This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   □ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   □ Completed     □ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department’s representative is prepared to address A2C2’s questions on this matter.
   □ Completed     □ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   □ Completed
   Name and office phone number of proposal's representative: Chad Grabau 457-2316

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   □ Completed     □ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   □ Completed     □ NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   □ Completed     □ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   □ Completed     □ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   □ Completed     □ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   □ Completed     □ NA

Department's A2C2 Representative or Alternate: [Signature]  Date: 10-2-08

[Revised 9-05]
WINONA STATE UNIVERSITY
PROPOSAL FOR REVISED COURSES

Department __ PESS __________________________  Date __ 10-01-08 __________

If proposed course change requires A2C2 and/or graduate Council approval, i.e., not considered a notification, complete and submit this form with the appropriate number of copies. Refer to Regulation 3-4, Policy for Changing the Curriculum, for complete information on submitting proposals for curricular changes.

Current Course Information

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PESS 124</td>
<td>Water Safety Instructor</td>
<td>1</td>
</tr>
</tbody>
</table>

This Proposal is for a(n)    X___ Undergraduate Course    ___ Graduate Course

Applies to:    X___ Major    ___ Minor    ___ University Studies

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X___</td>
<td></td>
</tr>
</tbody>
</table>

Gradning    X___ Grade only    ___ P/NC only    ___ Grade and P/NC Option

Frequency of offering __________________________

Proposed Course Information. (Please indicate only proposed changes below.)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
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</table>

This Proposal is for a(n)    ___ Undergraduate Course    ___ Graduate Course

Applies to ___ Major    ___ Minor    ___ University Studies

<table>
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<th>Required</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

Gradning ___ Grade only    ___ P/NC only    ___ Grade and P/NC Option

Frequency of offering __________________________

A. Changes in the course description,
1. Catalog description (include a display of current and proposed course requirements).
2. Course outline of the major topics and subtopics (minimum of two-level outline).
3.a Instructional delivery methods utilized: (Please check all that apply).

<table>
<thead>
<tr>
<th>Lecture: Auditorium</th>
<th>ITV</th>
<th>Online</th>
<th>Web Enhanced</th>
<th>Web Supplemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: Classroom</td>
<td>Service Learning</td>
<td>Travel Study</td>
<td>Laboratory</td>
<td>Internship/Practicum</td>
</tr>
<tr>
<td>Other: (Please indicate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

|------|--------------|-----------|-------------|---------------|----------------|---------------------|---------|-----------------|-----------------|-----------------|

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

B. Rationale for each of the changes proposed.
C. Impact of this Course on other Departments, Programs, Majors, or Minors
1. Does this course increase or decrease the total credits required by a major or minor of any other department? If so, which department(s)?
2. List the department(s), if any, which have been consulted about this proposal.
D. Describe impacts of this proposal on the University Studies Program.
Definitions:

01-Satellite:

02-CD Rom:

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

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

05-Broadcast TV:

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

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

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

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

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

Attach an Approval Form with appropriate signatures.

Department Contact Person for this Proposal:

Chad Grabau
Name (please print)

457-3316
Phone

cgrabau@winona.edu
e-mail address

[Form Revised 7-5-07]
Proposal for Revised Courses

A. Changes in course description: the only changes that are being suggested include: (1) increased content (as shown in outline comparison listed below), and as a result (2) increase in contact hours (35+) mandated by the American Red Cross.

Current Course Outline

1. Pre-Assessment of Aquatics Skills
   a. Front-Crawl
   b. Back-Crawl
   c. Breast-Stroke
   d. Butterfly
   e. Side-Stroke
   f. Elementary Back-Stroke
   g. Floating
   h. Treading

2. Teaching Water Safety Instruction
   a. Overview of Course Components
   b. Planning and Preparing to Teach
   c. Orientation to Course Materials
   d. Stroke Observation

3. Stroke and Practice Development
   a. Development and improvement upon the following strokes and skills through practice, video observation and reciprocal practice.
      i. Front-Crawl
      ii. Back-Crawl
      iii. Side Stroke
      iv. Breast-Stroke
      v. Elementary Back-Stroke
      vi. Butterfly
      vii. Diving Progression
      viii. Surface Dives
      ix. Water Safety & Survival Techniques

4. Development and Learning of Aquatics
   a. Teaching Strategies & Techniques
   b. Learning for All Levels & Age Considerations
   c. Classroom Management
   d. Model Teaching
   e. Hydrodynamic Principles
   f. Evaluation of Swimmer Development

5. Lesson Planning and Assessment
   a. Planning Lessons
   b. Self-Evaluation of Lesson Plan
   c. Assessment of Aquatics Skills
   d. Recording & Reporting Progress
   e. Customizing for Individuals w/Disabilities
   f. Customizing for Adult Learners

6. Administering the Learn to Swim Program
   a. Levels 1 – 6
   b. Parent & Child Aquatics
   c. Water Safety Presentations
   d. Basic Water Rescue
   e. Longfellow Whale Tales

7. Practice Teaching
   a. Block Planning
b. Lesson Planning  
c. Equipment Selection & Utilization  
d. Motivation Strategies  
e. Teaching Progressions  
f. Feedback & Instructional Practice  
g. Assessment & Evaluation

8. American Red Cross Administrative Overview  
   a. Local Chapter Information  
   b. Paperwork & Record Keeping  
   c. Certification and Authorization Requirements

Proposed Course Outline

1. Pre-Assessment of Aquatics Skills  
   d. Front-Crawl - (Competency Level)  
   e. Back-Crawl - (Competency Level)  
   f. Breast-Stroke - (Competency Level)  
   g. Butterfly - (Competency Level)  
   h. Side-Stroke - (Competency Level)  
   i. Elementary Back-Stroke - (Competency Level)  
   j. Floating - (Competency Level)  
   k. Treading - (Competency Level)

2. Teaching Water Safety Instruction  
   a. Overview of Course Components  
   b. Planning and Preparing to Teach  
      i. Aquatics Skills Practice  
      ii. Utilizing Personality & Strengths  
      iii. Responsibility of Safety & Risk Management  
      iv. Communication Skills  
      v. Organizational Skills  
      vi. Understanding and Meeting Needs of All Learners  
      vii. Representation of American Red Cross  
   c. Orientation to Course Materials  
      i. Swimming & Diving  
      ii. Instructor Manual  
      iii. CD-ROM  
      iv. Whale Tales  
      v. Parent & Child Aquatics  
      vi. Basic Water Rescue  
   d. Stroke Observation  
      i. Critical Eye  
      ii. Using Technology (Video)  
      iii. Self-Assessment & Feedback  
      iv. Peer-Assessment & Feedback

3. Stroke and Practice Development  
   a. Development and improvement upon the following strokes and skills through practice, video observation and reciprocal practice.  
      i. Front-Crawl  
         1. Stroke Progression  
         2. Flip Turns & Open Turns  
         3. Starts  
      ii. Back-Crawl  
         1. Stroke Progression  
         2. Flip Turns  
         3. Starts  
      iii. Side Stroke  
         1. Stroke Progression  
         2. Use in Water Safety & Rescue Techniques  
      iv. Breast-Stroke  
         1. Stroke Progression  
         2. Open Turns  
         3. Under Water Pull-Out
4. Starts
   v. Elementary Back-Stroke
      i. Stroke Progression
   vi. Butterfly
      i. Stroke Progression
      ii. Open Turns
      iii. Starts
    vii. Diving Progression
    viii. Surface Dives
   ix. Water Safety & Survival Techniques

4. Development and Learning of Aquatics
   a. Teaching Strategies & Techniques
      i. Safety Implications
      ii. Change-Challenge-Choice
      iii. Success/Challenge Considerations
   b. Learning for All Levels & Age Considerations
   c. Classroom Management
      i. Management vs. Discipline
      ii. Responsibility vs. Obedience
   d. Model Teaching
   e. Hydrodynamic Principles
   f. Evaluation of Swimmer Development
      i. Stroke Progression (Motor Skills)

5. Lesson Planning and Assessment
   a. Planning Lessons
      i. Time
      ii. Organization
      iii. Progression
      iv. Cues & Feedback
      v. Transitions
   b. Self-Evaluation of Lesson Plan
   c. Assessment of Aquatics Skills
      i. Formative Assessment
      ii. Summative Assessment
      iii. Implications to Teaching All Levels of Learners
   d. Recording & Reporting Progress
   e. Customizing for Individuals w/Disabilities
      i. Change-Challenge-Choice
      ii. Adaptation Strategies
      iii. Delivery Considerations
   f. Customizing for Adult Learners
      i. Change-Challenge-Choice
      ii. Adaptation Strategies
      iii. Delivery Considerations
      iv. Motivation & Psychological Concerns

6. Administering the Learn to Swim Program
   a. Levels 1 – 6
   b. Parent & Child Aquatics
      i. Safety Considerations & Risk Management
      ii. Holds
   c. Water Safety Presentations
   d. Basic Water Rescue
   e. Longfellow Whale Tales

7. Practice Teaching
   a. Block Planning
   b. Lesson Planning
   c. Equipment Selection & Utilization
   d. Motivation Strategies
   e. Teaching Progressions
   f. Feedback & Instructional Practice
   g. Assessment & Evaluation
8. Applications of Aquatics
   a. Recreational
   b. Fitness & Wellness
      i. Water Aerobics
      ii. Senior Water Exercise
      iii. Resistance Training
      iv. Rehab
      v. Therapeutic
   c. Competitive Swimming & Diving
   d. Water Sports & Activities
      i. Water Polo
      ii. Snorkeling

9. FIT Program (Fundamentals of Instructor Training)
   a. Historical Perspective
   b. The Learning Environment
      i. Instructor’s Perspective
      ii. Student’s Perspective
   c. Performance Standards & Assessments
   d. ARC Standards of Quality Performance
   e. Serving the Community

10. American Red Cross Administrative Overview
    a. Local Chapter Information
    b. Paperwork & Record Keeping
    C. Certification and Authorization Requirements

B. Rationale for each of the changes proposed:
   1. A course revision of PESS 124 from 1 Credit to 2 Credits is being proposed due to the number of instructional hours (35 Hours) required by the American Red Cross to administer the Water Safety Instructor course.

C. Impact of this course on other departments, programs, majors, or minors:
   1. No
   2. None

D. Impact of this proposal on University Studies Program: No Impact
8. Applications of Aquatics
   a. Recreational
   b. Fitness & Wellness
      i. Water Aerobics
      ii. Senior Water Exercise
      iii. Resistance Training
      iv. Rehab
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   instructional hours (35 Hours) required by the American Red Cross to administer the Water
   Safety Instructor course.

C. Impact of this course on other departments, programs, majors, or minors:
   1. No
   2. None

D. Impact of this proposal on University Studies Program: No Impact
COURSE SYLLABUS
PESS 124 – (Water Safety Instructor)

College of Education
Department of Physical Education & Sport Science
Winona State University

Instructor: Chad Grabau
Office: ME 118
E-Mail: cgrabau@winona.edu ***Best Option to Reach Me***
Major
Office Phone: (507) 457-2316

Credits: 1
Grading: Grade Only
Prerequisite: PE
Days: M & W
Time: 11 – 11:50 am

Office Hours: T, TH & F: 7am – 9am or By Appointment
M & W: 1pm – 3pm or By Appointment

Course Description: Students will learn how to teach American Red Cross Water safety including the Basic Water Rescue course, six levels of Learn to Swim and Parent and Child Aquatics.

Course Objectives:

1. Discuss concepts concerning aquatic safety: risk factors, awareness, and environmental concerns.
2. Demonstrate proper technique of a variety of aquatics skills and teaching strategies necessary of an effective water safety instructor.
3. Enhance one’s self-confidence through consistent participation and challenges within the class environment.

Course Content:

1. Water Safety Instructor Course
   a. Learn to Swim (Levels 1 – 6)
   b. Parent & Child Aquatics
   c. Water Safety Outreach
      i. Basic Water Rescue
      ii. Water Safety Presentations
      iii. Longfellow’s Whale Tales

Course Requirements:

1. Lesson Plans and Block Plans: students will be expected to complete and turn in all assignments that are assigned at the beginning of class on the date they are due. No credit will be given to assignments that are turned in late.
2. Written Exam: students will be required to take a final written exam on the date it is assigned. Exceptions to this date are dependant on the instructor’s approval, and must be requested no later than 2 weeks prior to the exam date.
3. Aquatics Skills: students will be required to perform the following aquatics skills at a proficient level: front-crawl, back-crawl, breast-stroke, butterfly, side-stroke, elementary back-stroke, diving, and treading water.
4. Participation: students will be expected to arrive on time and stay for the duration of the class, as well as, participate in class activities and exercises.
1. Pre-Assessment of Aquatics Skills
   a. Front-Crawl
   b. Back-Crawl
   c. Breast-Stroke
   d. Butterfly
   e. Side-Stroke
   f. Elementary Back-Stroke
   g. Floating
   h. Treading

2. Teaching Water Safety Instruction
   a. Overview of Course Components
   b. Planning and Preparing to Teach
   c. Orientation to Course Materials
   d. Stroke Observation

3. Stroke and Practice Development
   a. Development and improvement upon the following strokes and skills through practice, video observation and reciprocal practice.
      i. Front-Crawl
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      viii. Surface Dives
      ix. Water Safety & Survival Techniques

4. Development and Learning of Aquatics
   a. Learning for All Levels & Age Considerations
   b. Hydrodynamic Principles
   c. Evaluation of Swimmer Development

5. Lesson Planning and Assessment
   a. Planning Lessons
   b. Self-Evaluation of Lesson Plan
   c. Assessment of Aquatics Skills
   d. Recording & Reporting Progress
   e. Customizing for Individuals w/Disabilities
   f. Customizing for Adult Learners

6. Administering the Learn to Swim Program
   a. Levels 1 – 6
   b. Parent & Child Aquatics
   c. Water Safety Presentations
   d. Basic Water Rescue
   e. Longfellow Whale Tales

7. Practice Teaching
   a. Block Planning
   b. Lesson Planning
   c. Equipment Selection & Utilization
   d. Teaching Progressions
   e. Feedback & Instructional Practice
   f. Assessment & Evaluation
8. **American Red Cross Administrative Overview**
   a. Local Chapter Information
   b. Paperwork & Record Keeping
   c. Certification and Authorization Requirements

**Evaluation for Certification (American Red Cross Standards):**
1. Demonstrate competency in all required skills.
2. Demonstrate competency in (3) teaching scenarios.
3. Correctly answer at least eighty percent (80%) of the questions on the written exam.

**GRADE BREAKDOWN:**

**Attendance & Participation (50 PTS):** A = attending all but 2 classes (50 pts), B = attending all but 3 classes (39 pts), C = attending all but 4 classes (29 pts), D = attending all but 5 classes (19 pts), and F = missing 6 or more classes (9 pts). For example if you miss 3 classes the best possible grade in the class you can receive is a B. However, you could receive less than a B if you fail to do well in the skills assessment or the written evaluation. Participation will ONLY be granted if IN WATER as required...not by simply attending class.

**Teaching Assignment & Lesson Planning (30 PTS):** Students will teach on 3 occasions during class (that will be graded). Each student may earn 10 PTS for each Teaching/Plan, make-ups will not be allowed.

**Swim Skills Evaluation (20 PTS):** Students will be assessed in each of the following strokes at 50 yards: Freestyle (2pts), Backstroke (2pts), Sidestroke (2pts), Elementary Backstroke (2pts), Breaststroke (2pts), Butterfly (2pts), Flip-Turns (2pts), Diving Progression (2pts), Underwater Swim (2pts), & Treading Water (2pts).

**Written Evaluation (NOT INCLUDED IN COURSE GRADE, BUT NECESSARY FOR CERTIFICATION):** must pass at 80% or better.

**Course Grading (To earn credit at WSU, not necessarily become certified):**
90-100 PTS = A; 80-89 PTS = B; 70-79 PTS = C; 60-69 PTS = D; < 59 PTS = F

**COURSE POLICIES:**

**Dress Expectations:** Dress in swimwear that is appropriate for activity (swimming apparel only). Inappropriate dress will count as an absence. The instructor has the authority to insist on a student’s non-participation in class if dress is considered inappropriate. **GOGGLES ARE REQUIRED.**

**Tardiness and Leaving Early:** Failure to be on time and stay through the duration of the class may result in a loss of that day’s participation, determined by the instructor.

**Safety:** This is a physical activity class in which students will be engaged in activity. The safety of the learning environment is a shared responsibility. The instructor has the authority to insist upon a student’s removal of the class environment if the student practices unsafe actions.

**Inherent Risk:** Inherent risk is a possibility when participating in any physical activity, safety measures will be implemented, however these measures are a shared responsibility involving both instructor and student. Failure to adhere to these safety measures could possibly result in injury or even death.

**Food & Drink:** Only water in plastic water bottles is permitted inside the pool area.
COURSE SYLLABUS
PESS 124 – (Water Safety Instructor)

College of Education
Department of Physical Education & Sport Science
Winona State University

Instructor: Chad Grabau
Office: ME 118
E-Mail: cgrabau@winona.edu  ***Best Option to Reach Me***
Major
Office Phone: (507) 457-2316

Credits: 2
Grading: Grade Only
Prerequisite: PE

Days: M & W
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3. Enhance one’s self-confidence through consistent participation and challenges within the class environment.

Course Content:

1. Water Safety Instructor Course
   a. Learn to Swim (Levels 1 – 6)
   b. Parent & Child Aquatics
   c. Water Safety Outreach
      i. Basic Water Rescue
      ii. Water Safety Presentations
      iii. Longfellow’s Whale Tales

Course Requirements:

1. Lesson Plans and Block Plans: students will be expected to complete and turn in all assignments that are assigned at the beginning of class on the date they are due. No credit will be given to assignments that are turned in late.
2. Written Exam: students will be required to take a final written exam on the date it is assigned. Exceptions to this date are dependant on the instructor’s approval, and must be requested no later than 2 weeks prior to the exam date.
3. Aquatics Skills: students will be required to perform the following aquatics skills at a proficient level: front-crawl, back-crawl, breast-stroke, butterfly, side-stroke, elementary back-stroke, diving, and treading water.
4. Participation: students will be expected to arrive on time and stay for the duration of the class, as well as, participate in class activities and exercises.
1. **Pre-Assessment of Aquatics Skills**
   a. Front-Crawl - (Competency Level)
   b. Back-Crawl - (Competency Level)
   c. Breast-Stroke - (Competency Level)
   d. Butterfly - (Competency Level)
   e. Side-Stroke - (Competency Level)
   f. Elementary Back-Stroke - (Competency Level)
   g. Floating - (Competency Level)
   h. Treading - (Competency Level)

2. **Teaching Water Safety Instruction**
   a. Overview of Course Components
   b. Planning and Preparing to Teach
      i. Aquatics Skills Practice
      ii. Utilizing Personality & Strengths
      iii. Responsibly of Safety & Risk Management
      iv. Communication Skills
      v. Organizational Skills
      vi. Understanding and Meeting Needs of All Learners
      vii. Representation of American Red Cross
   c. Orientation to Course Materials
      i. Swimming & Diving
      ii. Instructor Manual
      iii. CD-ROM
      iv. Whale Tales
      v. Parent & Child Aquatics
      vi. Basic Water Rescue
   d. Stroke Observation
      i. Critical Eye
      ii. Using Technology (Video)
      iii. Self-Assessment & Feedback
      iv. Peer-Assessment & Feedback

3. **Stroke and Practice Development**
   a. Development and improvement upon the following strokes and skills through practice, video observation and reciprocal practice.
      i. Front-Crawl
         1. Stroke Progression
         2. Flip Turns & Open Turns
         3. Starts
      ii. Back-Crawl
         1. Stroke Progression
         2. Flip Turns
         3. Starts
      iii. Side Stroke
         1. Stroke Progression
         2. Use in Water Safety & Rescue Techniques
      iv. Breast-Stroke
         1. Stroke Progression
         2. Open Turns
         3. Under Water Pull-Out
         4. Starts
      v. Elementary Back-Stroke
         1. Stroke Progression
      vi. Butterfly
         1. Stroke Progression
2. Open Turns
3. Starts
 vii. Diving Progression
 viii. Surface Dives
 ix. Water Safety & Survival Techniques

4. Development and Learning of Aquatics
   a. Teaching Strategies & Techniques
      i. Safety Implications
      ii. Change-Challenge-Choice
      iii. Success/Challenge Considerations
   b. Learning for All Levels & Age Considerations
   c. Classroom Management
      i. Management vs. Discipline
      ii. Responsibility vs. Obedience
   d. Model Teaching
   e. Hydrodynamic Principles
   f. Evaluation of Swimmer Development
      i. Stroke Progression (Motor Skills)

5. Lesson Planning and Assessment
   a. Planning Lessons
      i. Time
      ii. Organization
      iii. Progression
      iv. Cues & Feedback
      v. Transitions
   b. Self-Evaluation of Lesson Plan
   c. Assessment of Aquatics Skills
      i. Formative Assessment
      ii. Summative Assessment
      iii. Implications to Teaching All Levels of Learners
   d. Recording & Reporting Progress
   e. Customizing for Individuals w/Disabilities
      i. Change-Challenge-Choice
      ii. Adaptation Strategies
      iii. Delivery Considerations
   f. Customizing for Adult Learners
      i. Change-Challenge-Choice
      ii. Adaptation Strategies
      iii. Delivery Considerations
      iv. Motivation & Psychological Concerns

6. Administering the Learn to Swim Program
   a. Levels 1 – 6
   b. Parent & Child Aquatics
      i. Safety Considerations & Risk Management
      ii. Holds
   c. Water Safety Presentations
   d. Basic Water Rescue
   e. Longfellow Whale Tales
7. Practice Teaching
   a. Block Planning
   b. Lesson Planning
   c. Equipment Selection & Utilization
   d. Motivation Strategies
   e. Teaching Progressions
   f. Feedback & Instructional Practice
   g. Assessment & Evaluation

8. Applications of Aquatics
   a. Recreational
   b. Fitness & Wellness
      i. Water Aerobics
      ii. Senior Water Exercise
      iii. Resistance Training
      iv. Rehab
      v. Therapeutic
   c. Competitive Swimming & Diving
   d. Water Sports & Activities
      i. Water Polo
      ii. Snorkeling

9. FIT Program (Fundamentals of Instructor Training)
   a. Historical Perspective
   b. The Learning Environment
      i. Instructor’s Perspective
      ii. Student’s Perspective
   c. Performance Standards & Assessments
   d. ARC Standards of Quality Performance
   e. Serving the Community

10. American Red Cross Administrative Overview
    a. Local Chapter Information
    b. Paperwork & Record Keeping
    c. Certification and Authorization Requirements

Evaluation for Certification (American Red Cross Standards):
1. Demonstrate competency in all required skills.
2. Demonstrate competency in (3) teaching scenarios.
3. Correctly answer at least eighty percent (80%) of the questions on the written exam.
4. Complete the FIT Program.

GRADE BREAKDOWN:

Attendance & Participation (50 PTS): A = attending all but 2 classes (50 pts), B = attending all but 3 classes (39 pts), C = attending all but 4 classes (29 pts), D = attending all but 5 classes (19 pts), and F = missing 6 or more classes (9 pts). For example if you miss 3 classes the best possible grade in the class you can receive is a B. However, you could receive less than a B if you fail to do well in the skills assessment or the written evaluation. Participation will ONLY be granted if IN WATER as required...not by simply attending class.

Teaching Assignment & Lesson Planning (30 PTS): Students will teach on 3 occasions during class (that will be graded). Each student may earn 10 PTS for each Teaching/Plan, make-ups will not be allowed.

Swim Skills Evaluation (20 PTS): Students will be assessed in each of the following strokes at 50 yards:
Freestyle (2pts), Backstroke (2pts), Sidestroke (2pts), Elementary Backstroke (2pts), Breaststroke (2pts),
Butterfly (2pts), Flip-Turns (2pts), Diving Progression (2pts), Underwater Swim (2pts), & Treading Water (2pts).

Written Evaluation (NOT INCLUDED IN COURSE GRADE, BUT NECESSARY FOR CERTIFICATION): must pass at 80% or better.

Course Grading (To earn credit at WSU, not necessarily become certified):
90-100 PTS = A; 80-89 PTS = B; 70-79 PTS = C; 60-69 PTS = D; < 59 PTS = F

COURSE POLICIES:

Dress Expectations: Dress in swimwear that is appropriate for activity (swimming apparel only). Inappropriate dress will count as an absence. The instructor has the authority to insist on a student’s non-participation in class if dress is considered inappropriate. GOOGLE ARE REQUIRED.

Tardiness and Leaving Early: Failure to be on time and stay through the duration of the class may result in a loss of that day’s participation, determined by the instructor.

Safety: This is a physical activity class in which students will be engaged in activity. The safety of the learning environment is a shared responsibility. The instructor has the authority to insist upon a student’s removal of the class environment if the student practices unsafe actions.

Inherent Risk: Inherent risk is a possibility when participating in any physical activity, safety measures will be implemented, however these measures are a shared responsibility involving both instructor and student. Failure to adhere to these safety measures could possibly result in injury or even death.

Food & Drink: Only water in plastic water bottles is permitted inside the pool area.
WINONA STATE UNIVERSITY
NEW AND REVISED COURSE AND PROGRAM APPROVAL FORM

Routing form for new and revised courses and programs. Course or Program: PESS 124 Water Safety Instructor

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<td>e-mail address: <a href="mailto:dcallahan@winona.edu">dcallahan@winona.edu</a></td>
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Please forward to Registrar.

Registrar Date entered

Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-5-07]