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OFFICE OF THE PROVOST

DEC 22 2004

PROCESS A

NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05-

371

LIBRARY RESOURCE FORM REQUIRED

FORM NUMBER/VERSION

Deadlines

October 4, 2004 to be implemented Fall 2005 - February 14, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Clinical Practice in Health & Physical Education, Secondary

Sponsor(s): Dr. Peter Rattigan E-Mail: rattigan@crowan.edu Ext: 3766

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DEPARTMENT: Health & Exercise Science

COLLEGE: College of Education

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

UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non gen-ed course
 - Non gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program
- Short-term non gen-ed course

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 9-30-04

Department Curriculum Chair: [Signature] Date: 9-30-04

Academic Dean: [Signature] Date: _____

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/24/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair Signature: [Signature] Date: 12/20/04

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/23/04

Approved Not Approved

REGISTRAR

Date: 1/7/05 Course Description Received & Approved - Regis Taxonomy & Course #: _____

Registrar Signature: [Signature]

NOTIFICATION FORWARD

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

TM 2/1/05 DB/B

Minor Curriculum Change Proposal

1. Details

- a. Change Requested: Reduction in credit hours and name change for 0835.461- Student Teaching in Health and Physical Education Secondary School, 6 sh, undergraduate

Credit hours:

From: 6 sh.

To: 5 sh.

Name change:

From: Student Teaching in Health and Physical Education, Secondary School.

To: Clinical Practice in Health and Physical Education, Secondary.

- b. Sponsors: Peter Rattigan, Ph. D., Assistant Professor, HES, Melvin Pinckney, Assistant Professor, HES, Nancy Buhrer, Assistant Professor, HES, Richard Fopeano, Ph. D., Chair, HES.

2. Rationale

- a. Statement of need for change: The department of Health and Exercise Science began a revision process during the 2003-2004 academic year to align professional education coursed with the New Jersey Administrative Code adopted in January 2004. This process has occurred alongside the evolution of the College of Education mission, revised in spring 2004, which recognizes teachers, students and pupils as members of learning communities. The change in credit load is a reflection of a refined focus on learning community issues and professional pre preparation in the education core and in the department of Health and Exercise Science core courses. It also aligns the clinical experience credit load with the rest of the College of Education teacher certification specializations. The name change is necessary to make the course title congruent with current terminology in the field of teacher preparation.
- b. Statement of curricular effect: Due to the two quarter system (Elementary clinical practice, 5 sh., Secondary clinical practice, 5 sh.), and corequisite course senior seminar (2sh.), students will retain full time status.
- c. Changes in requirements of major or minor: none

3. Results of Consultations

The following departments in the College of Education were consulted:

Elementary/Early Childhood Education, Robin McBee, chair

Reading, Cindi Hasit, chair

Secondary Education/Foundations of Education, Holly Willett, chair

Special Educational Services/Instruction, Sandra McHenry, chair

See Appendix for results of consultations.

ROWAN UNIVERSITY
College of Education
Department of Health and Exercise Science
Fall, 2005

Course Title: 0835.460 Clinical Practice in Health and Physical Education Elementary School, 5 sh, undergraduate

Required Text:

None - Student Teaching notebook provided by Department of Health and Exercise Science

Catalog Description:

This course allows teacher candidates to work under the guidance and direction of an experienced elementary health and physical education teacher. Teacher candidates gain experience and develop insight and skill in the teaching of secondary school health and physical education. An application for clinical practice must be submitted and approved through the Office of Field Experiences.

Relationship to Mission and Conceptual Framework:

The student will work under the guidance of an experienced teacher, who can give example, advice and aid as the student gains experience and develop skill in teaching. The student will show evidence of abilities that are essential in developing into a successful teacher: (1) skill in interpersonal relations; (2) positive emotional and physical health; (3) sincere interest in children as learners; (4) recognition of developmental characteristics of learners in order to implement applicable teaching procedures and techniques. Through this field experience the student will satisfy teacher certification regulations as specified by the State of New Jersey. The primary purpose of this course is for the candidate to meet expectations for beginning level abilities in each of the goal areas described below.

Prerequisites:

All course work - General Education, Core framework and Specialization within the Health and Physical Education Program Guide.

Objectives of the Course:

1. **EFFECTIVE USER OF MULTIPLE INSTRUCTIONAL STRATEGIES AND TECHNOLOGIES:** Teacher candidates use a variety of teaching styles and instructional strategies to maximize student outcomes. Teacher candidates use technology to enhance and enrich student learning and personal productivity.

2. **EFFECTIVE INSTRUCTIONAL PLANNER:** Teacher candidates develop unit and lesson plans, in a timely manner, which address the NJ Core Curriculum Standards for Comprehensive Health and Physical Education. Teacher candidates plan instruction suitable for diverse groups (in grades 6-12) to achieve selected goals and objectives, and use instruction and evaluation models identified by research to achieve and assess stated learning outcomes.
3. **FACILITATOR OF DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES:** Teacher candidates monitor individual and group performance in order to design safe instruction that meets students developmental needs in the physical, cognitive and social/emotional domains. Teacher candidates understand 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. Teacher candidates identify, select, and implement appropriate learning/practice opportunities based on an understanding of the student, the learning environment, and the task.
4. **CREATOR AND FACILITATOR OF LEARNER CENTERED LEARNING ENVIRONMENTS:** Teacher candidates demonstrate ability to organize and implement planned instruction for the appropriate setting, i.e. outdoor grass and hardtop surfaces, indoor gymnasium, multi-purpose room and traditional classroom. Teacher candidates write objectives based on observable student outcomes, organize the environment and instructional setting to elicit these outcomes, and make adjustments based on observations of student responses and behaviors.
5. **ADVOCATE FOR CULTURAL AND LEARNING DIVERSITY:** Teacher candidates evaluate the demographic, bureaucratic, cultural, socio-economic nature and status of the community to implement programs consistent with pupil needs. A commitment is made to provide equal learning opportunities for children in the classroom and apply appropriate skills and knowledge to meet the needs of children from diverse backgrounds with diverse abilities.
6. **ASSESSOR AND EVALUATOR OF STUDENT KNOWLEDGE, SKILLS AND DISPOSITIONS:** Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity. Teacher candidates use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process is an analysis of the appropriateness of various assessments
7. **EFFECTIVE COMMUNICATOR:** Teacher candidates clearly and effectively communicate written and oral expression of ideas, strategies and concepts to pupils, parents, peers, school personnel, community and agency leaders.
8. **FACILITATOR OF STUDENT ENGAGEMENT IN CONTENT SPECIFIC MEANING MAKING:** Apply decision making skills through problem identification, data collection, citing all known possible solutions, selecting one option to act upon and evaluating the end result and process.

9. **MEMBER, CREATOR AND FACILITATOR OF PARTNERSHIPS:** Teacher candidates identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities. Teacher candidates actively participate in the professional health and physical education community (e.g., local, state, district, national) and within the broader education field. Teacher candidates identify and actively seek community resources to enhance physical activity opportunities, and pursue productive relationships with parents/guardians and school colleagues to support student growth and well-being.

10. **REFLECTIVE PRACTITIONER OF AND COMMITTED PROFESSIONAL:** Teacher candidates build upon an appreciation and desire for lifespan scholarly pursuits to advance the health and physical education profession in an ethical manner. Teacher candidates reflect upon their teaching and prescribe effective changes to maximize student outcomes based on those reflections. Teacher candidates attend in services and workshops to improve their knowledge, skills and dispositions in their field.

Topical Outline/Content:

1. **EFFECTIVE USER OF MULTIPLE INSTRUCTIONAL STRATEGIES AND TECHNOLOGIES:** Teacher candidates will use multiple instructional strategies technology to enhance and enrich student outcomes.
 1. Uses technology and instructional media
 - a. Personal use
 - b. Preparation of classroom materials
 - c. Presentation of lessons
 - d. Facilitation of information to colleagues
 2. Encourages the use of technology by students
 - a. In-class experience
 - b. Homework
 - c. Research

2. **EFFECTIVE INSTRUCTIONAL PLANNER**
 - A. Prepares resource units for effective learning
 1. Uses knowledge of school setting and developmental theory to prepare goals and objectives
 2. Identifies objectives to achieve goals of taxonomy
 - a. cognitive
 - (1) purpose and rules of the learning activity
 - (2) offensive and defense decisions of participants
 - (3) health facts and concepts
 - (4) laws of physics, principles, and learner preferences
 - b. psychomotor
 - (1) fundamental movement skills
 - (2) motor and sport skills
 - (3) health and motor related fitness
 - (4) dance and aquatic skills
 - (5) safety and first aid skills

- c. affective
 - (1) structures environment to develop self-confidence in pupil learners
 - (2) maintaining attitudes of mutual respect and cooperation among pupils
 - (3) reduce social isolation - control structure of groups and learning stations
 - (4) improve attitudes toward health programs and participation in physical activities

- B. State objectives for each lesson taught
 - 1. Prepares written statement of lesson objectives
 - 2. Shares lesson purpose with pupils
 - 3. Plans learning experiences consistent with objectives
 - 4. Specifies teaching station, equipment, and media required
 - 5. Identifies adaptations and variations to include learner differences
 - a. P. L. 94-142 classified pupils
 - b. visually oriented preferences
 - c. kinesthetically oriented pupils
 - d. auditory oriented preferences
 - 6. Assesses student's progress in meeting objectives
 - a. self evaluation
 - b. peer evaluation
 - c. teacher evaluation

3. FACILITATOR OF DEVELOPMENTALLY APPROPRIATE LEARNING OPPORTUNITIES

- 1. Monitors individual and group performance in order to design safe instruction that meets students developmental needs in the physical, cognitive and social/emotional domains.
- 2. Demonstrate knowledge of 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.
- 3. Identify, select, and implement appropriate learning/practice opportunities based on an understanding of the student, the learning environment, and the task.

4. CREATOR AND FACILITATOR OF LEARNER CENTERED LEARNING ENVIRONMENTS:

- A. Demonstrates knowledge and command of school subject
 - 1. Matches behaviors to be observed as stated in the lesson objectives with appropriate learning activity
 - 2. Includes the expected criterion standard to be achieved under respective conditions
- B. Learning experiences (Activity or Content)
 - 1. Warm-up and introductory activities
 - 2. Mental rehearsal/physical skill drills
 - 3. Lead-up games and activities
 - 4. Strategies, principles, and class agreed upon rules
 - 5. Attitudes and concepts to be understood by pupils
 - 6. Summary of learning experience

5. **ADVOCATE FOR CULTURAL AND LEARNING DIVERSITY - Assessing the school setting**
 - A. Interviews with school personnel
 1. principal or vice-principal
 2. guidance counselor
 3. school nurse
 4. other support personnel
 - B. Review of handbooks to collect data
 1. School policy and demographics
 2. Community descriptors and demographics
 - C. Observing pupil interaction
 1. formal class setting
 2. informal school settings, i.e. hallways, cafeteria, locker rooms
 3. extra-curricular school sponsored activities
 - D. Implementing appropriate instruction
 1. meets the needs of diverse student populations
 2. identifies appropriate strategies, services and resources
 3. incorporates learners family, culture and community

6. **ASSESSOR AND EVALUATOR OF STUDENT KNOWLEDGE, SKILLS AND DISPOSITIONS - Uses formative and summative evaluation to problem solve and make decisions**
 - A. Selects the tasks or learning experiences to be accomplished
 1. Can modify traditional low-organizational games, sport skills, and activity settings to meet the needs and interests of all pupils
 - a. change the organizational structure
 - b. adapt the play area
 - c. change a body position
 - d. fabricate or modify equipment
 2. Provides for three levels of performance at each learning station
 - a. increase or decrease the number of trials
 - b. shorten or lengthen the distance
 - c. adjust time requirements
 - d. change the accuracy requirements larger target
 - B. Incorporates decision making models in health/wellness topics
 1. Identification of self in the five aspects of man:
 - a. social
 - b. physical
 - c. intellectual
 - d. emotional
 - e. system of values
 2. What influences my decisions?
 - a. internal factors
 - b. external factors
 3. How can one make rational decisions?
 - a. weigh carefully options in each of the five aspects of man
 - b. act upon the decision that will satisfy most of the five aspects
 - c. evaluate results and adjust as needed

7. EFFECTIVE COMMUNICATOR - appropriate verbal, nonverbal and written expressions
 - A. Communicates with learners
 1. Uses acceptable written expression with pupils
 2. Combines appropriate oral language and body language for pupil understanding
 3. Gives explanations related to lesson content
 4. Misunderstood lesson content is clarified
 5. Uses pupil responses or questions regarding lesson content
 6. Provides feedback to pupils about their performance, positive reinforcement

8. FACILITATOR OF STUDENT ENGAGEMENT IN CONTENT SPECIFIC MEANING MAKING:
 - A. Organizes time, space, materials and equipment for Instruction
 1. attendance or active participant count
 2. introduction of lesson or warm-up activity
 3. main body of lesson
 4. plans smooth transitions from one activity to another
 5. summary or review of lesson accomplishments
 - B. Uses instructional time efficiently
 1. keeps lesson moving rather than repetitions of the same content
 2. reduces off-task discussions and behaviors
 3. provides a physical environment that is conducive to learning
 - C. Demonstrates acceptable instructional methods
 1. Matches the teaching style to the pupils and content to be taught
 2. Directs the lesson in a logical sequence
 3. Assesses pupil interests and motivational levels during each lesson

9. MEMBER, CREATOR AND FACILITATOR OF PARTNERSHIPS - Well represented when engaged in consultative and collaborative pursuits with other professionals, parents, cohorts and other leaders in the community.
 - A. Works well with other staff members
 1. collaborates with other special area teachers to prepare demonstrations of pupil performances
 2. collaborates with personnel inside the district and external professionals i.e. from colleges
 3. mentoring from experienced teachers is expected and appreciated
 - B. Maintains positive professional ethics
 1. speaks favorably of the college programs in formal and informal gatherings
 2. represents self, the college, and school system favorably in appropriate attire and manners

10. REFLECTIVE PRACTITIONER OF AND COMMITTED PROFESSIONAL - Lifespan learning is expected of each ethical professional health and physical education teacher
 - A. Advances knowledge base
 1. continues education through graduate course work
 2. collects current data about latest medical advances
 3. experiments with latest techniques designed to increase learning rate

- B. Participates in activities designed to improve education
 - 1. Continues to read professional journals in the health and physical education field
 - 2. becomes a contributing member of the state, district, and national health and physical education organizations
 - 3. attends in-service programs, conferences and clinics pertaining to health and physical education

Major Course Activities:

- a. Teacher candidates plan, teach, and evaluate lessons in health and physical education.
- b. Teacher candidates prepare unit plans and scope and sequences for content taught.
- c. Teacher candidates interview school personnel.
- d. Teacher candidates observe classroom teachers in other disciplines.
- e. Teacher candidates plan and implement a special project.
- f. Teacher candidates video tape lesson and complete a self-evaluation.
- g. Teacher candidates keep a daily journal of their activities.
- h. Teacher candidates maintain a portfolio which represents all aspects of their student teaching experience.

Student Evaluation:

- a. Completion of notebook
- b. College supervisor's evaluation
- c. Cooperating teacher's evaluation

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Journals

Educational Leadership
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 Journal of Physical Education, Recreation and Dance
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 Quest
 Research Quarterly for Exercise and Sport
 Strategies
 The Physical Educator
 Today's Education