



Glassboro State College Senate Curriculum Committee

Approval Form

TITLE CHANGE. 0835.286

Proposal Title: Foundations of Teaching Health and Physical Education

Sponsor(s) Mary L. Putman Dept.: Health & Physical Ed. Ext. 7110

Edith Thompson

Check one: [X] Course [] Specialization [] Concentration [] Minor [] Achievement Certificate [] Certification Program [] Major Program [] Minor Change (please name deletion or credit/title/catalog change)

[X] Undergraduate [] Graduate 3 Credit Hours

Step 1 (Department) Step 2 (Receipt) Step 3 (School CC)
Approved 10/18/91 Date
Proposed by Edith Thompson Dept. CC Chairperson
Reviewed 10/18/91 Date
Mary L. Putman Dept. Chairperson
SCC# 91-92-26
Proposal Received Date
Reviewed Approved Not Approved
Comments:
School Curr. Comm. Chairperson

Step 4 (Academic Dean) Comments:
[X] Recommend [] Not Recommend [] Conditionally Recommend (see comments)
Reviewed 1/17/92 Date
Signature, Dean of School

Step 5 (SCC)
Open Hearing 2/7/92 Date
[] Approved by Senate Curriculum Committee 2/7/92 Date
[] Returned to sponsor(s) for the following reasons:

Step 6 (Senate)
Presented to Senate 2/21/92 Date
[] Approved [] Not Approved
Notification to Executive Vice-President/Provost 2/21/92 Date
Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received _____

Approved Yes No

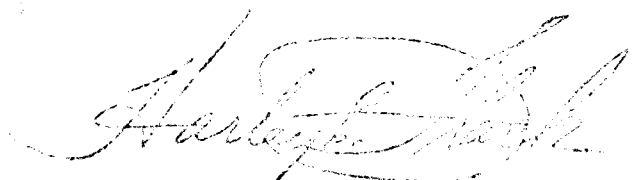
If no, reasons are as follows:
Date

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed APR. 3 1992
Date



Signature, Executive Vice-President/Provost

Registrar

Approved course description received 2 Apr. 92
Date

Hegis Taxonomy and Course Number assigned 0835.286

B. Kelly for DB 2 Apr. 92
Signature, Registrar Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

GLASSBORO STATE COLLEGE
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Minor Curriculum Change

I. Details

- a. Title Change
From: Foundations of Health and Physical Education
(0835.286)
To: Foundations of Teaching Health and Physical
Education (0835.286)
- b. Sponsor:
Department of Health and Physical Education
Mr. Edith Thompson - Curriculum Chairperson
Dr. Mary Putman - Department Chairperson
- c. Credit Hours: three semester hours
- d. Level: undergraduate, sophomore
- e. Curricular Effect: major requirement, teacher
certification specialization
- f. Prerequisite: Introduction to Health and Physical
Education (new course) or permission of instructor
- g. Adequacy of Staff:
The Health and Physical Education faculty can
adequately administer and teach this course. Library
resources are adequate and are continually updated.
The Office of Professional Laboratory Experience (OPLE)
should continue to secure public school placements for
the on-site observational component.

II. Rationale

This minor curricular change is part of a restructuring of the Health and Physical Education - Teacher Certification Program. This proposal will remove the non-teaching foundations and career exploration components in the original course and enhance the teaching foundations within the new course.

III. Essence of the Course:

a. Objectives:

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

1. Identify the scope of health and physical education programs in the elementary, middle (junior) and high schools.
 - a. Describe the goals, principles, objectives and interrelationships among programs of health education, physical education, adapted physical education, driver and safety education, coaching and athletic training.
 - b. Identify and observe the theoretical structures of health and physical education programs.
 - c. Observe, identify and analyze cognitive, psychomotor, and affective dimensions of learning in a wide variety of school settings and activities.
 - d. Work with individual (students, teachers) and groups in a variety of school settings.
2. Develop an understanding of the components of effective health and physical education teaching.
 - a. Differentiate between instructional, management, institutional and administrative behaviors in health and physical education.
 - b. Define and observe a variety of teaching styles (methods, strategies) identifying advantages and disadvantages in terms of student learning (direct, task, reciprocal, inclusion, self-check, guided discovery, and problem solving).
 - c. Work with individuals (students, teachers) and groups in a variety of school settings.

3. Identify dimensions of the role of a professional health and physical educator.
 - a. Gather information relative to important school and health and physical education policies.
 - b. Observe the implementation of school and program policies.
 - c. Discuss self-accountability as it applies to the teaching profession.
 - d. Identify professional health and physical education organization journals.
 - e. Identify and discuss the effects of multicultural/global dimensions of the student populations in school-based settings.
4. Utilize classroom (gymnasium) observational techniques.
 - a. Use a variety of observational techniques to objectively describe classroom (gymnasia) settings and events.
 - b. Interpret the classroom observational data.
 - c. Describe the roles and responsibilities of teachers.
 - d. Identify teacher behaviors related to student performance.
 - e. Interpret the classroom observational data.
 - f. Describe the organization of the school.

b. Topical Outline

1. Instructional Program

- a. Understand the role of education
 - (1) purposes
 - (2) meeting student needs
 - (3) implications for the future
 - (4) multicultural/global education

- b. Identify bases for entire school curriculum
 - (1) philosophy
 - (2) social factors
 - (3) student needs
 - (4) subject matter
 - (5) political, economic, and social factors
- c. Interpret the foundations for health and physical education in terms of teaching behaviors
 - (1) scientific
 - (2) philosophical
 - (3) psychological
 - (4) sociocultural
 - (5) historical
- d. Establish the scope of the health and physical education programs
 - (1) goals and relationships of the various programs - health, physical education, safety, adapted, coaching, and other areas
 - (2) theoretical structures of health education and physical education

Health

concepts approach
 values approach
 wellness-lifestyles approach
 sociocultural approach
 scientific approach

Physical Education

physical fitness
 movement education
 sports/games, dance, gymnastics

- 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 and physical education

- b. Factors relating to physical education and the law
 - (1) legal liability
 - (2) PL 94-142: education for handicapped
 - (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) health, physical education, coaching, etc.
 - (2) academic classrooms
 - (3) special education and/or mainstreaming
 - (4) support services (nurse, guidance, library, principal, etc.)
4. Observation Skills
- a. Purpose:
 - (1) teacher behaviors
 - (2) student behaviors
 - (3) teacher/student interaction
 - (4) school organization
 - b. Using observation instruments for the improvement of teaching
 - c. Informal observations - logs, records, notes, personal perspective
 - d. Interpret and analyze observational data
- c. Evaluation
1. Student
- a. Compile a notebook to include:
 - (1) log of observations
 - (2) interpretation of observations
 - (3) information about the schools
 - (4) activities and/or assistance while in school

- b. Class discussion to reflect:
 - (1) observations and knowledge about school practices
 - (2) prepared reports on assigned topics
 - (3) readings from professional literature
 - c. Written work to include:
 - (1) reports on observations
 - (2) professional readings
 - (3) quizzes and exams
 - d. Participation in:
 - (1) on-site observations
 - (2) classroom activities
2. Course
- a. Student evaluations via questionnaires and narratives
 - b. Peer/colleague evaluation through normal career assessment processes
 - c. Continual evaluation through the Department of Health and Physical Education Curriculum Committee

IV. Results of Consultation

The department of health and physical education has reviewed and approved this curricular revision. Outside consultation was not solicited.

Catalogue Description

Foundations of Teaching Health and Physical Education

(0835.286)

Prerequisite: Introduction to Health and Physical Education or permission of instructor

This course introduces students to the profession of Health and Physical Education teaching in school settings. Students explore the roles and responsibilities of Health and Physical Education teachers through simulation exercises and study of the professional literature.