

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Foundations of Health and Physical Education

Sponsor(s): Mary L. Putman Dept.: Health and Physical Educ.
Curriculum Chairperson

Check one: Course Specialization Concentration Achievement Certificate

Minor Change Major Program
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate Graduate 3 Credit Hours

Step 1 (Department)

Step 2 (Receipt)

Step 3 (Division CC)

Approved 3/2/84
date
 Not Approved
Mary L. Putman
Dept. CC Chairperson
 Reviewed 3/7/84
date

SCC# 85-84-85
Proposal Received 3/9/84
date

Reviewed 3/25/84
date
 Approved
 Not Approved

Comments:

James A. Weaver
Chairperson, Dept.

Shirley A. Day
Chairperson, SCC

James A. Weaver
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Comments:

Reviewed _____
date

James A. Weaver
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 4/27/84 Approved by Senate Curriculum Committee 4/27/84 (date)

Returned to sponsor(s) for the following reasons:

CAI. Descriptor change
Done

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 4/27/84

4/27/84
 Approved
 Not Approved

Notification to Vice-President Academic Affairs (date): 4/30/84

Shirley A. Day
Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Course received 5/15/84 (date)

Course approved Yes No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 7/1/84 (date)

Signature [Signature]
(Vice-President for Academic Affairs)

Registrar

Approved course description received _____ (date)

Hegis Taxonomy and Course Number assigned _____

Signature _____
(Registrar) (Date)

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s)

COURSE PROPOSAL

I. Details

- a. Title: Foundations of Health and Physical Education (3.0S.H.)
- b. Sponsor: Ms. Mary Putman; Chairperson-Curriculum Committee;
Department of Health and Physical Education
- c. Level: 3.0S.H.; Undergraduate; Sophomore; Suggested 200 hegis number
- d. Requirement in the H.P.E. major
- e. Prerequisites: None
- f. The first section(s) will be offered in the Spring Semester, 1985 with continued offerings each academic year thereafter.
- g. The present Health and Physical Education Faculty can adequately administer and teach this course. Library resources will be added from the normal departmental library budget. The office of Professional Laboratory Experiences (OPLE) is prepared to assist with securing public school placements for the on site observational components.

II. Rationale

A re-structuring of the Health and Physical Education Major Program is underway as a result of several factors: a need for updating the program to include more "hands-on" educational experiences in school settings; changes in the State of New Jersey Certification Requirements; and changes in Glassboro State College's Division of Professional Studies requirements for admission and retention within a teacher certification program. This Foundations of Health and Physical Education Course encompasses the one credit hour component that is a common divisional requirement. In addition, observational and educational experiences related directly to health and physical education will be emphasized, and the content in our current one-credit hour Introduction to Health and Physical Education (835.131) will be incorporated. The Introduction Course (835.131) will be deleted at the conclusion of the Fall, 1984 semester.

III. Essence

a. Objectives:

Given classroom instruction, simulation exercises, study of related literature, and structured observation, the student will be able to:

1. . . identify the scope of a health and/or physical education program in the elementary, middle (junior) and high schools.

- a) Describe the goals, principles, objectives and interrelationships among programs of physical education, health education, school recreation, outdoor education, adapted physical education, driver and safety education, coaching and athletic training.
 - b) Identify the foundations of health and physical education (scientific, philosophical, sociocultural, psychological, historical) and observe teaching behaviors related to each of the identified foundations.
 - c) Identify and observe the theoretical structures of health and physical education programs.
 - d) Observe, identify and analyze cognitive, psychomotor and affective dimensions of learning in a wide variety of school settings and activities.
 - e) Work with individuals (students, teachers) and groups in a variety of school settings.
2. . . identify dimensions of the role of a professional health and physical educator.
- a) Gather information relative to important school and physical/health education program policies.
 - b) Observe the implementation of school and program policies.
 - c) Discuss self-accountability as it applies to the teaching profession.
 - d) List specific teacher goals.
 - e) Assess the direction and level of professional commitments of faculty members.
 - f) Identify professional health and physical education organizations and professional journals.
3. . . develop an understanding of the components of effective health and physical education teaching.
- a) Differentiate between management, organizational, administrative, and instructional behaviors in health and physical education.
 - b) Define and observe a variety of teaching strategies identifying advantages and disadvantages in terms of student learning (command, practice, reciprocal, self-check, inclusion, guided discovery, divergent).
 - c) Work with individuals (students, teachers) and groups in a variety of school settings.

4. . . . develop an understanding of classroom system(s) of observational techniques.
 - a) Demonstrate skill in the use of prescribed system(s) of observational techniques.
 - b) Use a variety of observational techniques to describe objectively the classroom setting and events.
 - c) interpret the classroom observatinnal data.
 - d) Describe the roles and responsibilities of the teacher.
 - e) Identify teacher behaviors related to student performance.
 - f) Describe the organization of the school.

b. Topical Outline:

1. Instructional Programs

- a) Understand the role of education
 - 1) Purposes
 - 2) Meeting student needs
 - 3) Implications for the future
- b) Identify bases for entire school curriculum
 - 1) Philosophy
 - 2) Social faces
 - 3) Student needs
 - 4) Subject matter
- c) Interpret foundations for Health and Physical Education
 - 1) Scientific
 - 2) Philosophical
 - 3) Psychological
 - 4) Sociocultural
 - 5) Historical
- d) Establish the scope of the Health and Physical Education Program
 - 1) Goals and relationships of various programs-recreation, adapted p.e., safety education, coaching etc.
 - 2) Theoretical structures of health education and physical education

Health:

concepts approach
values approach
socio-cultural-environmental approach
scientific approach

P.E.:

physical fitness
movement education
sports/games, dance, gymnastics, other activities
lifetime/leisure sports
developmental movement

- e) Establish learning environments
 - 1) Policies and procedures
 - 2) Classroom management
 - 3) Record keeping
- f) Select teaching styles and learning strategies
 - 1) Teaching for psychomotor, cognitive and affective behaviors
 - 2) Spectrum of teaching styles
 - 3) Selection and use of instructional materials

2. Professional Role Development

- a) Philosophy and goals of health education and physical education
- b) Factors relating to physical education and the law
 - 1) Legal liability
 - 2) Education for all Handicapped Children (PL-94-142)
 - 3) Title IX
 - 4) Teacher accountability
- c) Role of the teacher
 - 1) Characteristics of effective teachers
 - 2) Professional Code of ethics
 - 3) Professional development and commitments
- d) Professional Organizations and Journals

3. In-School Experiences

- a) Observation in:
 - 1) Area of academic specialization (P.E., health ed., coaching)
 - 2) Classrooms outside of area of academic specialization
 - 3) Classrooms dealing with special education, adapted physical education and/or mainstreamed classrooms
 - 4) media centers/libraries
 - 5) Support services: nurse, child-study teams, guidance, administration, secretarial, janitorial, etc.
- b) Interviews with teaching and non-teaching personnel

c) Assistance whenever feasible with:

- 1) Individual students
- 2) Small groups of students
- 3) Teachers as they instruct, plan or prepare materials
- 4) Mini-teaching lessons as minor portions of a lesson or topic

4. Observation skills

a) Purpose

- 1) Teacher behavior
- 2) Student behavior
- 3) Student-teacher and other learning interactions
- 4) Describing School organization
- 5) Using observational data for improvement of teaching

b) Use of observation instruments, system or structured tools

c) Informal observations: logs, records, notes, personal perspective

d) Interpret and analyze observational data

c. Evaluation:

1. Student

a) Compilation of a notebook to possibly include:

- 1) Log of observations
- 2) Use of observation systems and interpretation of observational data.
- 3) Results of interviews
- 4) Information about the school(s): policies, organization, philosophy, programs, etc.
- 5) lessons, projects or any planned activities of assistance while in the school.

b) class discussions to reflect:

- 1) Observations and knowledges about school practices
- 2) Prepared reports on assigned topics
- 3) Readings from professional literature

c) Written Work:

- 1) Reports on observations, professional readings, interviews, etc.
- 2) Quizzes, exams

d) Participation in:

- 1) On-site observations (schools)
- 2) Classroom activities

2. Course

- a) Student evaluations via questionnaires and narratives
- b) Peer/colleague evaluation through normal employment and career assessment procedures.
- c) Continual review by the H.P.E. Department Curriculum Committee

IV. Results of Consultation

This course proposal has been approved by the H.P.E. Department Curriculum Committee and by the faculty in the H.P.E. Department

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Foundations of Health and Physical Education (3 s.h.)

Students will develop an understanding of the purposes and scope of health to the philosophy and goals of the entire school. Dimensions of the professional roles of health and physical educators will be identified. Observations of students, teachers and school environments are included as field experiences.

035-85-14

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