

PROCESS C

CURRICULUM PROPOSAL SCC #04-05- 364

NEW Programs - MAJOR Program Revisions - PROGRAM Name Changes

LIBRARY RESOURCE FORM REQUIRED

Deadlines: October 4, 2004 to be implemented Fall 2005 ~ February 14, 2005 to be implemented Spring 2006

PROPOSAL TITLE: BA in Education -Health and Physical Education Teacher Certification

Sponsor(s): Dr. Peter Rattigan E-Mail: Rattigan@rowan.edu Ext: 3766  
Dr. Richard Fopeano E-Mail: Fopeano@rowan.edu Ext: 3740

DEPARTMENT: Health and Exercise Science

COLLEGE: College of Education

If Liberal Arts & Sciences CHECK :  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NEW PROGRAM - MAJOR PROGRAM REVISION - PROGRAM NAME CHANGE IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New degree program
- Major changes-degree requirements/major/minor or certificate program
- New Major
- Changes to College name, School, Department or Degree
- New Minor
- Quasi-curricular change
- New concentration, specialization, or track
- New Certificate of Graduate Study Program (COGS & COGA)

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: R. Fopeano Date: 9-30-04  
Department Curriculum Chair: Marc Miller Date: 9-30-04  
Academic Dean: Coral Sharp Date: \_\_\_\_\_

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: 11/3/04 Approved  Not Approved

COLLEGE CURRICULUM CHAIR: Marc Miller

UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: 11/15/04 Approved  Not Approved

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Date: 11/22/04

Comments: Passed Senate unanimously

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 5/3/05

Approved  Not Approved

REGISTRAR

Date: 5/11/05 Official Copy & Approval Sheet Filed

Date \_\_\_\_\_ Course Description Received & Approved - Hegis Taxonomy & Course # \_\_\_\_\_

Course Description Received & Approved - Hegis Taxonomy & Course #: \_\_\_\_\_

Registrar Signature: \_\_\_\_\_

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- VP Student Affairs
- Others

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**NEW PROGRAM/SPECIALIZATION  
BACHELOR OF ARTS IN EDUCATION – SPECIALIZATION IN  
HEALTH AND PHYSICAL EDUCATION**

**ABSTRACT**

Sponsored by the College of Education Program Review Committee, this proposal defines a specialization within the proposed Bachelor of Arts in Education program, namely, health and physical education, with other specializations including Early Childhood, Elementary, and Secondary/Subject Matter.

The need for the specialization of health and physical education under the common degree of Bachelor of Arts in Education was prompted by new rules and regulations (N.J.A.C. 6A: 9) adopted by the State of New Jersey in January, 2004, which significantly changed the requirements for initial teacher preparation programs. The major change, which is addressed by this specialization, is the N. J. Department of Education adoption of a new set of professional standards for teachers, based on the principles nationally recognized by the Interstate New Teacher Assessment and Support consortium (INTASC, 1992), that impacted each of the other initial teacher preparation programs offered by the College of Education.

This specialization is aligned with the proposed new program in the College of Education, which seeks to combine the existing degree programs into a new, stand-alone program with certain specializations. Teacher education students now will enroll in the B. A. in Education program and will specialize in one of the four newly classified areas. Teacher candidates in the Health and Physical Education Specialization will have the B.A. in Education as their major degree with health and physical education as their dual major. This will replace the current degree of B.A. in Health & Exercise Science, health and physical education teacher certification strand. Teacher candidates will also have the opportunity to seek endorsement certificates in reading and/or special education. In the department of Health and Exercise Science, there will now be two different degrees granted. In addition to the proposed new B.A. in Education with specialization in health & physical education, the department will retain the degree of B.A. in Health & Exercise Science. This degree encompasses the other two strands within the department: athletic training and health promotion and fitness management.

Teacher candidates adopting this specialization will take courses in a general education core, which is shared with all teacher candidates in the College of Education. In addition to the general education core, teacher candidates in health and physical education will take core framework courses, including field components. Some of these courses are shared with the other specializations in the College of Education. Other courses in the education core will be provided by the Health and Exercise Science Department. However, where the courses in the HES department are not shared with the core framework courses, they will share common experiences that address the mission and conceptual framework of the college.

Implementation will begin in the fall, 2005 semester, in accordance with the state-mandated timeline for compliance with the new regulations. There will be no additional resources required in that existing faculty and space provisions will continue to service the teacher candidates in our education programs.

DETAILS

- a. **Title:** Specialization in Health & Physical Education
- b. **Sponsors:** Dr. Richard Fopeano, Mr. Melvin Pinckney, Dr. Peter Rattigan, on behalf of the department of Health and Exercise Science.

c. **Scope and Size of Program:**

- 1) B. A. in Education with dual B. A. in Health and Physical Education (total credits = 135 s.h.)
- 2) Enrollments in Undergraduate Health and Exercise Science Programs (Health and Physical Education Teacher Certification): 1998 – 2003:

Year	Total Students	No. of Degrees Awarded**
1998	315	62
1999	315	54
2000	315	68
2001	315	81
2002	315	87
2003	315	51

\* This number represents an average number of students based on a range of 290-340 each year. This is the average number of teacher certification students and does not include Athletic Training and Health Promotion and Fitness Management students.  
 \*\* Does not include degrees awarded in Health and Exercise Science for the other two strands of Athletic Training and Health Promotion and Fitness Management. These degree programs are not teacher certification programs and are not affected by this proposal.

- d. **Relationship to curriculum:** This new program is necessitated by recent (1-20-04) changes in the rules and regulations promulgated by the New Jersey department of education that govern professional licensure and standards (see NJAC 6A-9 [3.3]). The new rules and regulations provide newly approved professional standards for teachers in the public schools of the state. The proposed new program is designed to prepare teachers in a way that complies with the new standards and the newly adopted rules and regulations of the state department of education. This program replaces existing programs for which student demand, labor market need, and perspective employment have already been established.
- e. **Eligibility/Prerequisites:** Teacher candidates must meet University admissions requirements for admission into the B.A. in Education with Specialization in Health and Physical Education.
- f. **Suggested Time and Scale of Implementation:** The proposed program is expected to become effective in the fall of 2005, in anticipation of both the initiation of the new State procedures and of our NCATE review process. If approved, as anticipated, in the fall of 2004, we will begin to advertise the new specialization in and admit new students for program commencement in the fall of 2005.

- g. **Resource Requirements:** We do not anticipate the need for any extraordinary computing or other equipment, space, or materials for this specialization since it will be replacing an existing program. In addition, beginning in fall, 2005, the College will move into a new state-of-the-art facility adjacent to its present home near Robinson Hall. In addition to this new facility, which will include new classrooms, offices and laboratories, the department of Health and Exercise Science will retain use of its current gymnasium space (Esbjornson Gyms 1-4), swimming pool, and outdoor fields.
- h. **Recommended Library Resources:** We do not anticipate the need for any extraordinary library resources for this program since it will be replacing an existing program.

## RATIONALE

Since its inception as the Glassboro Normal School in 1923, Rowan University has continuously offered programs that culminate in the initial certification of public school teachers. Presently, the university, through its College of Education, offers four initial teacher certification programs in (a) early childhood education, (b) elementary education, (c) teacher of the handicapped, and (d) health and physical education. Elementary education majors are also required to enroll in an approved academic major in one of the programs offered by the colleges of Liberal Arts & Sciences, Communication, and Fine & Performing Arts. All of these are B.A. degree programs that culminate in initial teacher certification. In addition, the university offers an initial teacher certification at the secondary level in a number of different approved subject matter disciplines in the colleges of Liberal Arts & Sciences, Communication, and Fine & Performing Arts.

When the new rules and regulations (see N.J.A.C 6A:9) were approved in January, 2004, two major changes were introduced. First, the initial teacher certification program in special education (i.e., Teacher of the Handicapped) was eliminated. Students could no longer achieve initial certification through a stand-alone degree program in special education. The special education license would now be offered only as an endorsement to a primary initial certification (i.e., early childhood, elementary, subject matter, health and physical education). Second, the N.J. Department of Education adopted a new set of professional standards for teachers based on the principles nationally recognized by the Interstate New Teacher Assessment and Support Consortium (INTASC, 1992).

In order to comply with the newly adopted regulations and standards promulgated by the state department of education, and after careful consideration and planning, the College of Education proposes to replace its presently existing initial teacher certification programs with a new program, a Bachelor of Arts in Education, with areas of specialization in Early Childhood, Elementary, Subject Matter, and Health and Physical Education. These programs will further provide the opportunity for initial teacher candidates to seek endorsement certificates in reading and special education.

In addition, the Rowan University College of Education's primary mission is to help our faculty and undergraduate and graduate candidates develop the knowledge, skills, and dispositions needed to foster academic, social and personal responsibilities, and social justice in themselves so that they can, in turn, facilitate high achievement in P-16 learners. Our programs provide an intellectually rigorous and challenging environment for preparing to teach, preparing for other education or health-related services, or preparing for leadership in education and selected health-related services. Built upon a liberal education, the College's programs combine the study of research, theory, and wisdom of practice in diverse settings with a variety of

opportunities to apply knowledge and dispositions to practice, thus promoting professional achievement and personal fulfillment.

Graduates of this program will demonstrate the following knowledge, performances, and dispositions, as outlined in the ten INTASC Principles (1992) and in the New Jersey Professional Standards for Teachers (NJPST) (2004), and in the College of Education’s Conceptual Framework.

In summary, the proposed new specialization reflects several changes to the existing structure of initial teacher certification programs at Rowan University. All of these changes have been prompted by, and will result in compliance with, newly adopted changes in the State’s rules and regulations governing licensure of teachers in the State. These changes are:

1. The proposed new program seeks to combine the existing degree programs in Early Childhood Education, Elementary Education, Health & Physical Education, and Special Education, as well as its certification-only programs for secondary education candidates, into a new, stand-alone program with four specializations. Teacher education students in this specialization will now enroll in the B.A. in Education program and will specialize in Health and Physical Education. Teacher candidates will also have the opportunity to seek endorsement certificates in reading and/or special education.
2. Under the new program, all teacher candidates will be required to enroll in common pedagogy courses. As a result, for the first time, students in the specializations will have a common core of pedagogy courses. One of the benefits of this change will be to foster, nurture, and support teacher collaboration and communication across educational levels and programs.

## **ESSENCE OF THE SPECIALIZATION**

### **a. *Major Goals of the Specialization:***

The following exit outcomes identify the knowledge, skills, and dispositions that all graduates of this program are expected to possess as they enter the profession. Each learning goal with its listed indicators is congruent with the four identified teacher candidate dispositions: instructional leadership, cooperative disposition, developmental perspective, and reflective orientation.

#### **A. Collaborative Inquiry, Learning, & Problem Solving**

*Graduates understand and work effectively within the political contexts, social systems, and economic realities of schools and structure their learning communities and formal and informal learning experiences around shared goals and collaborative partnerships within and beyond the immediate learning community classroom.*

#### **A-1 Educators as Effective Communicators**

- **NJPST Standard 8: Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions

### **A-2 Educators as Members, Creators, and Facilitators of Partnerships**

- **NJPST Standard 9: Collaboration and Partnerships.** Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

### **A-3 Educators as Facilitators of Student Engagement in Content-Specific Meaning Making**

- **NJPST Standard 1: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (NJCCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

### **B. Reflective Decision-Making**

*Graduates know and appropriately incorporate the content of all subject areas they must teach; (a) know and appropriately incorporate the ways learners function at different developmental stages; (b) construct understanding of that subject area knowledge; (c) understand and are able to incorporate into their planning and instruction a wide variety of pedagogies and technologies appropriate to subject areas and learner development; (d) understand and are able to construct and adjust fluid learning environments which maximize learning for all learners; (e) understand the purpose for and regularly incorporate self, learner, and program assessment; (f) demonstrate an openness to critique and diverse views; and demonstrate commitment to lifelong learning.*

### **B-1 Educators as Effective Users of Multiple Instructional Strategies and Technologies**

- **NJPST Standard 4: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

### **B-2 Educators as Assessors and Evaluators of Student Knowledge, Skills, and Dispositions**

- **NJPST Standard 5: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

### **B-3 Educators as Reflective Practitioners and Committed Professionals**

- **NJPST Standard 10: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

### **C. Transformational Practice**

*Graduates are able to discuss and demonstrate the ways in which they maximize high levels of development and achievement for all learners and how their teaching practices*

*are inclusive, collaborative, reflective, and responsive to the needs and developmental realities of learners and the cultural contexts of the schools and communities of the learners.*

#### **C-1 Educators and Advocates for Diversity and Equity**

- **NJPST Standard 3: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.

#### **C-2 Educators as Creators and Facilitators of Learner-Centered Learning Environments**

- **NJPST Standard 6: Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### **C-3 Educators as Instructional Planners**

- **NJPST Standard 2: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

#### **C-4 Educators as Facilitators of Developmentally Appropriate Opportunities**

- **NJPST Standard 7: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

- b. ***Specific Objectives of the Specialization:*** The objectives of the program are based on the knowledge, skill, and disposition indicators for each standard listed above. These indicators will be addressed in courses throughout the program. The conceptual framework and complete NJPST are attached to this document.
- c. ***Structure of the Specialization:*** This specialization has five common component areas (see Appendix B for a chart depicting the program structure):
- 1) 12 semester hours of general education courses, offered by the College of Education, required of all candidates as part of the State-mandated 60 semester hour general education foundation;
  - 2) an academic major that is aligned with the N. J. Core Curriculum Content Standards as mandated by the State
  - 3) a common framework of standards-based instruction with related field experiences
  - 4) field-based pedagogy courses related to students' chosen areas of specialization; and
  - 5) a professional semester that includes a supervised clinical experience in an approved public school program, a clinical seminar, and a capstone technology course.

See Appendix A for a table detailing the courses and their descriptions.

#### **Administration**

***Health and Exercise Science Department Role:*** The program will be housed and administered in the Health and Exercise Science Department, as is the current program.

## **Results of Consultation**

The following departments were consulted:

Elementary/Early Childhood Education; Dr. Robin McBee, Chair  
Department of Reading; Dr. Cindi Hasit, Chair  
Secondary Education/Foundations of Education; Dr. Holly Willett, Chair  
Special Education Services/Instruction; Dr. Sandra McHenry, Chair

### **d. *Identification of Courses (over)***



**General Education Requirements -- 61 Credit Hours**

<i>Communications (9 sh)</i>		
College Composition I	_____	3 sh
College Composition II	_____	3 sh
Public Speaking	_____	3 sh
<i>Science/Mathematics (10 sh)</i>		
Mathematics course	_____	3 sh
Non-lab Science	_____	3 sh
Lab Science	_____	4 sh
<i>Social and Behavioral Sciences (12 sh)</i>		
<i>History, Humanities, and Language (12 sh)</i>		
<i>Arts (3 sh)</i>		
<i>General Education Electives (15 sh: includes Basic Nutrition &amp; Consumer Health Decisions, 3 sh each)</i>		

**Professional and Academic Courses -- 74 Credit Hours**

<i>B.A. Framework</i>		
Teaching: An Introduction to the Profession	_____	3 sh
Teaching of Literacy	_____	3 sh
Introduction to Teaching Health & Physical Education	None *	2 sh
Foundations of Teaching Health & Physical Education	Intro to HPE	3 sh
Technology and Assessment in Health & Exercise Science	_____	3 sh
Fitness and Adventure Activities	_____	3 sh

<i>Health and Physical Education Academic</i>		
Structure and Function I	_____	3 sh
Structure and Function II	_____	3 sh
Exercise Physiology	_____	3 sh
Kinesiology	_____	3 sh
Adapted Physical Education	Intro to HPE	3 sh
Contemporary Health I	_____	3 sh
Contemporary Health II	_____	3 sh
Safety, First Aid and Prevention	_____	3 sh
Movement Fundamentals and Motor Learning	_____	3 sh

<i>Health and Physical Education Pedagogy Courses</i>		
Teaching Concepts of Team Sports	_____	3 sh
Teaching Concepts of Individual and Dual Sports	_____	3 sh
Rhythmic Movements and Forms	_____	3 sh
Elementary Physical Education Activities	_____	3 sh
Health Program Planning	083.286 Found. of HPE	3 sh
K-12 Curriculum and Instruction in Physical Education	083.286 Found. of HPE.	3 sh

**Professional Semester**

Clinical Practice in HPE: Elementary	All Course Work, Gen Ed, Core & Specialization within the HPE program	5 sh
Clinical Practice in HPE: Secondary	All Course Work, Gen Ed, Core & Specialization within the HPE program	5 sh
HPE Clinical Seminar	_____	2 sh

<b>General Education --</b>	<b>61 credit hours</b>
<b>Professional and Academic Courses --</b>	<b>74 credit hours</b>
<b>Total Credits in Program --</b>	<b>135</b>

\* In the middle column are listed prerequisites for courses undergoing minor curriculum changes for the new specialization. Forms and syllabi for these courses have been submitted.

**e. Sequence of course work**

**Health & Exercise Science: Teacher Certification Specialization Suggested Course Sequence**

FIRST SEMESTER		SECOND SEMESTER	
College Comp	3	College Comp II	3
Lab Science (Bio, Chem, Phys)	4	Fine Arts (Elmts Dance)	3
Comp Lit or Gen Ed Elective	3	Math (Elem Statistics)	3
<b>Teaching: Intro to Profession</b>	<b>(1)3</b>	Intro to Sociology	3
<b>Intro to H.P.E.</b>	<b>(3)2</b>	Safety, First Aid & Prevention	3
H/H/L (M/G) Lit. In Today's Wld.	3	Fitness & Adventure Activities	3
Total	18	Total	18
THIRD SEMESTER		FOURTH SEMESTER	
Str/Funct Hum Body I	3	Str/Funct Hum Body II	3
<b>Found of Teaching HPE</b>	<b>3</b>	<b>Teaching Literacy</b>	<b>3</b>
Contemporary Health I	3	Contemporary Health II	3
Intro Psych (Soc, Emo, Pers)	3	Rhythmic Activities & Forms	3
Public Speaking	3	Teach Concepts of TM Sports	3
Intro Move Fund & Motor Learn	3	Tech & Assess in H.E.S.	3
Total	18	Total	18
FIFTH SEMESTER		SIXTH SEMESTER	
Kinesiology	3	History of American Education	3
Consumer Health Decisions	3	<b>Adapted Phys Ed.</b>	<b>(2)3</b>
Basic Nutrition	3	Gen Ed Elective	2
Adoles/Child Development	3	<b>Char. Of Knowledge Acquis.</b>	<b>3</b>
Exceptionalities	3	Exercise Physiology	3
Teaching Concepts of I&D Sports	3	H/H/L Choice (Lit & WI)	3
Total	18	Total	17
SEVENTH SEMESTER		EIGHTH SEMESTER	
<b>K-12 Curr/Instr Pe</b>	<b>3</b>	<b>Clinical Practice-Elem</b>	<b>(6) 5</b>
Elem Sch Phys Ed Activities	3	<b>Clinical Practice -Sec</b>	<b>(6) 5</b>
<b>Health Program Planning</b>	<b>3</b>	<b>HPE Clinical Seminar</b>	<b>2</b>
Jr. Field Exper Teach HPE	1		
H/H/L Choice (M/G)	3		
Gen Ed Elective	3		
Total	16	Total	12
<b>TOTAL CREDITS: 135</b>			
KEY:			
<b>Bold = curriculum revisions for HPE, New courses in education core;</b>			
<i>Italics: courses in which TLC I and II are covered. Program A revisions will be submitted for all minor curriculum revisions in the relevant courses in HPE.</i>			
Exeptionalities – New Gen. Ed. Course.			