Products
        6.   Implementation of Concept
        7.   Human Resource Management
             a) Job Analysis
             b) Employee Training and Development
        9.   Information Management

   B.   Implementation
        1.   Critical Thinking

   C.   Evaluation
        1.   Modification Based on Feedback (Adaptiveness)
   D.   Professionalism
        1.   Personal Attributes
        2.   Cooperation

   E.   Teamwork

   F.   Total Quality Management (TQM)

   G.   Networking

   H.   Flexibility

   I.   Community Service

III. **Execution - Continuous Learning**

   A.   Self-Evaluation

   B.   Research

   C.   Skills Development

   D.   Adjust to Meet Customer Expectations

What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?

OUTCOMES
FOUNDATION - KNOWLEDGE AND COMPREHENSION

A.   Principles of Management - The contemporary tourism management professional must operate in an environment of constant change.
   1.   Plan operational objectives
   2.   Organize resources and activities to meet operational objectives.
   3.   Motivate staff to meet operational objectives.
   4.   Control resources to achieve profitability.
B.   The contemporary hospitality management professional must know and apply problem solving techniques in tourism management.
   1.   Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem -solving using quantitative and qualitative skills.
C.   The contemporary tourism management professional must be able to develop a team concept among staff.
   1.   Assess employee's needs.
   2.   Develop company policies.
   3.   Execute policies.
   4.   Resolve conflicts.
D.   The contemporary tourism management professional must be able to use total quality management.
   1.   Identify advantages of TQM for delivery of tourism services.
   2.   Develop techniques to train employees in TQM.
E.   The contemporary tourism management professional must be able to communicate through a variety of mechanism.
   1.   Express him/herself clearly, concisely, and accurately in both written and verbal form.
   2.   Understand and use non-verbal communication effectively.
   3.   Utilize technology to expand avenues of communication.
F.   The contemporary tourism management professional must rely on critical thinking to analyze all situations, develop alternatives, and select the appropriate solution.
   1.   Discuss various management and customer philosophies.
   2.   Compare various historical management perspectives.
   3.   Examine social science theories related to management style.
   4.   Explore differences among employees, managers, and customers.
   5.   Interpret changing customer needs and expectations.
G.   The contemporary tourism management professional must be able to utilize core values when faced with ethical issues of a rapidly changing tourism environment.
   1.   Respect cultural differences and value those differences in his/her profession and community.
   2.   Exercise legal and fiscal responsibility.
   3.   Take appropriate action in situations where a violation of law or ethical conduct is suspected.
   4.   Strive to conform to acceptable practices in the field of hospitality management.
   H. The contemporary tourism management professional must be able to adapt their management style to suit their specific responsibilities and personalities.
      The contemporary tourism management professional must stay informed about laws and be knowledgeable about legal precedents.

1. Understand societal changes that impact the legal and regulatory systems.
   J. The contemporary tourism management professional must be able to define their technological needs through an understanding of industry specific software and be comfortable in its application.
   1. Acquire computer proficiency skills.
   2. Assess the technological needs of the organization.
   3. Explore appropriate software programs.
   4. Select, purchase and implement systems.
   5. Train employees and evaluate effectiveness of use.
K. The contemporary tourism management professional must have a comprehensive understanding of the history, trends, issues, economics and legislation and their impact on the hospitality industry.
   1. Relate trends to career opportunities.

APPLICATION - PRACTICE, ANALYSIS, AND SYNTHESIS

A. The contemporary tourism management professional must be able to apply foundations of management in order to effectively practice learned skills.
   1. Assess, comply and modify as necessary the mission, goals, and objectives of the organization.
   2. Establish rapport with customers.
   3. Fulfill customer needs and expectations using demographic and psychographic data analysis.
   4. Apply a holistic approach to customer interaction.
   5. Develop concepts of product and service.
   6. Develop pricing strategies through forecasting and calculation of controllable and uncontrollable costs.
   7. Select products and services which meet customer expectations and company objectives.
   8. Implement product and service concepts.
   9. Develop and implement marketing and sales strategies.
   10. Facilitate job analysis through development of job specifications and job description.
   11. Assist employees in reaching their full potential through training and development.
   12. Incorporate information management in all aspects of the operation.
B. The contemporary tourism management professional must be able to use current decision-making tools to reach appropriate and acceptable solutions.
   1. Follow the established procedures for problem-solving.
   2. Establish a feedback procedure to monitor and adjust progress towards objectives.
C. The contemporary tourism management professional must be able to analyze evaluative criteria to adapt to changing business environments.
D. The contemporary tourism management professional must be able to exhibit professional conduct in daily activities.
   1. Maintain an image of neatness, cleanliness, and appropriate professional attire.
   2. Demonstrate honesty and integrity.
   3. Exemplify responsibility and dependability.
   4. Appear enthusiastic and stimulate enthusiasm in others.
   5. Support the goals of the tourism industry.
E. The contemporary tourism management professional must be able to encourage teamwork to efficiently manage operational resources.
F. The contemporary tourism management professional must be able to apply principles of total quality management to deliver quality products and services.
   1. Use quality circles to enhance products and services.

2.   Encourage cooperation among team members.
3.   Analyze and respond to customer feedback.
G.   The contemporary tourism management professional must be able to utilize networking to enhance his/her growth, develop employees, and contribute to the success of the operation.
H.   The contemporary tourism management professional must be able to use flexibility to gain competitive advantage.
1.   Perform research on competitors.
2.   Provide alternative recommendations.
3.   Select and implement appropriate strategies.
I.   The contemporary tourism management professional must be able to share his/her knowledge and skills with the community.

EXECUTION - CONTINUOUS LEARNING

A.   The contemporary tourism management professional must be able to participate in lifelong learning to continually update his/her knowledge base.
1.   Retain membership in professional organizations, and participate in professional networks.
2.   Establish lifelong learning habits to keep abreast of all new developments.
3.   Conduct ongoing self-evaluation and modify practices accordingly.
B.   The contemporary tourism management professional must be able to analyze the business environment using applicable research techniques.
1.   Analyze demographic and psychographic changes in customer profiles.
C.   Apply newly-acquired information and skills in tourism operations.
1.   Attend relevant workshops, conferences, and other professional development opportunities.
D.   The contemporary tourism management professional must be able to recognize and adapt to changing customer trends.

DOMAIN I: FOUNDATION - KNOWLEDGE AND COMPREHENSION

Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are taught - How will Mary learn these things?	Outcomes Assessment Measures
A. Principles of Management		
1. Plan operational objectives.	**100, 172, 181, 212, 306, 310, 312, 319, 391, 499**	**case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, layout and design project, ergonomic analysis, event promotion, capstone experience**
2. Organize resources and activities to meet operational objectives.	**100, 172, 181, 212, 306, 310, 312, 391, 499**	**case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, cost analysis, technique proficiency, use event promotion**
3. Motivate staff to meet operational objectives.	**100, 181, 212, 231, 310, 312, 319, 352, 411**	**case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, event promotion**
4. Control resources to achieve profitability.	**100, 141, 212, 241, 306, 310, 391, 499**	**case studies, industry interaction, role playing, financial statement analysis, contrasting readings, writing exercises, cost analysis, technique proficiency, profit and loss analysis, use software, event promotion**
B. Problem Solving		
1. Demonstrate a willingness and ability to embrace conflicting information or situations, and engage in problem-solving.	**212, 231, 241, 306, 310, 312, 362, 411, 461, 472, 499**	**contrasting readings, case studies, writing exercises, diversity exercise, menu planning project, cost analysis, industry interaction, technique proficiency, profit and loss analysis, use software, event promotion**
C. Teamwork		

1. Assess employee's needs.	212, 312, 391, 499	contrasting readings, case studies, writing exercises, diversity exercise, industry interaction, use software, event promotion
2. Develop company policies.	212, 312, 391, 411, 499	contrasting readings, case studies, writing exercises, diversity exercise, use spreadsheets, industry interaction, use software, event promotion
3. Execute policies.	212, 312, 391, 411, 499	contrasting readings, case studies, writing exercises, diversity exercise, use spreadsheets, industry interaction, use software, event promotion
4. Resolve Conflicts	212, 312, 391, 411, 499	
D. Total Quality Management		
1. Identify advantages of TQM for delivery of tourism services.	100, 212, 310, 312, 391,	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, seminar project, service proficiency, use software, event promotion
2. Develop techniques to train employees in TQM.	212, 312, 391	contrasting readings, case studies, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, industry interaction, service proficiency, use software, event promotion.
E. Communication		
1. Express him/herself clearly, concisely, and accurately in both written and verbal form.	100, 119, 171, 212, 271, 231, 272, 306, 310, 312, 319, 352, 362, 391, 411, 472, 499	case studies, industry interaction, role playing, group interaction, contrasting readings, writing exercises, diversity exercise, use spreadsheets, use software, event promotion
2. Understand and use non-verbal communication effectively.	100, 212, 312	contrasting readings, case studies, writing exercises, diversity exercise, industry interaction

3. Utilize technology to expand avenues of communication.	119, 141, 181, 241, 251, 306, 312, 362, 372, 391, 461, 499	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
F. Critical Thinking		
1. Discuss various management and customer philosophies.	100, 119, 171, 172, 181, 212, 231, 271, 310, 352, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
2. Compare various historical management perspectives.	100, 181, 212, 312,	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
3. Examine social science theories related to management style.	212, 231, 312, 362, 372, 461	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
4. Explore differences among employees, managers, and customers.	100, 119, 171, 172, 181, 212, 231, 271, 310, 312, 391, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
5. Interpret changing customer needs and expectations.	212, 231, 271, 310, 372, 391, 461	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
G.		
1. Respect cultural differences and value those differences in his/her profession and community.	100, 119, 181, 212, 231, 272, 312, 352, 372, 472	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion

2. Exercise legal and fiscal responsibility.	141, 241, 271, 306, 310, 391, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
3. Take appropriate action in situations where a violation of law or ethical conduct is suspected.	212, 312, 352, 411	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
4. Strive to conform to acceptable practices in the field of tourism management.	119, 171, 172, 181, 271, 306, 310, 319, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, use spreadsheets, event promotion
H. Management Analysis		
I. Legal Aspects		
1. Legal Practices	100, 119, 171, 181, 212, 271, 310, 312, 319, 372, 391, 411	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, commodity analysis, use spreadsheets, event promotion
J. Technological Needs		
1. Acquire computer proficiency skills.	119, 141, 181, 241, 251, 306, 312, 372, 461, 492	case studies, forecast analysis, industry interaction, use of software, group presentation, technique proficiency, seminar project, use spreadsheets, use software, event promotion
2. Assess the technological needs of the organization.	100, 181, 212, 241, 251	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, use spreadsheets, financial statement analysis,

3. Explore appropriate software programs.	141, 181, 241, 251, 306,	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use of spreadsheets, restaurant meals, event promotion
4. Select, purchase and implement systems.	251	case studies, industry interaction, commodity analysis, use software, event promotion
5. Train employees and evaluate effectiveness of use.	141, 181, 241, 251, 461, 499	use spreadsheets, case studies, industry interaction, use software, event promotion
K. Industry Understanding		
1. Relate trends to career opportunities.	100, 119, 171, 172, 181, 272,	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, professional development, tourism plan, laboratory meal, seminar project, menu planning project, service proficiency, energy usage assessment, equipment load calculations, layout and design project, ergonomic analysis, use spreadsheets,

DOMAIN II: APPLICATION - PRACTICE, ANALYSIS, AND SYNTHESIS

Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	TCEM Courses through which competencies are taught - How will Mary learn these things?	Outcomes Assessment
A. Apply Foundations		
1. Assess, comply and modify as necessary the mission, goals, and objectives of the organization.	100, 171, 172, 212, 310, 312, 391, 499	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use software, restaurant meals, event promotion

2. Establish rapport with customers.	100, 181, 212, 272, L391, 499	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
3. Fulfill customer needs and expectations using demographic and psychographic data analysis	100, 119, 181, 212, 271, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion
4. Apply a holistic approach to customer interaction.	100, 181, 171, 271, 306, 310, 362, 391, L391, 461, 499, R423	case studies, diversity exercise, contrasting readings, laboratory meal, seminar project, menu planning project, industry interaction, service proficiency, use software, restaurant meals, event promotion
5. Develop concepts of product and service.	119, 171, 181, 271, 310, 391, L391	case studies, forecast analysis, industry interaction, use of software, group presentation, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion

6. Develop pricing strategies through forecasting and calculation of controllable and uncontrollable costs.	141, 181, 212, RHI 241, RHI L391, RHI 391	spreadsheets, industry interaction, financial statement analysis, case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, use spreadsheets, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, commodity analysis, use software, restaurant meals, event promotion
7. Select products and services which meet customer expectations and company objectives.	119, 171, 181, 212, 271, 231	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
8. Implement product and service concepts.	181, 212, 271, 310, 391, L391	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, case studies, menu planning project, cost analysis, technique proficiency,laboratory meal, seminar project, service proficiency, use software, restaurant meals, event promotion
9. Develop and implement marketing and sales strategies.	119, 181, 272, L391, 391	case studies, forecast analysis, industry interaction, use of software, group presentation, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion

10. Facilitate job analysis through development of job specifications and job descriptions	212, 312, 499	
11.Assist employees in reaching their full potential through training and development.	100, 212, 312	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, use spreadsheets, use software, restaurant meals, event promotion
12.Incorporate technology in all aspects of the operation.	181, 251, 306, L391, 372, 391, 461, R423	case studies, forecast analysis, industry interaction, use of software, group presentation, menu planning, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion
B. Decision Making		
1. Follow the established procedures for problem-solving.	100, 181, 212, 310, 312	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, group interaction, facility inspection, cleaning specification, microbiological analysis, contrasting readings, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, commodity analysis, use of spreadsheets, restaurant meals, event promotion

2. Establish a feedback procedure to monitor and adjust progress towards objectives.	100, 141, 181, 212, 241, 312	case studies, industry interaction, role playing, spreadsheets, financial statement analysis, forecast analysis, use of software, group presentation, group interaction, facility inspection, cleaning specification, microbiological analysis, contrasting readings, writing exercises, diversity exercise, use spreadsheets, financial statement analysis, laboratory meal, seminar project, menu planning project, service proficiency, commodity analysis, cost analysis, profit and loss analysis, restaurant meals, event, promotion
C. Changing Environment		
1. Analyze evaluative criteria to adapt to changing business environments.	119, 272, 310, L391	
D. Professional Conduct		
1. Maintain an image of neatness, cleanliness, and appropriate professional attire.	310, 312, L391	industry interaction, product analysis, food preparation experiences, case studies, diversity exercise, contrasting readings, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
2. Demonstrate honesty and integrity.	100, 171, 181, 212, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion

3. Exemplify responsibility and dependability.	100, 181, 212, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion
4. Appear enthusiastic and stimulate enthusiasm in others.	100, 181, 212, 310, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheets, restaurant meals, event promotion
5. Support the goals of the tourism industry.	All courses	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
E. Teamwork		
1. Encourage teamwork to efficiently manage operational resources	100, 212, 310, 312, 319, L391	case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
F. Apply TQM Principles		
1. Use quality circles to enhance product and service quality.	212, 312	contrasting readings, case studies, writing exercises, diversity exercise, laboratory meal, seminar prject, menu planning project, industry interaction, service proficiency, use spreadsheets, use software, restaurant meals, event promotion

2. Encourage cooperation among team members.	100, 212, 312	case studies, industry interaction, role playing, contrasting readings, writing exercises, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, use software, restaurant meals, event promotion
3. Analyze and respond to customer feedback.	100, 181, 212, 231, 271, 310, 312, L391	case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, marketing plan, sales presentation, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, use spreadsheet, restaurant meals, event promotion
G. Utilize Networking		
1. Utilize networking to enhance his/her growth, develop employees, and contribute to the success of the operation	181, 212, 310, 312	case studies, forecast analysis, industry interaction, use of software, group presentation, contrasting readings, writing exercise, diversity exercise, laboratory meal, seminar project, menu planning project, service proficiency, use spreadsheets, restaurant meals, event promotion
H. Flexibility		
1. Perform research on competitors	212, 231, 241, 310, 499	contrasting readings, case studies, writing exercise, marketing plan, sales presentation, industry interaction, use spreadsheets, financial statement analysis, laboratory meal, seminar project, menu planning project, service proficiency, cost analysis, profit and loss analysis, use software, restaurant meals, event promotion
2. Provide alternative recommendations	212, 231, 241, 310, 499	

3. Select and implement appropriate strategies	**212, 231, 241, 310, 499**	
I. Community involvement		
1. Share his/her knowledge and skills with community	**461, 499, R423**	

DOMAIN III: EXECUTION – CONTINUOUS LEARNING

Student Competencies - What will Mary Smith know and be able to do by the time she graduates from your program at IUPUI?	**TCEM Courses through which competencies are taught -** How will Mary learn these things?	**Outcomes Assessment**
A. Lifelong Learning		
1. Retain membership in professional organizations, and participate in professional networks	**100, 119, 171, 212**	**case studies, industry interaction, role playing, contrasting readings, writing exercises, laboratory meal, seminar project, menu planning project, service proficiency, use software, restaurant meals, event promotion**
2. Establish lifelong learning habits to keep abreast of all new developments	**100, 119, 171, 181, 212**	**case studies, industry interaction, role playing, forecast analysis, use of software, group presentation, contrasting readings, writing exercises, diversity exercise, menu planning project, cost analysis, technique proficiency, laboratory meal, seminar project, service proficiency, restaurant meals, event promotion**
3. Conduct ongoing self evaluation and modify practices accordingly	**212, 312**	
B. Environmental Scanning	**100, 119, 212, 272, 312**	
1. Analyze demographic and psychographic changes in customer profiles.	**231, 461, R423**	
C. Skill Application		
1. Attend relevant workshops, conferences, and other professional development opportunities	**363, 461, R423**	

D. Changing Trends		
1. Recognize and adapt to changing customer trends	231, 362, 461, 499, R423	

In 1992, the Indiana Professional Standards Board (IPSB) was established to improve the quality of teacher preparation in the state of Indiana. The IPSB is responsible for licensing, induction and re-licensing of education professionals in the state (ref: web site). In addition to licensing responsibilities, the IPSB developed a series of K-12 content area and developmental standards for accrediting agencies. All accrediting agencies, including Colleges and Universities, are responsible for developing and/or changing their teacher education curriculum so that their Physical Education Teacher Education (PETE) program adheres to content area standards and prepares students in content area knowledge and performances.

In 2001, the faculty in the Department of Physical Education began the process of modifying the physical education-teacher education (PETE) curriculum. The changes were encouraged by the adoption of state physical education content standards as well as the desire to improve the long-standing PETE curriculum. As a result, six faculty members from the department of physical education volunteered to be members of the PETE group. This document details the process the department took to change the PETE curriculum.

IUPUI Department of Physical Education

The Department of Physical Education (DPE) began to work on the revision of the PETE curriculum in 1998. While the physical education content area standards were not yet complete, the department began gathering information regarding the new licensing process and how students in the PETE program would be affected by the changes. It is important to note that certain curricular decisions were out of the department's control. Because IUPUI's School of Education is the University's licensing body, the changes made in the School of Education greatly affected the types of changes the DPE were able to make as well as the timeline for curriculum modification.

The process of improving the DPE curriculum undertook a very systematic approach. The six faculty members met weekly to work on the PETE program. During the initial meetings, the group decided to use the National Academy for Sport and Physical Education (NASPE) developmental model (Metzler and Tjeerdsma, 2000) and the Achievement Based Curriculum (ABC) model (Wessel and Kelly, 1980) as a means to direct the process. NASPE's developmental questions (Appendix A) were used once a significant amount of data had been collected and the ABC model was used to guide the overall curriculum revision process.

The Achievement Based Curriculum Model

The ABC model follows the following progression: plan, assess, prescribe, teach, and evaluate. While the model was developed to improve school-based curricula, it seemed appropriate to use the fundamentals of the model to modify the PETE curriculum. To prepare for the work ahead, the PETE group agreed to meet weekly. It was discussed that the faculty needed to "buy into" the process in order for the changes to be embraced. Additionally, it was very important that we determined through a series of data collection phases, what exactly happens in the current curriculum.

1. ## The Planning Stage

Planning entailed determining what our faculty wanted our students to know and be able to perform when graduating from our PETE program. Much of this stage was pre-determined as the Indiana Professional Standards Board had adopted the physical education content standards. However, while the standards (nine total) were important and inclusive, the group felt compelled to evaluate whether all the category standards were the responsibility of our department and whether other physical education standards (e.g., NASPE) should be included.

Once it was decided that the DPE would adopt a total of 10 knowledge and performance standards, the group had to determine whether the knowledge and performance outcomes were something the faculty teach and assess. The group felt that as written, many of the knowledge and performance standards were very difficult to measure and over-inclusive of areas outside of the department. As a result, the PETE group felt it was important to establish departmental standards that were inclusive of the IPSB and NASPE standards.

The adopted departmental standards became the building block of all other decisions regarding course work and curriculum changes for the department (see Appendix X).

2.   **The Assessment Stage:**

The committee viewed this stage as the opportunity to gather data, determine program changes, and plan for the future of the PETE program. The group decided that the following questions needed to be answered/addressed:

1. Do the current courses cover the newly adopted departmental standards?
2. To what degree is the content taught, emphasized, and consistently reinforced throughout the curriculum?
3. How frequently are students given the opportunity to learn and/or practice the learning outcomes?
4. What field experiences are offered to allow students to practice what they have learned?
5. Do our learning opportunities and field experiences work together to help student develop both knowledge and performance outcomes?
6. What do students and recent alumni recognize as strengths and weaknesses on our current PETE program?

The following information were collected to answer the above questions and begin the process of program change:

Course Matrices related to Standards

To answer questions one through six, three methods of data collection where employed. Faculty were first asked to complete a course matrix designed to clarify to what extent course content both matched the standards and to what degree the content was taught (see Appendix X for sample matrix). Faculty were asked to complete the matrix detailing whether content was taught in a cursory, initial, primary, or secondary fashion.

After completing the matrix, the PETE group met individually with each faculty member using the matrix and standards as a guide to ask additional clarification questions.

Upon completion of the meetings, the matrix data was compiled and tabulated to give the group both qualification and quantification of course content related to standards.

The matrices were evaluated for quality of course content and quantity in terms of the number of times a standard/sub-standard was covered. Because the faculty indicated not only if they covered the standard, but to what degree, compiling this information was relatively simple.

A review of all the notes, matrices, and comments made by faculty provided qualitative detail. The PETE group was conscientious of asking clarification questions to help articulate how faculty were addressing the standards, how important particular sub-standards were to their course, and how faculty interpreted the standards. Upon review of the qualitative data, 10

major themes were developed that guided the initial series of recommendations presented to the faculty.

Quantitatively, the number of "C, I, P, and S" were tabulated determining balance, redundancy, over-emphasis, and inadequate areas according to the IPSB standards. The tabulation of the letters provided insight into course sequence and course content.

Focus Groups

With the assistance of the Office of Professional Development, two focus groups were convened. The groups consisted of current, upper level students in the PETE program. The PETE group delineated an upper level course with a teaching experience as the population? . Students were randomly selected from this population and assigned to one of two focus groups.

Each group had approximately six questions to address. (See Appendix X). The questions were a combination of standards related information, information about specific experiences, and general thoughts about the program. The focus groups met at the end of March and data was compiled and returned to the department for review in April.

The data suggested that students were, for the most part, content and satisfied with the type of experiences, courses, and exposure provided in the department. However, students involved in the focus group also indicated that there were areas of improvement needed specifically regarding the Camp Brocious experience and certain redundancies in the department and School of Education (See Appendix X for additional detail).

3. **The Prescribe Stage:** **Determining recommendations and curriculum changes**

During and after data compilation was complete, the PETE group began making recommendations and changes to the PETE curriculum. The initial series of 12 recommendations were developed after review of the matrices (see Appendix C) and changes continued through the end of the academic year.

Considering what was learned through the data collection process, recognized areas of weakness, and suggestions from faculty, the PETE group worked diligently to frame the IPSB and NASPE standards to better meet the abilities of the department.

The following significant changes were made to the PETE curriculum that will affect matriculating students in the fall of 2002:

- Inclusion of a Motor Development and Legal Aspects courses
- Nine credit hour performance and teaching course requirement
- Changes in the dance requirements

<u>The Teaching Stage:</u>
    While typically this stage would be the implementation of the curriculum, the PETE group viewed this as the time to educate the faculty and students regarding the changes made to the curriculum. The PETE group have discussed several ways to improve advising of the PETE students, incoming students, and help faculty adjust to the new changes.
    Because the new program changes will affect matriculating students fall 2002, there will be two departmental advising sessions, once at the end of fall semester and then again at the end of the spring. Additionally, there will be an advising session for all faculty regarding the new changes and additional proposals to the program.

<u>The Evaluation Stage:</u>
    Evaluation of the curriculum will be a continual process but will involve similar techniques used during the initial changes. The PETE group has considered traditional methods of evaluation (e.g., GPA, NTE, etc.) but also recognizes the need for other non-traditional methods such as student interviews, focus groups, student work samples, and student portfolios.
    Considering the wide use of student portfolios as an assessment tool, the PETE group has discussed implementing portfolios into the PETE program. The portfolio will allow multiple measures of student learning as well as to gauge student progress in a continual manner.
    Overall program evaluation will be conducted throughout the year. It has been proposed that program evaluation may take place in the following forms:

- Student focus groups
- Continuing student surveys
- Employer survey
- Review of student portfolios
- Student exit interviews

Appendices

Appendix A
Curriculum Development Outline (NASPE, 2000)

School of Physical Education Mission

"The mission of the School of Physical Education at Indiana University - Purdue University Indianapolis is to prepare students for entry level positions and advanced study, to contribute to the body of knowledge through creative and scholarly activities, and to serve the profession and the community. Through collaboration and interdisciplinary work with diverse populations, the School of Physical Education strives to enhance wellness, to improve quality of life and to encourage leisurely pursuits."

I) Main programmatic goals (program priorities)

1. To prepare PETE majors who have the appropriate knowledge and performance abilities to succeed in an entry level teacher education position

2. To prepare PETE majors who excel in their discipline through creativity, professional commitment, leadership roles, and community involvement

3. To prepare PETE majors who strive for learning firmly based in reflective and collaborative practice

4. To prepare PETE majors who acknowledge, appreciate, and have the ability to teach all persons in the physical education environment

5. To prepare PETE majors who model healthy behaviors on all dimensions of wellness, and promote lifetime fitness

6. To prepare PETE majors who understand and plan for growth and development stages of learning

7. To prepare PETE majors who have the ability to manage, motivate, and when necessary, discipline students in order to achieve a positive learning environment

8. To prepare PETE majors who have basic technology competencies related to physical education and can implement technology into the classroom setting.

9. To provide a PETE program that is well balanced in physical education knowledge, structured student performance opportunities, and provides opportunities to apply what is being learned in class

10. To provide access to excellent advising so students receive the necessary information and guidance to successfully complete the PETE program (including PETE orientation)

A. Program Core Standards
   1. Content Knowledge for Physical Education
   2. Growth and Development
   3. Instructional Strategies
   4. Communication
   5. Management and Motivation
   6. Diverse Learners
   7. Assessment
   8. Reflection
   9. Technology
   10. Collaboration

B. Link to INTASC and IUPUI's Principles of Undergraduate Learning
   The DPE-PETE standards are linked to both the INTASC and Principles of Undergraduate Learning (see appendix X).

II) Program Scope and Accountability
   A. Within the department's control
      1. Course offering in physical education
      2. Course prerequisites in physical education
      3. Sequence of courses in physical education
      4. Selection of general education courses
      5. Level of participation and leadership of PETE students and Faculty
      6. PETE admission and continuation requirements

   B. Outside of the department's control
      1. Admission standards in the School of Education
      2. Course offering and sequence within the School of Education
      3. Number of courses in methods block
      4. When courses will be offered in the School of Education

III) Sum total of the Department of Physical Education's standards base
   A. The Department of Physical Education approved 10 content area standards based upon NASPE and IPSB standards.

   B. Total Number of Standards= 10

   C. Total Number of Substandards= 98

IV) Student learning outcomes (see appendix X)

   A. Student learning outcomes are directly related to departmental knowledge and performance standards

   B. Students will be assessed three different times during their PETE curriculum (entry, intermediate, pre-student teaching)

   C. Students will be held accountable and assessed for knowledge and performance abilities via their professional portfolio

V) Program Structure

   A. <u>Course Scope and Sequence</u>
      1. Students in the PETE program are advised to take courses in a particular sequence allowing for a slow and methodical introduction to the field

      2. Assisting in this process are course prerequisites which deny students access to upper level courses

   B. Engagement of student learning
      1. Field experiences
      2. Appendix X for list of lectures, written tests, laboratory

   C. Continuous assessment procedures
   D. Transfer student process
   E. Student teaching supervision

VI) Program Resources

   A. Faculty
   B. Other departments
   C. Administrative Support
   D. Instructional Facilities
   E. Instructional Equipment
   F. Partnerships with Schools
   G. Community Resources
   H. Needs

I) What evidence demonstrates students have attained knowledge and performance standards

    A. <u>Content Knowledge</u>

    B. <u>Performance Knowledge</u>

II) What data collection techniques produced valid and reliable evidence of student learning outcomes in the above categories

    A. Faculty completion of standards matrices (qualitative)
    B. Student focus groups
    C. Alumni survey

III) What evidence must be continually collected to ensure SOL?

Directions for Completing Course Matrices

In an effort to "get a handle" on what is being taught in the PETE courses and how course content matches the Indiana Professional Standards Board (IPSB) physical education standards, we are asking each one of you that teaches in the PETE curriculum to revisit your courses, but this time, with regard to the IPSB standards and the key indicated on the matrices.

The School is responsible for preparing students in terms of standard knowledge and performance therefore, our PETE curriculum must be diverse and focused such that each standard and the sub-standards are covered in courses. The plan is to have a revamped curriculum that meets and may exceed the IPSB physical education standards by July 2002. To accomplish that goal, we must assess what is being taught, how it is being taught, and to what extent certain content is taught across the curriculum. That is where your role is key.

Rather than "plug and chug"…that is filling out the matrix, hand it in, and never hear about it again, we are taking a different approach. You are receiving a copy of the IPSB standards, the matrices, and a description of the key (e.g., cursory, initial, etc.). After completing the matrix, you will be meeting with the PETE group to discuss your matrix, and how you cover the material. We ask that you do the following prior to meeting with the PETE curriculum group:

1. Review the definition of the keys (i.e., ND, NA, cursory, initial, secondary, primary)
2. Review the sample matrix for HPER H160 and H363
3. Thoroughly review several pieces of course work (e.g., syllabi, course assignments, discussion, etc.) before completing the matrices
4. Thoroughly review the standards before completing the matrix
5. Complete matrices for EACH course you teach in the PETE curriculum-do not complete the matrix for courses outside the PETE curriculum

We will also be passing out a sign-up sheet for individual meetings. While we cannot promise, we will work very hard to make sure these meetings last no more than one hour. In order to expedite the discussion we ask that you **turn in your materials no less than 24 hours before your meeting.**

Course Coverage Key Definitions

Not Done	Not Applicable	Cursory	Initial	Secondary	Primary
Not done, but course be done in course	Not applicable to course or not appropriate *	"mentioned"; not elaborated on in any fashion or no more than minimal elaboration	Substandard talked about; gave an assigned reading or handout; minimal emphasis in course	Substandard or part of the substandard is repeated frequently; information is given similar weight at the beginning of the semester as it is at the end of the semester; reinforced multiple times during the semester	Substandard or part of the substandard is in course title or part of course theme; major emphasis and returned to information as a problem-solving technique; information is infused in lectures, assignments, etc.; topic returned to multiple times in the semester; majority of course objectives are addressed with this substandard

Some recommendations:

- May have trouble differentiating the focus which you may want to discuss in your meeting

- Please consider more than just how often your cover material on your syllabus, rather look at your course objectives, assignments or other materials

- Recognize that it is not "bad" to have any one emphasis in your courses

- If you mark "ND or NA", please give a brief explanation

Appendix D
Series of Curriculum Changes Passed by the DPE

Recommendation #1:   Inclusion of Motor Development course into curriculum

The IPSB clearly indicates that growth and development (standard two) is critical to the knowledge and performance base for PETE students. While we have a course that covers the basics of motor development, the committee felt it was important to adopt a new course allowing for greater breadth and depth of the subject matter. Therefore, committee recommends that a course in motor development be added to the PETE curriculum.

Recommendation #2:   Reframing the P&T courses to 5 required courses = 9 hours

The current P&T structure seems to cause an unequal balance between knowledge, performance, and exposure to certain skills. It appears that depending upon the course you take, you may receive excellent instruction in how to play the game and many opportunities to practice or you may not. Additionally, the committee is concerned that students are taking P&T courses in areas where they already have expertise and proficiency rather than areas where they have little to no knowledge. Therefore, the committee recommends that the P&T structure change to the follow requirements for PETE majors:

HPER P181 (2):   Individual Sports
HPER P281 (2):   Team Sports
HPER P244 (2):   Resistance Training
HPER P245 (2):   Cardiovascular Training
HPER P421 (1):   Activities for People with Disabilities (temporary number)

The committee suggests having one instructor for the majority of the individual and team sport classes as it will help with consistency and content knowledge. Additionally, the committee suggests (not recommends) that students take individual and team sports in a fall/spring format so that the courses can act as prerequisites or co-requisites with other courses or course assignments.

Recommendation #3:   Elimination of coaching courses as a requirement

As written, the IPSB have no written knowledge or performance standards for coaching. Therefore, the committee suggests eliminating coaching as required courses and recommends keeping the courses as potential coaching endorsement options.

Recommendation #4a: Changes to HPER P195: History and Principles

After discussing the pros and cons of the current course structure with Mr. Shilling and Dr. Doeke, the committee would like to recommend that P195 change from its current all-major sections to two separate sections: one representing PETE majors and one section representing exercise science and fitness and sport studies majors. It appears that much of the content area relevancy is lost when all majors take the course together. The current course instructors strongly suggested the separation of the tracks for increased course relevancy and increased course related content.

Recommendation #4b: Changes to HPER P493: Tests and Measurements

HPER P493 is a course that bares a lot of responsibility towards teaching students about evaluation and assessment. In its current format, Dr. Bahammonde is responsible for covering information relevant to all three tracks in one course. Per Dr. Bahammonde's suggestion, the committee recommends that P493 be offered by track area emphasis on different semesters. For example, if one was an Exercise Science or Fitness and Sport Studies major, he/she would take the fall section, and PETE majors would take the spring section. By offering the course in such a format, students would receive more content area information with greater depth.

Recommendation #5:   Replacing H363 for the PETE major

It is apparent that given our current PETE curriculum, standards related to the comprehensive school health program are not addressed. The Coordinated School Health Program is a fundamental aspect of the IPSB standards and must be addressed in the PETE curriculum. The committee recommends that in place of H363, a different course be developed and/or adopted that focuses on the Coordinated School Health Program, as well as other health methods. It may be that this course is similar to one already on the books (e.g., health minor) or a new course that infuses the Coordinated School Health Program and Comprehensive School Health Education with other related health education topics.

Recommendation #6:   Professional Language Assessment

After reviewing the Standard Four, "Communication", it was clear that the faculty addressed many facets of professional language and felt it was important that the students understand and are able to define specific terms/terminology related to discipline.

After discussing language development, the PETE committee came to the conclusion that there should be (1) consistent use of terminology and (2) a terminology assessment that all majors are responsible for taking and passing, ensuring that our PETE majors are familiar with discipline language and how it relates to their discipline.

Therefore, the PETE committee would like to propose that the definition list (not complete-see attached) be adopted in regular use by the faculty (e.g., the faculty use consistent definitions) and become a regular graduation assessment item for all PETE majors. It is proposed that the students either "Pass or Fail" the exam based upon criterion-reference standards. The criteria would be established by piloting the test on current students and a cut-off would be determined.

Recommendation #7:   Behavior Management and Lesson Plan Commonalities

The PETE committee recommends that to help students be more proficient in their behavior management and lesson planning knowledge and skills (standard five, seven, one respectively), the faculty in the department teach similar behavior management systems and require certain common lesson plan elements on all lesson plans.

This recommendation is not to infringe on academic freedom or suggest that other content could not be taught or that all lesson plans must have a similar format across courses, rather encourage that all PETE students know and can practice common elements related to management and planning across many different courses. The committee felt strongly that students, while exposed to many different systems and plans, may not feel comfortable in their knowledge and performance because they lack the ability to integrate these skills across other classes.

To ensure that this does not become a "one size fits all" approach, the committee recommends that the faculty teaching in the methods courses meet to decide upon what types of behavior management and lesson plan elements be addressed.

Recommendation #8a: Changes to current Dance requirements to 3 credits

While dance is not mentioned <u>directly</u> (dance is mentioned in standard 1b and in the appendix but not as a separate content area standard) in the IPSB standards, it is mentioned approximately 13-14 times in the Indiana Physical Education curriculum.

The committee felt that the inclusion of dance was an extremely important element in the curriculum, but it's current four credit allocation may be too much given other areas and lack of detail in the standards. The committee recommends that the dance requirement be decreased to two credit hours of course work and one credit hour of elective dance coursework (taken before the dance methods class).

Recommendation #8b: Elimination of Gymnastics course

The committee felt strongly due to issues with liability and lack of equipment in schools that continuing to require a gymnastics course was unrealistic. Instead, the committee recommends we infuse "gymnastics" (e.g., stunts, tumbling, rhythms, etc.) into other courses (not yet decided), and discuss the importance of gymnastics in general as part of the physical education curriculum. The committee recommends particular courses get "flagged" as the courses to cover gymnastics content and specific learning objectives be developed.

Recommendation #9:   Increasing Technology Opportunities

Technology is addressed several times in the IPSB standards and acts as a stand-alone standard in NASPE. Given the importance placed on technology in the standards document and the increasing opportunities for physical education teachers (e.g., PEP grants, local technology grants, workshops, etc.), the committee recommends that technology knowledge and opportunity be increased in the PETE curriculum. To do so appropriately, the committee recommends gathering the PETE faculty to discuss the following:

1. Types of technology to be included in the PETE curriculum
2. How to relate technology to teacher education
3. Technology requirements
4. How P200 can better address technology learning outcomes

Additionally, the committee recommends the following topics for consideration:

1. Heart rate monitors
2. Bulletin board development
3. Electronic portfolios
4. Web-site development
5. Grant searches/funding
6. Videotaped lessons/evaluation
7. Computer tutorials
8. Educational software

Recommendation #10:   Improving Faculty and Student comfort in dealing with diversity issues

IPSB identifies diversity in standard six. It appears that the current PETE curriculum addresses diversity primarily from an age-group format and occasionally from an ability, gender, or ethnicity format. The committee, however, felt that diversity in general, is overlooked in the current curriculum and recommends that both faculty and students would benefit from becoming more comfortable teaching and discussing diversity topics/issues. Therefore, the committee recommends the following:

1. Faculty and staff participate in a series of diversity workshops, learning how to teach and discuss what could be viewed as uncomfortable topics

2. Faculty integrate diversity into courses (where appropriate) and course experiences so students get multiple opportunities to both challenge and resolve stereotypes

Recommendation #11:   Developmental Methods Courses

After a great deal of discussion, the committee determined that to meet both the IPSB content and developmental standards, our curriculum needed to represent methods across the continuum elementary, middle, and high school. While it appears students either receive content or experience in one or more of these levels, it is not clearly articulated either via course work or a clear inter-relationship of content.

The committee strongly recommends that a definite series of methods courses be adopted (e.g., elementary, middle, high). Whether students would be required to take courses in a specific sequence will be identified by the PETE faculty. The PETE faculty would also be asked to develop a proposal/syllabi showing scope, sequence, content, and methods that reflect both content and developmental standards. This proposal would then be brought to the full faculty for approval.

The committee felt that a better delineation between methods would be helpful to students, provide better collaboration of topic areas, and allow for infusion of specific methods.

Recommendation #12:   Inclusion of Legal Aspects course into PETE curriculum

The committee recommends that HPER P411 be included as part of the PETE curriculum. Teachers are faced with an increasing number of ethical, moral, and legal decisions. To better prepare our teachers, the committee felt strongly that a class dedicated to these topics would better prepare the teacher and could also address specific federal mandates such as Title 9 and the Americans with Disabilities Act.

Recommendation #13: **Change PETE track to an elementary/primary through High School option (formally K-12 now Elementary through High School Option-Physical Education Teacher Education Track)**

This recommendation is based upon the IPSB licensure terminology based on the school settings and options for program certification. In essence the PETE program will remain an all grade license, but the name will change to meet the school settings.

IPSB School Settings/Developmental Levels/Content Areas

ELEMENTARY/PRIMARY * Begins with Kindergarten	Early Childhood	Generalist Standards for Early and Middle Childhood, or Specific Content (Which will appear on the license as either Elementary/Primary Generalist or as a specific content area)
ELEMENTARY/INTERMEDIATE	Middle Childhood	Generalist Standards for Early and Middle Childhood, or Specific Content (Which will appear on the license as either Elementary: Intermediate Generalist, or as a specific content area)
MIDDLE SCHOOL/JUNIOR HIGH	Early Adolescence	Early Adolescence Generalist plus two core content areas, or Specific Content (Which will appear on the license as Early Adolescence Generalist with two content areas noted, or as a specific content area)
HIGH SCHOOL	Adolescence/ Young Adulthood	Specific Content (Which will appear on the license as a specific content area)

Recommendation #14:   **Adapted Physical Education and Health as content area options for PETE Majors**

In addition to offering elementary-high school setting certification (formally K-12), the department will offer the option to select (1) adapted physical education in elementary-high school settings and (2) health education in the middle through high school

The adapted physical education option will add 9-12[1] credit hours to the PETE course work and the health education option will add 30 credit hours beyond the PETE course work.

Content Area	School Settings	Additional hours beyond PETE
Physical education	Elementary primary Elementary intermediate Middle school/junior high High school	N/A
Adapted physical education	Elementary-primary Elementary-intermediate Middle school/junior high High school	9-12
Health	Middle school/junior high High school	21

Recommendation #15:   **Adoption of the content area standards modified by the PETE committee (see attached)**

The PETE committee devised a set of departmental standards based upon both the IPSB and NASPE beginning teacher standards.   The committee felt it was important customize the standards to our department, our ability to prepare students to the standards, and our ability as a faculty to meet the standards within the courses we offer.

Many of the standards were taken directly from NASPE and/or IPSB, while others were modified either by content or grammar. For each standard (e.g., assessment, reflection, etc.) there are two levels of outcome statements: knowledge outcomes and performance outcomes.   In total, there are 98 outcomes (knowledge and performance combined.)

The PETE committee also recommends that the PETE students be oriented to the standards once they declare PETE as their major track. It has also been discussed (not currently a recommendation) that students become responsible for maintaining a record of "artifacts" that demonstrate their knowledge and performance outcomes as part of a PETE portfolio development process. If students know the expectations related to knowledge and performance, they may be more inclined to understand and "buy into" program and course expectations

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[1] Number of hours is still undecided

Recommendation #16:   Formal fitness requirement for PETE majors

A question was asked of both student focus groups regarding the documentation of a personal fitness routine. Both groups supported the concept as a measure of accountability and means to model a healthy lifestyle. Neither group was opposed to the idea.

While the committee felt that the concept of a fitness "requirement" and/or documentation was important and recommends the faculty adopt this for the PETE majors, the group did not feel qualified to determine the best means of this documentation. It is recommended that the documentation and/or fitness requirement be explored by other faculty members who are experts in the area to determine the best way to develop the requirement. That group may also want to explore this topic in relation to exercise science and fitness/sports studies majors.

Recommendation #17:   Adoption of specific behavior management content

It appears after reviewing the focus group information that students, while comfortable with their knowledge of "behavior management' knew more about rules and procedures than actual strategies. The PETE committee felt it was important that students receive more information regarding positive behavior management and specific intervention strategies (e.g., token economy) as well as information about discipline, organization, etc.   It is recommended that the PETE committee adopt a formal list of behavior management strategies that will be integrated through a number of courses and demonstrated through student teaching experiences.

Recommendation #18:   Development of Camp Brosius information

Based upon the focus group discussion, the PETE committee recommends the following be adjusted related to the camp requirement and the camp orientation:

- The B1/B2 status for camp be reinforced by all advisors and stressed that camp should be attended no later than one's second year.   For those transferring with over 54 credit hours, students must take camp that first summer of transfer (exceptions for military duty, jury duty, pregnancy, or others decided by the Dean)

- Expectations about the purpose, goals, and operating principles of Camp be clearly framed in orientation and a sample of a daily plan be given to students to "demystify" the camp experience

- Camp faculty consider ways to decrease " perceived down time" and/or encourage more student feedback to reduce the amount of time perceived as down time- perhaps the camp faculty could get additional feedback on this from this summer's group

- Camp faculty present a complete list of activities and learning outcomes related to "outdoor activities" to the PETE group so that we can include what types of outdoor learning experiences are included in the knowledge and performance outcomes

- Camp faculty consider developing/implementing an effort to promote/develop an understanding of the benefits of the Camp Brosius experience. Possibilities include preparing written materials to be distributed as part of the School orientation meetings, powerpoint presentations on the web site, pizza/information sessions in the fall semester, written materials citing benefits our grads report from the Camp experience, readings prior to camp regarding experiential education/adventure programming. This material could be a help not only to students, but to advisors, many of whom have not visited Camp Brosius.

Appendix E
Summary of PETE Program related to Standards

Appendix F
Content Standards-Department of Physical Education

Standard One: Content Knowledge
        Physical education teachers understand physical education content and
disciplinary concepts related to the development of a physically educated person. def

Knowledge Outcomes

K.1.1   Has knowledge of content, elements, and sequencing of fundamental motor skills,
        physical fitness, aquatics, sports and games, lifelong leisure activities, dance and
        rhythms, and outdoor activities def

K.1.2   Identify critical elements def of motor skill performance, and combine motor skills
        into appropriate sequences for the purpose of improving learning

K.1.3   Describe performance concepts and strategies related to skillful movement and
        physical activity (e.g., fitness principles, game tactics, skill improvement
        principles)

K.1.4   Describe biophysical (anatomical, physiological, and biomechanical) and socio-
        psychological concepts to skillful movement, physical activity, and fitness

K.1.5   Understand current physical education/activity issues and laws def based on
        historical, philosophical, and sociological perspectives

K.1.6   Understands concepts and competencies in first aid, CPR, and universal
        precautions

K.1.7   Recognize approved state and national content standards, and local program goals

Performance Outcomes

P.1.1   Demonstrates knowledge and competency in fundamental motor skills, physical
        fitness, aquatics, sports and games, lifelong leisure activities, dance and rhythms,
        and outdoor activities def

P.1.2   Apply biophysical (anatomical, physiological, and biomechanical) and socio-
        psychological concepts to skillful movement, physical activity, and fitness

P.1.3. Debate current physical education/activity issues and laws def based on historical,
        philosophical, and sociological perspectives

P.1.4   Demonstrate competencies in first aid, CPR, and universal precautions

P.1.5   Demonstrates knowledge of approved state and national content standards, and
        local program goals

<u>Standard Two: Growth and Development</u>

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development

<u>Knowledge Outcomes</u>

K.2.1   Understands the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills

K.2.2   Understands how learners grow and develop, acquire health behaviors, become physically fit, and acquire skills

K.2.3   Understands how to identify and select appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task

<u>Performance Outcomes</u>

P.2.1   Incorporates into planning the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that influence developmental readiness to learn and refine movement skills

P.2.2   Monitors and assesses individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domain

P.2.3   Selects and implements appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task

Standard Three: Planning and Instruction
Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based upon state and national standards

Knowledge Standards

K.3.1   Identifies appropriate program and instructional goals

K.3.2   Understands how long and short-term plans are linked to both program and instructional goals, and the needs of all students

K.3.3   Understands how to use instructional strategies based on selected content, the needs of all students, and safety issues to facilitate student learning in physical education

K.3.4   Understands how to design learning experiences [def] that are safe, appropriate, relevant, and based on principles of effective instruction [def]

K.3.5   Understands what are appropriate instructional cues and prompts [def] to facilitate competent motor skill performance

K.3.6   Knows how to select appropriate teaching resources and curriculum materials

K.3.7   Understands the repertoire of direct and indirect instructional formats [def] to facilitate student learning

K.3.8   Understands the concept of a coordinated school health program in the total school environment

K.3.9   Understands the importance of integrating knowledge and skills from multiple subject areas

K.3.10 Understands how to effectively demonstrate and explain physical activity concepts

Performance Outcomes

P.3.1   Develops and implements appropriate program and instructional goals

P.3.2   Develops long and short-term plans that are linked to both program and
        instructional goals, and the needs of all students

P.3.3   Implements instructional strategies based on selected content, the needs of all
        students, and safety issues to facilitate student learning in physical education

P.3.4   Develops and implements learning experiences [def] that are safe, appropriate,
        relevant, and based on principles of effective instruction [def]

P.3.5   Develops and uses appropriate instructional cues and prompts [def] to facilitate
        competent motor skill performance

P.3.6   Selects and implements appropriate teaching resources and curriculum materials
        based upon current discipline literature

P.3.7   Develop and implements a repertoire of direct and indirect instructional formats
        [def]

        to facilitate student learning

P.3.8   Develops a coordinated school health education plan for the total school
        environment

P.3.9   Provides and incorporates learning experiences that allow students to integrate
        knowledge and skills from multiple subject areas

P.3.10 Uses effective demonstrations and explanations to help students learn physical
        activity concepts

Standard Four: Communication
       Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Knowledge Outcomes

K.4.1   Describe effective communication skills (use of language, clarity, conciseness, pacing, given and receiving feedback, age appropriate language, non-verbal communication)

K.4.2   Knowledge of how to present managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video)

K.4.3   Knowledge of how to communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences)

K.4.4   Describe strategies to enhance communication amongst students in physical activity settings

Performance Outcomes

P.4.1   Demonstrates effective communication skills (use of language, clarity, conciseness, pacing, given and receiving feedback, age appropriate language, non-verbal communication)

P.4.2   Demonstrates the ability to present managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video)

P.4.3   Demonstrates the ability to communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences)

P.4.4   Implements strategies to enhance communication amongst students in physical activity settings

P.4.5   Communicates and seeks input for planning from school colleagues, parents/guardians, professionals, and the community through open houses, faculty meetings, newsletters, and conferences

P.4.6   Probes for learner understanding, helps learners articulate their ideas, and encourages learner inquiry through a variety of ways (e.g., promotes risk taking, problem solving, factual recall, curiosity, convergent and divergent thinking, creativity)

Standard Five: Management and Motivation

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Outcomes

K.5.1   Understands how managerial routines create a smoothly functioning learning experience [def] and environment.

K.5.2   Understands how to organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.

K.5.3   Has knowledge of a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of school.

K.5.4   Has knowledge of strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

K.5.5   Has knowledge of human motivation and behavior drawn from the physiological and behavioral sciences necessary to develop an effective behavior management plan.

Performance Outcomes

P.5.1   Uses managerial routines that creates a smoothly functioning learning experience [def] and environment.

P.5.2   Organizes, allocates, and manages resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.

P.5.3   Uses a variety of developmentally appropriate practices to motivate students to participate in physical activity in and out of school.

P.5.4   Uses a variety of strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

P.5.5   Uses concepts of human motivation and behavior drawn from the physiological and behavioral sciences necessary to develop an effective behavior management plan.

Standard Six: Diverse Learners
Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Knowledge Outcomes

K.6.1 Understands the impact of cognitive, cultural, emotional, social, and physical differences on learning performance.

K.6.2 Has knowledge of different approaches to learning (e.g., learning styles, multiple intelligences, performance modes, instructional strategies) that use learners' strengths as the basis for growth

K.6.3 Understands and knows how learning is influenced by individual experiences (e.g., talent, challenges, cultural, family, community)

K.6.4 Has knowledge of cultural and community diversity and how to incorporate community resources and student experiences and cultures into instruction

K.6.5 Understands characteristics of learners who are physically, mentally, socially, and emotionally challenged and understands laws pertaining to their instruction

K.6.6 Knows how to plan, implement, and instruct activities which include students with diverse and unique learning needs in general programs

Performance Outcomes

P.6.1 Designs instruction appropriate for all developmental levels, ability levels, and learning styles

P.6.2 Uses appropriate strategies, services, and resources to meet special and diverse learning needs

P.6.3 creates a learning environment which respects and incorporates the learners' personal, family, cultural, and community experiences.

P.6.4 Creates a classroom environment that helps learners value and respect the human potential in themselves and others.

P.6.5 Provides an appropriate learning experience in the least restrictive environment designed to meet the individualized goals and objectives set for the learner

Standard Seven: Student Assessment
    Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Knowledge Outcomes
K.7.1   Has knowledge of the importance of assessment, its ability to affect programming decisions, monitor student/teacher progress, and how it can improve teaching in general

K.7.1   Has knowledge of the key components of various types of assessment, the ability to describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias

K.7.2   Has knowledge of a variety of authentic [def] and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback (which may include, but not limited to grading), and communicate student progress (both formative [def] and summative [def] in nature).

K.7.3   Understands the importance of using learning and performance data to make informed curricular and/or instructional decisions

Performance Outcomes
P.7.1   Can identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias

P.7.2   Uses a variety of authentic [def] and traditional assessment techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback (which may include, but not limited to grading), and communicate student progress (both formative [def] and summative [def] in nature)

P.7.3   Interprets and uses learning and performance data to make informed curricular and/or instructional decisions

P.7.4   Utilizes information from parents/guardians, colleagues, and students about learners' experiences, learning behaviors, and progress to make informed decisions about student learning and teaching behaviors

Standard Eight: Reflection

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parent/guardians, fellow professionals), and seek opportunities to grow professionally

Knowledge Outcomes

K.8.1 Has knowledge of a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change

K.8.2 Has knowledge of available resources (e.g., literature, professional organizations) to develop as a reflective professional

K.8.3 Understands how to construct a plan for continued professional growth based upon one's assessment of personal teaching performance

Performance Outcomes

P.8.1 Consistently uses a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change

P.8.2 Uses available resources (e.g., literature, professional organizations) to develop and improve as a reflective professional

P.8.3 Constructs a plan for continued professional growth based upon one's assessment of personal teaching performance

P.8.4 Participates in the professional and educational community for support, reflection, problem solving, and new ideas

Standard Nine: Technology
Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity

Knowledge Outcomes

K.9.1   Has knowledge of current technologies and their application in physical education

K.9.2   Understands how to design student learning activities that integrate information technology

Performance Outcomes

P.9.1   Demonstrates knowledge and ability to use current technologies and their application in physical education

P.9.2   Designs, develops, and implements students learning activities that integrate information technology

P.9.3   Consistently uses technologies to communicate, network, locate resources, and enhance continuing professional development

Standard Ten: Collaboration
Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

<u>Knowledge Outcomes</u>
K.10.1 Understand why and how to collaborate with colleagues in all curricular areas including special education teachers and other personnel resources in order to develop strategies for meeting the needs of all learners

K.10.2 Has knowledge of how schools are a part of the larger community, relative to health education and physical education

K.10.3 Knows laws related to learners' and teachers' rights and responsibilities

K.10.4 Understands how factors in the learners' environment outside of the school may influence learners' lives and learning

K.10.5 Has knowledge of current educational reform and climate issues that affect teaching (e.g., school climate, least restrictive environment, inclusion, school choice)

<u>Performance Outcomes</u>
P.10.1 Interacts with colleagues from all curricular areas, including special education to maximize student learning and professional development

P.10.2 Identifies and uses community resources to provide health-enhancing opportunities

P.10.3 Acts as an advocate and resource for the school to promote a variety of health-enhancing activities

P.10.4 Pursues productive relationships with parents/guardians, colleagues, counselors, and other professionals to support student growth and well-being

P.10.5 Is sensitive to, recognizes, and responds to signs of distress and seeks appropriate help as needed.

Appendix G
Proposed Student Portfolio Guidelines
NOT YET APPROVED BY THE DEPARTMENT OF PE

Students indicating teacher education as their intended study track must complete a student portfolio. This portfolio, in combination with their grade point average, Praxis scores, and interviews will act as the major assessments of student learning outcomes as well as guidelines for program admission. The following details portfolio procedures and student responsibilities.

Admissions Criteria for the IUPUI PETE Program

The PETE committee uses the following scoring system for the admissions and subsequent evaluation processes:

1. Grade point average (representing content knowledge)
2. PPST-Praxis scores
3. Portfolio artifacts, including video of teaching (representing performance)

Teacher candidates are expected to achieve at least the minimum level in every area and maintain a composite score of 6 points to be accepted unconditionally. Scores below the minimum in two or more areas will result in faculty recommendation of denial

1. **Grade Point Average: 0-5 points possible; 1 point is minimum***
   Students indicating PETE as their degree track must achieve a minimum of 2.5 to be admitted to and stay in the program. However, recognizing that teachers should achieve a better than average GPA, those students achieving higher than a 2.5 will be subsequently awarded. **(Measuring content knowledge)**

3.5-4.0	5 points
3.29-3.49	4 points
3.0-3.29	3 points
2.75-2.99	2 points
2.5-2.74	1 point
Below 2.5	Non-consideration; application will not be processed

2. **Praxis Test: 0-3 points; 2 points minimum/ 3 points must be achieved to proceed to student teaching****

To be accepted into the School of Education, all teacher education majors must pass all three components of the PPST. PETE students must pass all three tests to continue past the initial level, but may be conditionally admitted until all three tests have been passed. **(Measuring Content Knowledge)**

Pass all 3 tests	3 points
Pass 2 of 3 tests	2 points
Pass 1 of 3 tests	1 point
None passed	Denial

3. **Portfolio Evaluation: 0-4 points; 3 points minimum**
The student portfolio is a critical measure of student learning outcomes and is reviewed by members of the PETE committee (no less than 3 members will review the portfolio). A rubric that corresponds to the departmental standards will be used as the evaluation tool. **(Measuring growth and development, instructional strategies, communication, diverse learners, reflection, technology, and collaboration)** NEED TO DEVELOP A RUBRIC TO SEE IF SCORING IS APPROPRIATE

3.5-4.0	4 points
3.0-3.49	3 points
2.5-2.99	2 points
2.0-2.49	1 point
below 2.0	unacceptable

Assessment of Student Learning Outcomes:
For the initial evaluation of student progress, eight of the 10 DPE are assessed for student learning. The remaining three standards (management and motivation, assessment) will be assessed in the second portfolio submission.

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*Students cannot be admitted into the School of Education with a GPA below 2.5.
**Students can be admitted into the PETE program without passing all three tests, but will not be able to student teach unless all three tests have been passed.

Application to IUPUI Physical Education Teacher Education Portfolio Requirements for Initial Application

This is the second submission of your portfolio to the PETE committee. Much of what you addressed in the initial copy will need to be updated in this submission. As with your first submission, your work should be free of spelling and grammatical mistakes. Photos and other artifacts should have captions explaining their relevance, and all work should be your own.

This portfolio is a critical to demonstrating your progress and your **readiness** to student teach. You must meet a composite score of X in order to proceed to student teaching. Without such a score, you will not be allowed to student teach, however you may resubmit for consideration the following semester.

Please recognize the need to show progress, improved abilities, significant changes where you had areas of weakness, and continued improvement where you had areas of strength.

Required Portfolio Artifacts

Section I: Completed Application
1. Application materials (not yet decided what should be in here)

Section II: Personal Introduction

This section of your portfolio is extremely important and should ideally change in your future submissions. This section is the committee's introduction to you and your desire to become a physical education teacher. This also represents you ability to communicate via written expression which is an extremely important ability in academic work and future teaching assignments. Please provide the following in your statement:

1. Who you are
2. Why you chose to become a physical education teacher
3. Why you think you would make a quality physical education teacher
4. Why we should accept you into the PETE program at IUPUI
5. Other strengths and weakness which you plan to build upon and/or improve through your academic work
6. Sample of academic work that demonstrates your interpersonal communication abilities-please share your original work even with feedback

Section III: Academic Achievement and Progress
To gauge your achievements and progress to date, please provide the PETE committee with the following:
1. Official copy of PPST Scores
2. Unofficial copy of transcript to date
3. Evidence of work such as papers/projects which reflect your academic ability (please submit your original work with name, feedback from instructor, and grade)
4. Copies of lesson plans from HPER P290 and HPER PXXX
5. Philosophy of Physical Education statement written in HPER P195

Section IV: School/community work experience with children/youth
Experience with children and youth is a critical aspect of growth as a teacher. Please provide the committee with the following documenting your experience:
1. Written statement describing your work-related experiences with children/youth-this needs to be work or volunteer related not babysitting or playing with neighbors
2. Two letters of recommendation that speak to your ability to work with children/youth, your professionalism, and your ability to become a quality physical education teacher. These letters need to be from those who have witnessed your abilities and can recommend you professionally.
3. Other types of evidence such as pictures, short video clips

Section V: Diversity and Multicultural Awareness
Your experience working with diverse and multicultural populations is critical. A thorough and in-depth statement which demonstrates an understanding of how diversity has affected your life. Please provide the committee with the following:
- Your experiences working with these populations
- What did you learn from interacting with other cultures, races, and abilities?
- What did you learn about yourself from these experiences?

Section VI: Participation in the Profession
- A statement of why lifetime physical activity is important to you and your future students
- A photocopy of your membership card to IAHPERD and/or AAHPERD
- Evidence of past and current participation in physical activity

Section VII: **Competency in Technology**

Please provide the PETE committee with the following information. You will recognize the questions from your previous portfolio submission. Please update these answers as well as provide additional detail where necessary.

1. A list of software programs that are well-versed and competent
2. A list of software programs which you are familiar but need more practice
3. Describe how you use technology to help you in your coursework and better yourself as a professional
4. Please include two sample projects from P200 which demonstrate your competencies in technology

| Physical Education Teacher Education |
| Portfolio Application for Student Teaching |
| Portfolio Requirements |

This portfolio is the second in a series of portfolio submissions. It is expected that this portfolio will demonstrate your growth as a student and developing professional. The following are required for application: 2.5 overall GPA and all PETE coursework completed (not School of Education Blocks). Any outside certification work (e.g., health, adapted physical education) does not have to be completed. The portfolio will be reviewed by the PETE committee and if deemed satisfactory, the applicant will be called for an interview. Only applicants who receive a satisfactory review and a successful interview will be allowed to student teach. There is no guarantee that you will be allowed to student teach, however you may reapply for a second time should you not be admitted after your first review. All items should be free from spelling and grammatical errors.

Required Portfolio Artifacts for Student Teaching

Section I: Completed Application
1. A statement of your personal and professional growth and development from participation in the PETE program
2. Application form
3. Unofficial copy of most recent transcript
4. Official report of Praxis (PPST); all three test must have been passed
5. Completed course worksheet

Section II: Personal Philosophy
Please provide the following in your personal philosophy statement:
1. Your philosophy concerning the purpose of physical education at all grade levels
2. Why you chose to become a physical education teacher and why you think you will be a quality physical education teacher
3. Evidence that clearly indicates your growth and development personally and professionally.

Section III: Academic Achievement

Please provide the PETE committee with the following-remember all work should be original with instructor feedback and grade:

1. Minimum of five sample lesson plans from HPER P390, HPER P398, and HPER PXXX
2. Sample unit plan from HPER P497
3. Sample assessment plans from HPER P497 and HPER PXXX
4. Sample behavior management plans from HPER P398, HPER P390, and/or HPER PXXX

Section IV: School/community work experience with children/youth

Please provide the PETE committee with the following:

1. Written statement describing your work-related experiences with children/youth. Include how your course work has changed your experiences and how these experiences have added to your professional growth
2. Two letters of recommendation that speak to your ability to work with children/youth, your professionalism, and your ability to become a quality physical education teacher. These letters need to be from those who have witnessed your abilities and can recommend you professionally.
3. Other types of evidence such as pictures, short video clips

Section V: Diversity and Multicultural Awareness

Please provide the committee with the following:

1. Summary of your experience working with diverse populations from when you began the PETE program until now
2. What have you learn from interacting with other cultures, races, and abilities?
3. What did you learn about yourself from these experiences?

Section VI: Participation in the Profession

Please provide the PETE committee with the updated versions of the following:

1. A statement of why lifetime physical activity is important to you and your future students
2. A photocopy of your membership card to IAHPERD and/or AAHPERD
3. Evidence of past and current participation in physical activity

Section VII: Competency in Technology
Please provide the PETE committee with an updated version of the following:
1. A list of software programs that are well-versed and competent
2. A list of software programs which you are familiar but need more practice
3. Describe how you will integrate technology when teaching physical education
4. Please include two work samples that asked you to integrate technology (work samples must be original, include instructor feedback, and a grade)

Appendix H
Advising Sheet for PETE majors
(revised F2002)

IUPUI TEACHER EDUCATION   *Physical Education*
(Elementary+middle+secondary school settings)
7-27-02 draft

Student

I.   **Physical Education/Teacher Education HPER Courses** *(Proposal: Minimum of C in major courses; 2.5 or higher GPA in major courses)*

Course Title	Prerequisites	Offered *	Dept.	Course	Hours	Grade
Learning Community (new students + transfers with < 15 cr hrs)		F	UCOL	110	1	
Swimming Requirement – pass Department swim test; if necessary, take lessons or class/es, re-take/pass test. (Recorded as Satisfactory/Fail)		F, Sp	HPER		0	
Class in activity new to the student: select from badminton, diving, fencing, golf, lifeguard training, martial arts (karate, taekwondo, t'ai chi, yoga), tennis, scuba, mini-marathon training; water safety instructor.		F, Sp, SI, SII	HPER	Exxx	1	
First Aid and Emergency Care		F, Sp, SI, SII	HPER	H160	3	
Introduction to Health Education		F	HPER	H163	3	
Teaching Individual/Dual Activities (new course)		TBA	HPER	P1xx	1	
Teaching Team Activities (new course)		TBA	HPER	P1xx	1	
Elective dance class (social/ballroom, tap, ballet, modern, folk, jazz, world, dance survey – **NOT** aerobics, kickboxing, group exercise)		F, Sp, SI, SII	HPER	D or E	1	
History & Principles of Physical Education		F, Sp	HPER	P195	3	
Computer Applications/Physical Education--(EDUC requires C or better; course may not be older than 10 years by time you student teach)		F, Sp	HPER	P200	3	
Structural Kinesiology (see advisor for BIOL+Ivy Tech options)		F, SP	HPER	P205	3	
Principles & Practice of Exercise Science		F, Sp	HPER	P215	3	
Nutrition for Health		F, Sp	HPER	N220	3	
Teaching of Dance Activities **prereq**		F	HPER	P224	2	
Motor Development (new 200-level course to be developed)		F, Sp	HPER	P2XX	3	
Performance & Teaching -Cardiovascular Fitness		TBA	HPER	P244	2	
Performance & Teaching - Resistance Training		TBA	HPER	P245	2	
Performance & Teaching - Activities for Persons with Disabilities		SI	HPER	P2xx	1	
Movement Experiences for Preschool & Elementary Children		F, Sp, SI, SII	HPER	P290	2	
Lifetime Sports (At Camp Brosius, WI)		SI	HPER	P271	1	
Dynamics of Camp Leadership (At Camp Brosius, WI)		SI	HPER	R275	2	
Methods of Teaching Physical Education in the Middle School **prereqs**		F, Sp	HPER	P3xx	3	
Kinesiology **prereqs**		F, Sp	HPER	P397	3	
Adapted Physical Education **prereqs**		Sp	HPER	P398	3	
Introduction to Sport Psychology **prereqs**		F, Sp	HPER	P405	3	
Basic Physiology of Exercise **prereqs**		F, Sp	HPER	P409	3	
Legal Issues in Sports Settings **prereqs**		TBA	HPER	P411	3	
Motor Learning **prereqs**		F, Sp	HPER	P452	3	
Tests & Measurements **prereqs**		F, Sp	HPER	P493	3	
Organizational & Curricular Structures of PE K-12 **prereqs**		F	HPER	P497	2	

68 cr hrs

*   F = Fall, Sp = Spring, SI = Summer I, SII = Summer II. This column indicates when classes are <u>typically</u> offered. Subject to change.

C.

D.

E.

F.   Prerequisites (Under construction)

HPER	Course Title	Prereq 1	Prereq 2	Prereq 3	Prereq 4	Prereq 5	Prereq 6
P224	Teaching of Dance Activities	Elective dance					
P3xx	Methods of Tchng PE in	P195	P1xx & P1xx	H163	P2xx Mrt Dev	P224	P290

	Middle School		P&Ts				
P397	Kinesiology	P205	Math 110 or +				
P398	Adapted Physical Education	P195	P215	P224	P290	P3xx-mid	
P405	Intro Sport Psychology	Psy B104/Soc R110	Jr or Sr status				
P409	Exercise Physiology	P205	BIOL N217 or N215+N216	P215			
P452	Motor Learning	P205	BIOL N217 or N215+N216	P2xx-Mtr Dev	2 P & T's		
P411	Legal Issues	Eng W131	P195	P290	P3xxx-middle	Jr or Sr	
P493	Tests & Msmts	P195	H163	P200	Math 110or +	P224	P3xx-Mid
P497	Org'l & Curr Structures PE	P195	P224	P290	P3xx-middle	2nd English	Educ H341

II. GENERAL EDUCATION REQUIREMENTS (31-39 cr)   Physical Education/Teaching
   6-24-02

A. HUMANITIES: (15 hours; but 3 of 15 have been counted in HPER)				
Required Humanities – **(9 hours)**	**Dept.**	**Course**	**Cr**	**Grade**
Elementary Composition I (Grade of C or better required by PE &EDUC)	ENG	W131	3	
Prof'l Writing Skills OR Bus Comm X204 OR W132-Elem Comp II (Grade of C or better required by PE)	ENG/Bus	W231/X204 W132	3	
Speech Communication (Grade of C or better required by PE & EDUC) – EDUC does not allow this course to be taken by correspondence	COMM	R110	3	
Elective Humanities – **(6 hours):** **Select from** **AHLT W105, Art, Classical Studies, Communication, English, Folklore, Foreign Language, selected dance courses(HPER D101/D332/D441); HPER P402-Sports Ethics; Journalism, Music, Philosophy, Religion.**				
Elective Humanity #1			3	
Elective Humanity #2			3	

B. MATH/ SCIENCE –(total depends on courses you select and math placement—range 7-12)				
Structural Kinesiology	HPER	P205	3	In HPER
Human Biology Lecture	BIOL	N214	3	
Human Biology Lab	BIOL	N215	1	
Math 110 or 111 Algebra (4 Cr.)— *If you test into Math 118 or Math 153 or a higher level math class, you do not need to take additional math*	MATH			

C. SOCIAL& BEHAVIORAL SCIENCES (9 Hours)				
Psychology as a Social Science (PSY B104) **or** Introduction to Sociology (SOC R100)			3	
Society & Culture (or similar diversity course approved in advance by Education)	ANTH	A104	3	
Education & American Culture (EDUC requirement— need C or higher grade)	EDUC	H341	3	

III. PROFESSIONAL EDUCATION (33 cr) – Must be admitted to Education/Teacher Education to take
   these

See School of Education website for admission requirements
http://education.iupui.edu/admissions/soeadmin.htm

BLOCK I – Diversity & Learning Block (7 cr)				
❑ Diversity & Learning: Reaching Every Adolescent	EDUC	M322	6	
❑ Diversity & Learning Field Experience	EDUC	M301	1	
BLOCK II – Middle School Block (7 cr)				
❑ Teaching & Learning in the Middle School	EDUC	S420	3	
❑ Middle School Field Experience	EDUC	M303	1	
❑ Content Literacy	EDUC	M469	3	
BLOCK III – Teaching & Learning in the High School (3 cr ?4)				
❑ Methods of Teaching Physical Education (focus: secondary) spring 2003, then FALL only starting fall 2003	EDUC	M456	3	
❑ High School Field Experience	EDUC	Mxxx	0	
BLOCK IV – Student Teaching (8 wks @ one level; 8 wks @ other—need to define possible combinations)				
❑ Student Teaching (16 weeks; S/F grading)	EDUC	M451?	16	

Summary: Through this program you will earn a BS in Physical Education and will be certified to teach 2 content areas: health education (middle and high school) and physical education (all grades)

Category Totals: Physical Education (68 cr) + GEN ED (28-33 cr) + EDUC (33 cr) = 129-134

BJ   7-27-02/PETE—white paper   **IUPUI Physical Education 317-274-2248**