

OFFICE OF THE PROVOST

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL
LIBRARY RESOURCE FORM REQUIRED

SCC #04-05- 363

DEC 22 2004

Deadlines

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

ROWAN UNIVERSITY

PROPOSAL TITLE: Foundations of Teaching Health and Physical Education

2004/05

Sponsor(s): Dr. Peter Rattigan E-Mail: Rattigan@rowan.edu Ext: 3766
Dr. Mary Putman E-Mail: Putman@rowan.edu Ext: 3752

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

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

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: *P. Rattigan* Date: 9-30-04
Department Curriculum Chair: *Mary Putman* Date: 9-30-04
Academic Dean: *Tara Starnes* Date: _____

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/20/04 Approved Not Approved
COLLEGE CURRICULUM CHAIR: *Ann M. ...*
Senate Curriculum Chair Signature: *[Signature]* Date Senate Announcement: 12/20/04
Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: *[Signature]* Date: 12/20/04

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

Minor Curriculum Change Proposal

1. Details

- a. Change Requested: Addition to catalogue description and relationship to Mission and Conceptual Framework of College of Education statements; addition of course objective – Foundations of Teaching Health and Physical Education, 0835.286

Catalogue description:

From: Students in this course are introduced to the profession of teaching health and physical education with specific emphasis on teaching skills, student behaviors, and the classroom environment. Students explore the roles and responsibilities of teachers through the study of professional literature; class discussions and activities; simulation exercises; and direct interactions with students, teachers and administrators during on-campus and off-campus experiences. School observations are a required component of this course.

To: Students in this course are introduced to the profession of teaching health and physical education for pupil outcomes **which address the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education**, with specific emphasis on teaching skills, student behaviors, and the classroom environment. **These three elements are discussed, analyzed and practiced through the principles of learning communities.** Students explore the roles and responsibilities of teachers through the study of professional literature; class discussions and activities; simulation exercises; and direct interactions with students, teachers and administrators during on-campus and off-campus experiences. School observations are a required component of this course.

Relationship to Mission and Conceptual Framework:

From: Built on the general education component and course work in the academic core, this course focuses on decision making as it relates to classroom planning and management in health and physical education. Through both on-campus and in-school learning experiences, students are introduced to teaching skills, pupil behaviors, and classroom management/ organization skills.

To: Built on the general education component and course work in the academic core, this course **applies learning community theory and practice to health and physical education.** The course focuses on decision making as it relates to classroom planning and management in health and physical education. Through both on-campus and in-school learning experiences, students are introduced to teaching skills, student behaviors, and classroom management/ organization skills.

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

Course Title: 0835.286 Foundations of Teaching Health and Physical Education, 3 s.h., undergraduate.

Suggested Texts:

Rink, J. (2002). Teaching Physical Education for Learning. 4th edition, Mosby Publishers, St. Louis.

Reading from selected professional journals

Catalog Description:

Students in this course are introduced to the profession of teaching health and physical education for pupil outcomes which address the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education, with specific emphasis on teaching skills, student behaviors, and the classroom environment. These three elements are discussed, analyzed and practiced through the principles of learning communities. Students explore the roles and responsibilities of teachers through the study of professional literature; class discussions and activities; simulation exercises; and direct interactions with students, teachers and administrators during on-campus and off-campus experiences. School observations are a required component of this course.

Relationship to Mission and Conceptual Framework:

Built on the general education component and course work in the academic core, this course applies learning community theory and practice to health and physical education. The course focuses on decision making as it relates to classroom planning and management in health and physical education. Through both on-campus and in-school learning experiences, students are introduced to teaching skills, student behaviors, and classroom management/ organization skills.

Prerequisites: Introduction to Teaching Health and Physical Education in the Public School (0835.131)

Course Objectives:

Purpose:

Foundations of Teaching Health and Physical Education is a foundational course for students in the teacher certification specialization. This course is a prerequisite to the junior-level curriculum and instruction courses in health and physical education. Students will engage in numerous experiences that will provide the foundation for the knowledge, skills, and dispositions necessary for each individual to become an effective teacher of health and physical education and an effective member and leader of a learning community.

As a result of this course, students will be able to:

1. Discuss the factors related to the nature and process of teaching in a learning community.
2. Discuss the factors related to the nature and process of learning, the content taught, and the characteristics of the learner.
3. Identify current research in health and physical education to determine the implications research has for effective teaching and learning practices.
4. Explain the interrelationship between management systems and the teaching of content.
5. Prioritize the many different instructional functions in which the teacher engages including developing goals, selecting content, managing behavior, and assessing learning.
6. Recognize instructional strategies, the objectives of the teacher and the characteristics of the learner.
7. Discuss the role of student motivation and teacher concerns for student personal growth in teaching and to describe how teachers can attend to diverse needs through their teaching.
8. Identify elements of the planning and evaluation procedures used in the instructional process.
9. Recognize that teachers should become aware of their own values and attitudes in respect to students who are different from themselves
10. Utilize basic tools that can be used to collect information on fundamental teaching skills, student behaviors, and the classroom environment.
11. Make personal decisions about health and physical education as a discipline, profession and occupation.
12. Visit schools to study the school environment, teacher behavior and student behavior.
13. Use technology in research and other class assignments.
14. To complete self-assessment activities which include value clarification activities, analysis of communication skills and development of a self-improvement plan.
15. Identify multiple examples of teacher and pupil collaboration in school settings
16. Demonstrate a commitment to the profession through involvement in professional development activities.

Topical Outline/Content:

I. Introduction to Teaching of Health and Physical Education

1. Characteristics of a Teacher
2. Responsibilities of Teachers
3. Definition of learning
4. Definition of instruction
5. domains of learning
6. What do we teach?

II. Professional Goals and Portfolios

1. Personal goals
2. Resume development
3. Professional development activities

III. Components of Curriculum

1. Where are we going? (Objectives)
2. What do we need to know? (Content)
3. How will we get there? (Strategies/methods)
-When will we know we've arrived? (Assessment)

IV. Organization and Management Strategies

V. Class Control and Discipline Techniques

VI. Teaching Strategies and Interventions

1. Direct and indirect teaching
2. In Physical Education
3. In Health Education

Current Issues in Health and Physical Education

1. Inclusion
2. Authentic Assessment/portfolio
3. Nature and diversity of the student population
4. Block Scheduling
5. National and State Standards
6. Other timely topics

Major Course Activities:

1. Interactive, student-centered teaching strategies will be used to facilitate learning in this course.
2. Learning will occur through the completion of the following activities.
3. Participating in class discussions and activities
4. Self-analysis of a video-tape presentation to focus on communication skills
5. Interviewing school-based personal
6. Questioning members of panels (elementary and secondary professionals)
7. Reading current articles in professional periodicals
8. Researching current issues in health and physical education
9. Visiting schools to study teacher and student behaviors as well as the school environment
 - three class visitations to schools which represent different educational and socioeconomic levels
 - one self-selected visitation (final in-school project) when the students spends one full day working directly with a health and physical education teacher
10. Attending professional conferences (optional)
11. Discussing current issues with classmates
12. Viewing video tapes which emphasis off-task behavior
13. Completing mini assignments which emphasize various aspects of teaching behaviors and learner characteristics
14. Fulfilling requirements for admission into the Rowan University teacher certification program
15. Using computers to research information and complete class assignments

Student Evaluation:

In-class Participation
In-class Assignments
School Visitation Written Reports
Interview Plan and Interview (Public School Professional)
Professional Readings
Examinations/Quizzes
Self-selected project (Convention/Research Paper/ self-designed project)
Final In-School Project

Certification Application Review

Praxis I - All students must successfully complete the Praxis I test in order to be admitted into the teacher certification program at Rowan University.

School Visitations are a state requirement. Students must complete all visitations in order to receive a grade for this course and be recommended for admission into the Rowan University teacher certification program. This includes the final In-School Project.

Bibliography

- Anspaugh, D. J., & Eyde, G., (2003). *Teaching Today's Health*. (Seventh ed.). Boston: Benjamin Cummings
- Ashworth, S. (2002). *Teaching Physical Education*. (Seventh ed.). New York: Macmillan College Publishing.
- Butler, J.T. (1994). *Principles of Health Education and Health Promotion* (Second ed.) Englewood, CO: Morton Publishing Co.
- Darst P., Zakrajsek, D., and Mancini, V., (Eds). (1989). *Analyzing Physical Education and Sport Instruction* (2nd ed.) Champaign, IL. Human Kinetics,
- Lavay, B.W., French, R. and Henderson, H.L. (1997). *Positive Behavior Management Strategies for Physical Educators*. Champaign, IL: Human Kinetics.
- Koverin, J. (1990). *Discipline and Group Management in Classrooms*. New York: Holt, Reinhart & Winston.
- Melagrano, V.J. (1998) *Professional and Student Portfolios for Physical Education*. Champaign, IL: Human Kinetics,
- National Association for Sport and Physical Education (2000). *Assessment for K-12 Physical Education and Professional Preparation*. Reston, VA.
- National Association for Sport and Physical Education (2004). *Moving Into the Future: Content Standards for Physical Education Outcomes*. Reston, VA.
- New Jersey Core Curriculum Standards for Comprehensive Health and Physical Education*, 2004. New Jersey Department of Education.
- Orlando, F.J. and Levy, L.C. (2001) *Tools for Teachers: A Guide to Understanding and Using Instructional Technology*. Dubuque, IO: Kendall/Hunt Publishing Company.
- Rink, J.E. (2002) *Teaching Physical Education for Learning*, (Fourth ed.). New York: McGraw Hill.
- Siendentop, D., & Tannehill, D. (2002). *Developing Teaching Skills in Physical Education* (Fourth ed.). Mountain View, CA: Mayfield Publishing.
- Weinstein, E. and Rosen, E. (1999). *Teaching Children About Health: A Multidisciplinary Approach*. Englewood, CO: Morton Publishing Co.

Journals

Educational Leadership
Health Education
Journal of Physical Education, Recreation and Dance
Journal of Teaching Physical Education
Journal of School Health
Strategies
The Physical Educator

Teaching Elementary Physical Education

PROCESS C

CURRICULUM PROPOSAL SCC #04-05-

NEW Programs - MAJOR Program Revisions - PROGRAM Name Changes

LIBRARY RESOLVE FORM REQUIRED

Deadlines: October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: B.A. in Education

Sponsors: Donna Cook, co-chair COE Revision E-Mail: Hathaway@rowan.edu Ext: 3794

Cindi Hasit, co-chair COE E-Mail: hasit@rowan.edu Ext: 4772

DEPARTMENT: Elem. Ed./E.C./, Health & Exer. Sci., Reading, Sec. Ed/Found./, Spec. Ed.

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

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: College Committee Date: 10/6/04

Department Curriculum Chair: Cindi Hasit, Donna Hathaway Date: 10/6/04

Academic Dean: Carol Sharp Date: 10-6-04

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: 12/13/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: Pethel Almon

UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: 10/12/04 Approved Not Approved

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement (Vote) 10/25/04

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: [Signature]

NOTIFICATION FORWARD

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

This was announced on 5-20-05 Transmittal

*BWS
HND
MCH
SAP
HFB*