Code # ED08

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

PE 3822

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Theory and Practice of Teaching Rhythmical Activities

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

The values, scope, and analysis of rhythmical activities and basic movement experiences. Emphasis is given to teaching techniques and   
 program progression.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Yes

b. Why?

This class requires Introduction to Secondary Teaching (SCED 2513) as a Pre-requisite. Before a student can successfully take part and perform some of the labs in TPT rhythmical they need to have a knowledge base of class room management, a teaching philosophy and different learning models

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall and Spring

10. Contact Person (Name, Email Address, Phone Number)

Hollie Huckabee, Arkansas State University, PO Box 240, State University, AR 72467, [hhuckabee@astate.edu](mailto:hhuckabee@astate.edu) 870-680-8112.

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? **Yes**

If yes, what course?

**PE 3823 Theory and Practice of Teaching Rhythmical Activities.**

Has this course number been used in the past? **No**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

• To provide the student with knowledge concerning performance of the basic fundamental motor skills used in teaching children basic movement.

* To provide the student with knowledge of the values, scope and analysis of rhythmical activities and their role in the child’s growth and development.

• To provide the student with opportunity to learn fundamental rhythmical skills.

• To enable the student to understand goals as well as benefits of a good rhythmical background.

• To enable the student to develop a rhythmical program

• To provide the student with the opportunity to gain public school experiences in teaching rhythms/dance.

• To enable the student to organize and manage classes to assure maximum learning.

• To provide the student an opportunity to demonstrate knowledge of and application of materials learned in the above goals

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The course strives to teach activities to a group of diverse learners, the course promotes professional involvement through collaborating with public schools. The course promotes activity for the life-long learner.

c. Student population served.

Physical Education Students approximately in their Junior year.

d. Rationale for the level of the course (lower, upper, or graduate).

The student should have a clear understanding of proper class room management, their own teaching philosophy, as well as, a foundational knowledge of the body as a mechanical system. Upon completion of SCED 2513 and other classes in the curriculum the student should have the necessary knowledge to aide in their learning of this class.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1 – Planning a Rhythmic Program – rhythmic activities with updated terms, unit planning, etc

Week 2 – Icebreaker Activities & Rhythmic Games and Activities – encourage enthusiastic and rhythmic participation as well as focus on large-muscle repetitive activities , introduce rhythms and dance movements, integration of other subjects

Week 3- Cross –Lateral/Mid Line of Body – the importance of right and left brain activities

Week 4 – Loco-motor Skills/non loco-motor skills – Review of large muscles and loco-motor skills as well as small muscle groups and non-loco-motor skills

Week 5 – Rhythm Sticks- perceptual and learning objectives such as but not limited to hand/eye coordination, body part awareness, spatial awareness, laterality, directionality, etc.

Week 6 – Themed Rhythmic Activities – This provides the a sense of cross curriculum activities and integrating real world activities (celebrations) with rhythm. Also brings an appreciation for other cultures.

Week 7 – Line Dances –entry level skills, teaching cues, teaches creativity, enhances rhythmic development and reinforces basic and combination movements

Week 8- Folk Dances – cultural heritage, self-expression, and patterned movements

Week 9 – Public School Physical Education Observations – provides the future professional with an insight to what a typical physical education looks like, how it is managed and what activities are being taught.

Week 10 – Square Dance/Mixers – United States heritage, participatory, team work, listening skills, peer teaching. Mixers promote a non-threatening environment that focus on the individual, social skills, inclusion for all, self-esteem and confidence

Week 11/12 – Micro- Teaching – Opportunity for future professionals to teach their peers rhythmic lessons from previous weeks or from outside research.

Week 13/ 14- Public School Teaching – Team teaching in the public elementary schools rhythmic activities. Allows hands on experience.

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Course Requirements – attendance, participation, tests, micro-teachings

Test =100 points

Micro Teachings = 50 points

Observations = 50 points

Lab participation = 200 points

Class is based on total points

18. Special features (e.g. labs, exhibits, site visitations, etc.)

Site visitations (two)

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

Primary Goal – is to enhance the understanding of the importance of rhythmic activities to the overall growth and development of a student as well as a   
 physical education program.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Rhythmic Activities and Dance, John Price Bennett and Pamela Coughenour Riemer

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester:

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

The student will be able to design and instruct their own rhythmical units.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Each student will perform and instruct a “mini” rhythmical lesson to the entire class. The student will also provide all peers in class with a copy of their lesson plan and any additional resources. Each student will compile a portfolio of all lessons.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

A teaching rubric that addresses the student’s lesson presentation, objectives, organization, their content knowledge and engagement. A portfolio rubric will also be used to assess the compiled lessons.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

The student will be able to link appropriate loco-motor and non-loco-motor skills to rhythmic activities.

Learning Activity:

Class labs will be used to demonstrate the activities.

Assessment Tool:

Each student will be assessed using loco-motor skills rubrics. Assessment will also come in the form of demonstration of knowledge through peer teaching.

**Outcome #3**:

Explain the importance of implementation of a rhythmic program in the academic world.

Learning Activity:

Each student will give an oral and written presentation on the topic of rhythmic activities as it relates to academics.

Assessment Tool:

paper and presentation rubric

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**Major in Physical Education**

**Bachelor of Science in Education P-12**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

The Arkansas Department of Education has proposed changes to teacher and administrator

licenses. These changes will affect students entering Arkansas State University in

academic year 1997-98. Please consult with your advisor for information as you proceed

through your program of studies. Additional information will be available in department offices

and the Professional Education Programs office.

**University Requirements:**

See University General Requirements for All Baccalaureate Degrees (p. 41)

**First Year Making Connections Course Sem. Hrs.**

HPES 1013, Introduction to HPESS (Making Connections) ................................................................................... 3

**General Education Requirements: Sem. Hrs.**

Refer to index for General Education Curriculum for Baccalaureate Degrees .........................................................43

***Students with this major MUST take the following:***

SCOM 1203, Oral Communication

PE 1002, Concepts of Fitness

**Major Requirements: Sem. Hrs.**

ES 3543, Human Anatomy and Anatomic Fundamentals of Motion ..................................................................... 3

ES 3553, Basic Physiology of Activity .................................................................................................................. 3

ES 4763, Kinesiology ........................................................................................................................................... 3

HLTH 2513, Principles of Personal Health ............................................................................................................ 3

HLTH 2523, First Aid and Safety ......................................................................................................................... 3

HLTH 3533, Strategies for Teaching Health Education ......................................................................................... 3

\*HPES 1883, Foundations of HPESS ................................................................................................................ 0-3

PE 3802, Physical Education for Teachers of Young Children .............................................................................. 2

~~PE 3823, Theory and Practice of Teaching Rhythmical Activities ...3~~

PE 3822, Theory and Practice of Teaching Rhythmical Activities ...2

PE 3832, Theory and Practice of Teaching Fitness Concepts .............................................................................. 2

PE 3842, Theory and Practice of Teaching Leisure Sports ................................................................................... 2

PE 3862, Theory and Practice of Teaching Racket Sports .................................................................................... 2

158 159

**Course Description [Page374 Undergraduate Bulletin 2011-2012]**

**PE 382~~3~~2. Theory and Practice of Teaching Rhythmical Activities** The values,

scope, and analysis of rhythmical activities and basic movement experiences. Emphasis

is given to instructional techniques and program progression. Prerequisite SCED 2514.

Fall, Spring.